

Florence Nightingale Faculty of  
Nursing, Midwifery & Palliative Care

**KING'S**  
*College*  
**LONDON**

# Faculty Postgraduate Study *2019 – 20*





# About the Faculty

**The Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care is the direct descendant of the Nightingale Training School established at St Thomas' Hospital in 1860.**

As the first professional nursing and midwifery school in the world, we are proud of our history and traditions. But no world-class school of nursing can afford to rest on its laurels. We are continually striving for excellence – in our teaching and in our research, which aims to contribute to the evidence base of professional nursing and midwifery practice and policy.



*The Nightingale badge is awarded to nurses and midwives trained at our Faculty, and is recognised world-wide as a symbol of nursing excellence.*

Our objective is to provide an educational experience that enables each and every student to make the most of their talents and capabilities.

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

We develop leading-edge nurses and midwives of tomorrow – practitioners, partners, and leaders in their field, which is why the Faculty is ranked as the number one faculty in the UK and second in the world. (Shanghai Global Ranking of Academic Subjects 2017).

We also have a strong postgraduate research course, with activities that meet the needs of a wide range of healthcare professionals seeking continuing professional development.

The Faculty is ranked first in the UK, second in the world (Shanghai Global Ranking of Academic Subjects 2017), and a prestigious Russell Group University.

The Faculty has over 200 staff, many of whom are international leaders in their respective specialist fields. A significant proportion of our staff are actively involved in research and service development and hold posts with our major NHS Trust partners.

## Our history

On 4 November 1854, Florence Nightingale and 38 nurses departed for the Scutari Crimean War hospital in Turkey.

The public's enthusiasm for her work there led to the creation in 1855 of a fund which Nightingale decided to use to establish a nursing training school.

By June 1856 the fund had raised £44,039 (equivalent to over £2 million today). In 1858-9, Nightingale chose St Thomas' Hospital as the location for her school, with the first nurses starting training on 9 July 1860.

In 1996, it was amalgamated with the Olive Haydon School of Midwifery and the Thomas Guy & Lewisham School of Nursing, creating the Nightingale and Guy's College of Nursing & Midwifery, and within a year the name changed to the Nightingale College of Health.

In 1993, the Nightingale College of Health combined with the King's College Hospital School of Nursing at Normanby College and formed the Nightingale Institute.

By 1996, all staff and new students of the Nightingale Institute were fully integrated at King's College London, and in 1998 the Nightingale Institute combined with the Department of Nursing Studies at King's College London, becoming the Florence Nightingale Division of Nursing & Midwifery.

In 1999, the School was renamed the Florence Nightingale School of Nursing & Midwifery of King's College London, and in 2010, celebrated its 150th anniversary.

The Cicely Saunders Institute of Palliative Care opened in May 2010, the result of a partnership between King's College London and the charity Cicely Saunders International.

# Our vision

**The Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care offers an unparalleled range of creative, topical and clinically-focused courses across key areas of expertise. Within each of these areas, we offer a diverse mix of full courses, modules, study days and master classes in addition to bespoke education tailored to you. Situated in the heart of London, King's is a global centre of academic excellence that connects you to the world.**

King's attracts curious minds. From the academics making discoveries that push the frontiers of knowledge to the students informing and learning from their research, we insist that a spirit of enquiry permeates everything we do.

This helps us create a learning and research environment that inspires and equips the next generation of world thinkers. In the last 150 years, King's has made an extraordinary contribution to modern life, particularly in the areas of science, healthcare, social science, law and the arts and humanities. At one of the oldest universities in the UK and the fourth oldest in England, King's people and their work continue to shape the world in which we live.



## King's College London at a glance

**1st**

in the UK

Shanghai Global Ranking  
of Academic Subjects 2017

**2nd**

in the world

Shanghai Global Ranking  
of Academic Subjects 2017

**2nd**

in the UK for  
research quality

REF 2014

**5**

campuses in the  
heart of London

**£1bn**

investment into  
King's estates

**2010**

The Cecily  
Saunders Institute  
opened

**King's College London was founded by King George IV and the Duke of Wellington (then Prime Minister) in 1829 as a university college in the tradition of the Church of England. It now welcomes staff and students of all faiths and beliefs.**

The university has grown and developed through mergers with several institutions each with their own distinguished histories. These include United Medical and Dental Schools of Guy's and St Thomas' Hospitals, Chelsea College, Queen Elizabeth College and the Institute of Psychiatry.

King's has a particularly distinguished reputation in the humanities, law, the sciences - including a wide range of health areas such as psychiatry, medicine, nursing and dentistry - and social sciences. It has played a major role in many of the advances that have shaped modern life, such as the discovery of the structure of DNA and research that led to the development of radio, television, mobile phones and radar.

Our vision is to make the world a better place. Since our foundation in 1829, King's students and staff have dedicated themselves in the service of society. An important part of the journey towards our vision is the delivery of a series of transformative initiatives across global health, with implementation by 2029 - our 200th anniversary.

King's has an outstanding reputation for world-class teaching and cutting-edge research. In the 2014 Research Excellence Framework (REF) King's was ranked 6th nationally in the 'power' ranking, which takes into account both the quality and quantity of research activity, and 7th for quality according to Times Higher Education rankings. 84% of research at King's was deemed 'world-leading' or 'internationally excellent' (3\* and 4\*). The university is in the top seven UK universities for research earnings and has an overall annual income of more than £684 million (REF 2014).

King's College London and Guy's and St Thomas', King's College Hospital and South London and Maudsley NHS Foundation Trusts are part of King's Health Partners. King's Health Partners Academic Health Sciences Centre (AHSC) is a pioneering global collaboration between one of the world's leading research-led universities and three of London's most successful NHS Foundation Trusts, including leading teaching hospitals and comprehensive mental health services. For more information, visit [kingshealthpartners.org](http://kingshealthpartners.org)



# Postgraduate taught courses

As part of the King's Health Partners Academic Health Sciences Centre (AHSC), a collaboration between King's and three UK National Health Service Trust partners, we provide world-class teaching, clinical practice and research under one roof, encouraging the next generation of healthcare professionals and clinicians to achieve high standards of excellence for the benefit of patients.

Many of our staff are practicing clinicians and regarded as leaders in their fields. Their desire to advance education in nursing, midwifery and palliative care has resulted in the boundaries of healthcare practices moving forward.

We provide inter-professional learning in a stimulating and supportive environment, while personal development and the achievement of excellence are encouraged.

## Our postgraduate taught courses include:

### Advanced Clinical Practice MSc/PG Dip/PG Cert

The Advanced Clinical Practice MSc/PG Dip/PG Cert is for experienced healthcare practitioners in hospital and community settings. The course builds on your existing skills and experience to enable you to lead and support the development and delivery of Advanced Clinical Practice. Module outcomes are mapped against the Knowledge and Skills Framework and the NHS England Advanced Clinical Practice framework so NHS employees can identify learning to support career progression.

**DURATION:** MSc: THREE YEARS (MAX OF SIX YEARS)  
PG DIP: TWO YEARS (MAX OF FOUR YEARS)  
PG CERT: ONE YEAR (MAX OF THREE YEARS)

**COURSE LEADER:** DR GERRY LEE, GERRY.LEE@KCL.AC.UK

### Clinical Nursing MSc

The Clinical Nursing MSc course is designed to help internationally-qualified healthcare practitioners develop the knowledge and skills to research, manage and deliver healthcare practice and education. It is a flexible study pathway that builds on your existing clinical experience and skills, enabling you to lead and support the development and subsequent delivery of evidence-based practice. This course is modelled on our local specialist practice courses and utilises the same core and optional modules utilised by local level 7 students in the UK. This course includes a 10-day clinical placement.

**DURATION:** ONE YEAR FULL-TIME

**COURSE LEADER:** DR EHSAN KHAN, EU.KHAN@KCL.AC.UK

### Clinical Research MRes/PG Cert

The Clinical Research MRes/PG Cert is a multi disciplinary course aimed at clinicians who wish to develop their clinical or academic research careers. The course seeks to enhance the skills and knowledge needed for supporting, delivering and integrating research into clinical practice, as well as fostering evidence-based practice.

**DURATION:** ONE YEAR FULL-TIME, TWO YEARS PART-TIME

**COURSE LEADER:** DR MARIA DUASO, MARIA.DUASO@KCL.AC.UK

### Maternal & Newborn Healthcare PG Cert/PG Dip/MSc

The Maternal & Newborn Healthcare course (open to UK, EU and International students) is designed to enable healthcare professionals working in the fields of maternal and newborn health to gain the knowledge and skills required to lead high quality healthcare services at a strategic level. Students will study the ethical, cultural, political, and international contexts in which maternal and newborn healthcare is provided. This will be facilitated through reflective, analytical and critical thinking through the provision of educational input from expert lecturers, external speakers and a varied assessment approach.

**DURATION:** MSc: ONE YEAR FULL-TIME, THREE YEARS (MAX OF SIX YEARS) PART-TIME  
PG DIP: TWO YEARS (MAX OF FOUR YEARS)  
PG CERT: ONE YEAR (MAX OF THREE YEARS)

**COURSE LEADER:** DR KIM WATTS, KIM.WATTS@KCL.AC.UK

For a full range of our postgraduate taught courses please visit [kcl.ac.uk/study](http://kcl.ac.uk/study).



## Voice of the student

*'I am very grateful to be one of King's students. It was one of the best decisions I've made in my life. The university has a remarkable reputation as one of the top nursing schools in the UK. I thought my course of study was excellently designed and I received fast responses from my course leads and academics. Moreover, the location and environment of the campus was very convenient to me since I was doing an intensive course. During my study I received lots of help and support from the course leader, supervisor and student services and the library'*

**Rahab**, Clinical Research MSc

# Postgraduate research courses

**The Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care offer two MPhil/PhD opportunities: the Nursing Research/Midwifery Research/Health Studies Research and the Cicely Saunders Institute of Palliative Care & Rehabilitation Research courses.**

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

The Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care is an integral partner within King's Health Partners (KHP) and contributes to the interdisciplinary research centres in supporting and delivering high quality research. In the most recent Research Excellence Framework (2014) assessment, more than 90% of the Faculty's research was rated as 4\* and 3\* (world-class and internationally excellent).

Our research activity is funded by the National Institute for Health Research (NIHR), Research Councils and a range of charities. The purpose of our research is to improve the quality of services and outcomes for patients through studies concerned with individual clinical needs, service delivery and organisation and the wider social and policy context of care, nationally and internationally.

Our research work is underpinned by cross-cutting principles: engagement with patient and user perspectives, commitment to conceptual and methodological innovation, attention to the policy relevance and practical application of our findings.

The Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care is especially interested in receiving applications from students across the globe, who are planning their doctoral research projects in fields that will contribute to the Faculty's research groups, enhance the research culture and align with the Faculty's research strategy.

<b>DURATION:</b>	THREE TO FOUR YEARS FULL-TIME, SIX TO EIGHT YEARS PART-TIME
<b>COURSE LEADER:</b>	DR WLADZIA CZUBER-DOCHAN, WLADZIA.CZUBER-DOCHAN@KCL.AC.UK

## Cicely Saunders Institute of Palliative Care & Rehabilitation Research MPhil/PhD

The Institute is a world-leading centre for palliative care research and an official collaborating centre of the World Health Organisation. The Institute's breakthrough research projects not only influence clinical practice, but also have an impact on national and international policies for palliative care. The Institute's multidisciplinary environment combines social science, psychology, nursing, medical and health services research.

Students work alongside staff researchers, are supervised by two members of academic staff and overseen by a divisional research co-ordinator. Student progress is monitored closely and reported on every six months.

All students are regularly notified about skills development opportunities through a monthly Postgraduate Research newsletter and are expected to undertake 10 days of training a year. Presentation of students' research work at national and international research conferences is actively encouraged.

<b>DURATION:</b>	PHD: THREE TO FOUR YEARS FULL-TIME, SIX TO EIGHT YEARS PART-TIME MD RES: TWO YEARS FULL-TIME
<b>COURSE LEADER:</b>	MATTHEW MADDOCKS, PHD-CSI@KCL.AC.UK

For a full range of our postgraduate research courses please visit [kcl.ac.uk/study](http://kcl.ac.uk/study).



### Voice of the student

*'King's has a fantastic reputation for research. It has ever increasing opportunities to network with staff and students within and across faculties. Studying here was not a difficult decision to make. The links between the University and its associated hospitals means that I have the right environment to identify research participants for my project.'*

*'The lecturers and supervisors are a great source of knowledge in both their experience and their networks. My fellow PhD colleagues are always there to support and encourage me throughout the journey and they make the process a lot more enjoyable.'*

**Mavis**, Health Studies Research PHD

# Continuing personal and professional development

**Our educational courses cover a wide range of health-related subjects in a variety of specialist areas, and last for approximately six weeks. 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.**

Our provision has 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, with the following modules lasting for six weeks.

The range and flexibility of our 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.

## Applied Pathophysiology In Advanced Practice

This module aims to provide students working towards an advanced level of practice, with the opportunity to gain knowledge and skills in assessing, formulating and providing a rationale for a diagnosis, as well as initiating and managing care of patients with common pathophysiological presentations. The module is an adjunct to the advanced assessment skills for non-medical practitioners so that students can develop their assessment and diagnostic skills using clinical decision making and apply these to various pathophysiological conditions.

## Child & Adolescent Mental Health: Assessment & Treatment

This module provides an overview of the assessment and treatment of common child and adolescent mental health problems. Students will develop their clinical skills in relation to assessment and treatment, and also learn about the evidence base for practice in this area.

## Evidence Based Decision Making in Healthcare

This course 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 health care research. Students are introduced to a range of electronic databases for accessing evidence and the principles of systematic review. Learning is facilitated through lectures, workshops and a student-directed search for evidence to address a question emerging from their own practice. Issues surrounding and evidence at the level of the individual practitioner and the health care organisation are addressed.

## Leadership In Health & Social Care

This module will enable students to examine the challenges of leadership practice in health and social care environments. Effective leadership practice contributes significantly to the quality of both patient care and organisational robustness. This module will enable students to critically inquire into their personal and organisational practices for exercising leadership skills within and between professional health care groups and organisations endeavouring to provide quality patient or client care.

## Midwifery High Dependency Care

The course aims to build on the practitioners existing knowledge of high risk midwifery situations. Recent advances in midwifery and obstetrics will be examined and evaluated in order to extend course participants scope of professional practice to women requiring high dependency care. Practitioners will be encouraged to develop critical awareness of the research evidence in relation to high dependency care, and to evaluate strategies and interventions utilised in care provision. In practice they will develop the specialist skills and competencies required to care for critically ill pregnant women before and during labour.

## Palliative & End of Life Care: Symptom Management

The course content has been developed in partnership with St Christopher's Hospice and will be delivered equally from both sites, the first three days at Kings College London, Waterloo Campus and the following three days St Christopher's Education Centre, Sydenham, South London. This module aims to equip nurses with the knowledge and skills needed to provide effective symptom management for adult patients with palliative and/or end of life care needs.

## Voice of the academic

*'This course helps students to understand the process of undertaking a systematic review of evidence, and how to turn this into recommendations for practice. The staff teaching the course are experienced in both systematic reviewing and guideline development. For the assignment students are encouraged to develop these methods within their own area of practice, and it is often possible to develop this into a publication.'*

**Dr Ed Purssell**, Evidence Based Decision Making In Healthcare





# Work-based learning

**Work-based learning is a process through which academic credit can be gained for learning undertaken in the workplace. It is being utilised increasingly in the health services to allow qualified staff to progress academically either at BSc or MSc levels while learning in their field of practice. In the Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care we offer work-based learning modules with 15 and 30 credits attached at level 7 (MSc).**

The modules can form part of the MSc Advanced Clinical Healthcare or the BSc Clinical Practice or can be taken as free-standing modules. Up to two work-based learning modules can be taken at each level.

The modules offer an opportunity to acquire academic credit for learning gained from specific educational activities undertaken in your workplace. For most students this will be linked to a course or study days provided by your employers but for others it may be an individual project or practice development negotiated with managers and colleagues.

## Assessment and support

The modules enable you to develop as a lifelong learner by critically reflecting on and improving your learning skills and abilities. You will produce a portfolio of learning activities demonstrating your learning from the work based activity and your own development as an independent learner. The portfolio can contribute to evidence of professional development.

The academic support provided for these modules is negotiated with the organisation providing the work-based learning opportunities or with individual students undertaking their own projects in practice. Students will have an introduction to the module and the opportunity for follow up tutorials delivered by a member of the Faculty teaching staff either in a group or individually. Students will also have access to online learning resources. All students will have a named person in their organisation who is responsible for approving the work-based learning activity and their learning plan. Work-based learning recognises students as independent learners able to learn from their experiences at work. The opportunity to develop and improve the ability to think critically and analytically, access information effectively and communicate your learning to others are central to these work-based learning modules.

Educational opportunities arising in the work place have immediate clinical relevance to practice, employers and the professional development of individual practitioners. The work-based learning modules provided by the Faculty aim to marry the benefits of both modes of education delivery.

## Who are the work-based learning modules for?

- Nurses
- Midwives
- Allied Health Professionals
- Clinical educators or senior staff providing or planning to provide workplace learning

<b>ACADEMIC LEAD</b>	ANNIE HOLME, ANNIE.HOLME@KCL.AC.UK
<b>DEPUTY</b>	BRENDAN GARRY, BRENDAN.GARRY@KCL.AC.UK



## Voice of the professional

*'We developed our own in house emergency practitioner course at Imperial College Healthcare Trust to generate our own workforce as efficiently as possible. The minor illness and injuries course was designed and run by the consultant nurses using the expertise of Trust clinicians. We also wanted the recruits to benefit from a formal academic award for successful completion of the course. King's College London were extremely supportive from the outset and listened to our specific needs, the communication they provided to the Trust was excellent in particular. We have developed a collaborative relationship and a successful one as we are now embarking on our third course with King's.'*

**Julia**, Consultant Nurse, Imperial College Healthcare NHS Trust



## Entry requirements

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### Postgraduate taught courses

Entry requirements for each course differ, please visit our course webpages for more information regarding each course.

The normal entry requirement for graduate study is a Bachelor's degree with minimum 2:1 honours (or overseas equivalent).

Applicants with other backgrounds or qualifications, including those without a first degree, may be considered dependent on the course being applied for. If you do not meet the normal entry requirements or you have only the minimum academic standard you should pay particular attention in preparing your supporting statement and CV to ensure that you draw attention to evidence of potential success at graduate level.

This might include publications, preparation of substantial reports or active participation in service development initiatives or funded research.

Some applicants wishing to enrol on particular courses may need to secure sponsorship for the duration of their course.

Some applicants may also be required to obtain a minimum requirement of clinical experience to enrol on to particular courses.

## Contact

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Jaqualyn Moore, Postgraduate Taught Lead | [Jaqualyn.moore@kcl.ac.uk](mailto:Jaqualyn.moore@kcl.ac.uk) | +44 (0)207 848 3579

*Did you know?*

We are ranked as the **1st** Nursing & Midwifery Faculty in the UK and **2nd** in the World.

Shanghai Global Ranking of Academic Subjects 2017

**90%** of the research by the Faculty is ranked **world-leading** or **internationally excellent**.

REF 2014

The Faculty is part of **King's Health Partners**, which includes King's College Hospital, Guy's and St Thomas' and South London and Maudsley NHS Foundation Trusts.