School of Nursing and Midwifery

Bachelor in Science (Nursing)

Junior & Senior Sophister Course Handbook

2019–2020
Opening hours

**During term**
Building opening hours: Monday to Friday: 07.30-18.15
Reception opening hours: Monday to Friday: 09.00-13.00 & 14.00-17.00

**Out of term**
Building opening hours: Monday to Friday: 07.30-17.15
Reception opening hours: Monday to Friday: 09.00-13.00 & 14.00-17.00

From time to time it may be necessary to change the above opening hours and students will be notified in advance.

The building is not open at weekends or during College holidays.

This course handbook should be read in conjunction with the University of Dublin Calendar. Contents are subject to change. Changes will be notified on School notice boards. © School of Nursing and Midwifery and Associated Health Service Providers

Alternative formats of this course handbook can be made on request.

September 2019
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1. Welcome
Welcome to the Bachelor in Science (Nursing) courses: (B.Sc. (Cur)) and Bachelor in Science Children’s and General Nursing Integrated. This handbook, in conjunction with the College Calendar, provides students with information which you require as you proceed through the course. The course team wish you every success as you pursue your studies with the School of Nursing and Midwifery and our associated Health Service Providers.

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in this programme handbook, the provisions of the General Regulations in the Calendar will prevail: http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

All queries relating to the nursing programmes can be emailed to the undergraduate administrative team at: UG.Mid.Nur@tcd.ie

For any clinical allocation (practice placement) queries please email the relevant Administrative Officer for your intake/year in the Allocations Office directly: Mary Kelly kellym1@tcd.ie  Christina Pieri mcpartc@tcd.ie

Always include your name, student number and year (Junior Sophister/Senior Sophister/Year 5) in all correspondence with the course team.

Director of Undergraduate Teaching and Learning  Professor Valerie Smith
Administrative Officer, Undergraduate  Karen Smith
Clinical Allocations Officer | Erasmus Lead  Pádraig Dunne
Senior Executive Officers  Erica Connolly  Emma Byrne
Executive Officer Junior Sophister  Hyunju Knowles
Executive Officer Senior Sophister  Ken Coogan
Junior Sophister (Third Year) Course Coordinator  Fiona Murphy
Assistant Allocations Officer  Mary Kelly
Senior Sophister (Fourth Year) Course Coordinator  Dr Edward McCann
Assistant Allocations Officer  Christina Pieri
Year 5 Course Coordinator  Dr Edward McCann
Assistant Allocations Officer  Christina Pieri
2. Course Structure
Throughout the year the student will study the following components, which are organised into modules: Nursing, Biological Sciences, Sociology and Psychology. The modules are either shared (relevant to all nursing disciplines) or discipline specific (relevant to your nursing discipline only). The modules are delivered over the academic year. The academic year consists of two semesters over three terms: Michaelmas term (Aug-Dec), Hilary Term (Jan-Apr) and Trinity term (April-May). At the end of each year of the course, you will receive a finalised mark for each of your modules. You are required to pass all modules in order to progress to the next year of the course.

Teaching and assessing strategies are varied and correlate with the level of learning expected as the student progresses through the course. These include lectures, tutorials, practicals, seminars, interactive discussion, group work, simulations and reflective practice exercises. A list of modules for each course is available in Appendix 1 Assessment Schedules. Module descriptors are available for all students to review on the Student Information and Timetabling System (SITS). To access go to my.tcd.ie and use your College login details.

For Children’s and General Nursing students, the duration of Senior Sophister and Year 5 are outlined below.

Senior Sophister
- Commences on 26th August 2019 (Week 1)
- Concludes week of 6th April 2019 (Week 33)

Year 5
- Commences on 20th April 2019 (Week 35)
- Concludes week of 23rd December 2019 (Week 18)

3. European Credit Transfer System (ECTS)
The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. One credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to
require 200-250 hours of student input including class contact time, assessments and examinations.

**ECTS credits are awarded to a student only upon successful completion of the course year.** Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain components of the courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

## 4. Support services for students

The University provides a wide range of student facilities including a health service, counselling services, family friendly initiatives/work-life balance, chaplaincy, accommodation, careers advice, students’ union and study skills workshops. These services are freely available to all students, as is the College’s unique tutorial support service. For more information on services see the following:

- www.tcd.ie/students/
- www.tcd.ie/equality/
- http://www.tcd.ie/students/supports-services/
- https://www.tcd.ie/maturestudents/
- https://www.tcdsu.org/

**Trinity Tutorial Service**

Students undertaking a full-time undergraduate degree are assigned a College Tutor when they are admitted to College. Each College Tutor is a member of academic staff who is appointed to look after the general welfare of the student and deal with student issues in an efficient and confidential manner. The College Tutor’s role is to offer help and confidential advice on personal or broad academic issues. The College Tutor also acts as the student’s advocate before the College authorities. Students are advised to contact their College Tutor early in their course of study and to maintain contact with her/him throughout their course of study.

**Please note:** The College Tutor is not a supervisor of studies. Students who require specific advice on course content or assessments are advised to consult with the module leader/lecturer or Course Coordinator as appropriate. Students may only change their Tutor with the approval of the Senior Tutor. Refer www.tcd.ie/Senior_Tutor/ for more information on the role of the Senior Tutor and Trinity Tutorial Service.

## 5. Timetables

Students are issued with a copy of the course timetable at the beginning of the academic year. **Timetables are available on the School website http://nursing-midwifery.tcd.ie/undergraduate/timetable-overview/ and Blackboard Learn.** This timetable is subject to change and students will be notified of changes by email. Students are obliged
to check their TCD email account on a regular basis. In the event of any conflict or inconsistency between timetables published on Blackboard Learn and the Trinity student app (myday.tcd.ie), the information contained on Blackboard Learn will prevail. **Blackboard Learn** is a virtual learning environment and course management system used to communicate and share content relating to the nursing and midwifery courses.

### Junior and Senior Sophister Nursing Timetables:
Junior Sophister and Senior Sophister timetables will be published on **Blackboard Learn** before the start of the academic year. Timetables are published by tutorial group. Students will be assigned to the same tutorial group as the previous year as soon as they register. The groups are as follows: A-F General Nursing, G and H Mental Health Nursing, I and J Intellectual Disability Nursing and K Children’s and General.

Once students are correctly registered they can view their own personal timetable on the student portal (my.tcd.ie). Students will be notified of timetable updates throughout the academic year to their TCD email address and the mytcd.ie timetable only will be amended. Tutorial group information will be circulated to students and placed on Blackboard Learn as soon as they are assigned. Students must ensure that their name is included on the list and that their group teaching is showing on their mytcd.ie timetable. If students are not correctly assigned to a tutorial group then their group teaching (mandatory skills, tutorials and practicals) will not show on their mytcd.ie timetable.

Please report any timetabling or tutorial group issues/queries as soon as possible to the School of Nursing and Midwifery Timetabling Officer: **Ms Gillian O’Hanlon, email:** doylegi@tcd.ie

### 6. Professional Conduct and Disciplinary Issues

The regulations for all Trinity College students are set out in the in the University of Dublin Calendar [https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf](https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf).

Any breach of the Code of Conduct and/or College regulations may be referred in the first instance, to the Director of Undergraduate Teaching and Learning in the School of Nursing and Midwifery. If College regulations have been breached, the matter will be reported to the Junior Dean. Cases raising fitness to practice (FTP) issues will be referred to either the Junior Dean or the School of Nursing and Midwifery Fitness to Practice.

### 7. Attendance
Attendance at lectures, tutorials and practice placements is compulsory. In order to progress to the next year of the course, students must satisfy the Court of Examiners meeting that their course work and their attendance at practice placements, lectures and tutorials is satisfactory and complete. Where a student’s attendance is non-satisfactory, the School may request the Senior Lecturer to refuse permission for the student to sit annual examinations and the student may have to repeat the year (refer to the University of Dublin
Calendar, Part II). Failure of the year due to non-compliance with attendance regulations cannot be used as grounds for an appeal.

Please note that 100% attendance is required at formal lectures, tutorials, practical’s and practice placements on courses leading to registration in a division of the Nurses’ Register.

**Theory**
Attendance at theory classes is monitored throughout the year by several methods including electronic card reader systems using student ID cards, sign-in sheets and random attendance spot checks. Absences will be recorded and monitored throughout the year. Students should deliver medical certificates for any period of absence to the Executive Officer for their year within three days of returning from absence so that it may be recorded. It is considered a breach of conduct to wrongly declare attendance for yourself or a colleague. Student guidelines on the Electronic Attendance System are available on Blackboard Learn.

**Compulsory Training/Mandatory Clinical Skills**
Students who are absent from compulsory training sessions such as the Basic Life Support, Manual Handling, Management of Violence and Aggression, Hand Hygiene will be required to attend a second training session at their own expense. Only in exceptional circumstances such as certified illness will this fee be waived. Failure to complete these sessions within the correct timeframe will result in students not being able to attend practice placement (refer University of Dublin Calendar, Part II).

Junior Sophister (JS) students are required to complete compulsory training/mandatory clinical skills before commencing clinical placement. Due to hospital regulations students will not be allowed on placement without having successfully completed the mandatory skills and be in possession of the required certification. Certificates are issued for the Basic Life Support (JS) and Management of Actual and Potential Aggression, MAPA (JS). There is a total cost of €22.20 for both certificates in Junior Sophister year. This is an administration cost for the issue of the certificates from the Irish Heart Foundation (IHF) and MAPA. To register for the certificates students must log onto the Eventbrite platform to order and pay for the certificates. A booking reference and receipt for the certificates issued once the payment is complete. This receipt must be presented the day the class is scheduled for your tutor group. More details and the Eventbrite link will be issued in the orientation period.

**Attendance in Practice Placement**
Students must comply with the regulations of the Health Service Provider regarding health screening, vaccinations and Garda Vetting prior to commencement of practice placement. Failure to do so may result in the Health Service Provider refusing to allow the student attend practice placement.

In order to be eligible to progress into the next academic year, all time owing in practice must be repaid by Week 52 (as per academic year planner). Permission to repay time owing in practice placements is awarded at the discretion of the Court of Examiners. Students who incur time owing/absences in practice placements are advised to consult the shared
guidelines for further information, these are available in the Allocations folder on Blackboard Learn. Students should be mindful that any practice placement time owing must be repaid during their summer vacation.

7.1 Participation
Students must actively participate in all academic work throughout the period of the course. This includes participation in group work, discussions, projects, professional practice and any other timetabled activity.

Students undertaking courses that lead to registration in a division of the Nurses’ Register should be aware that The Nursing and Midwifery Board of Ireland requires the University and Health Service Providers to ensure that the student meets the educational and practice requirements of the course.

7.2 Classroom and practice etiquette
In order to maintain an atmosphere that is conducive to education and learning for all students, classroom and practice etiquette must be observed. Students are expected to arrive at the venue in time for all timetabled sessions, both theory and practice. If a student has to leave prior to the end of a timetabled session, they must inform the lecturer/preceptor/relevant supervisor prior to the commencement of the session. Students arriving late may not be permitted to enter the session. Interactions and discussion within the teaching session should be curtailed to the content of the teaching session. Questions and comments should be directed to the lecturer and the class as a whole. Students should be respectful of the contribution of other students and the lecturer by actively listening to their views and opinions and refraining from talking. Mobile phone and pagers are considered inappropriate and must be turned off during all timetabled sessions.

7.3 Consumption of food and beverages in classrooms
The consumption of food or beverages, with the exception of bottled water, is strictly prohibited in all teaching rooms and laboratories. Chewing gum is also prohibited.

7.4 Security and safety of personal belongings
Students and visitors to the building should keep their personal belongings with them at all times. All personal belongings should not be left unattended.

8. Interruptions to the course
An interruption refers to any leave (other than annual leave and public holidays) which includes but is not limited to: sick leave; parental leave; maternity leave; compassionate leave; special leave; going off books or deferral of a year of the course. Considerations of any interruptions to the course should be discussed with your College Tutor in the first instance.

All leave (excluding specified annual leave and public holidays) is considered an absence from the course. This includes all occasions where a student, for whatever reason, cannot attend the course’s timetabled sessions and professional practice (i.e. sickness, negotiated special leave, transport problems, maternity leave, paternity leave etc).
Students must apply through their College Tutor if they wish to go off books for any period, or if they wish to defer their course for a year. Students in Senior Sophister year or Year 5, who are incomplete in their practice placement by week 10 of the subsequent academic year, are required to go off books to complete any outstanding practice placement. Please refer to the University of Dublin Calendar, Part II, General Regulations for further details pertaining to these procedures.

Prior to returning from certified sick leave to practice placement, students must submit a medical certificate/doctor’s letter stating that they have been deemed medically fit to do so. The student is required to meet with their Nurse/Midwifery Practice Development Coordinator in the first week of returning to practice placement. It is the student’s responsibility to contact their Nurse/Midwifery Practice Development Coordinator to arrange the relevant meeting. Please refer to the University of Dublin Calendar, Part II (http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf) for further information.

It is the responsibility of individual students returning from certified sick leave to ensure that they inform themselves of any missed coursework.

**Professional Reorientation**
In certain cases, students who have been off books for any duration, with the permission of Senior Lecturer, may be required to undertake a professional reorientation programme before proceeding to the next year of their course. A professional reorientation fee may be levied.

For Senior Sophister and Year 5 students, payment for any repeat clinical placements during the internship period is at the discretion of the Health Service Provider.

In the interest of the health and safety, students who are pregnant are required to notify their College Tutor, Course Coordinator and Allocations Office of their pregnancy at least eight weeks before the expected date of delivery. The Health Service Provider will then be informed by the School of Nursing and Midwifery so that an appropriate clinical placement can be arranged for the student.

Further information on the Supports for Student Parents, Student Carers and Students Experiencing Pregnancy can be found using the following link:


9. **Medical Evidence**
Students who find themselves incapacitated by illness and unable to attend lectures, tutorials, examinations/assessments or practice placement should see their GP/consultant immediately and request a medical certificate for the appropriate period. Such medical certificates should be copied to the student’s College Tutor and to the Executive Officer for the year of the course and must be submitted within three working days of the missed
10. Methods of assessment
Students are assessed by a variety of methods throughout Junior and Senior Fresh year e.g. examinations, projects, assignments, workbooks and practice placements. The Assessment Schedule is provided in Appendix 1 Assessment Schedules and an Assessment Criteria Grid is available on Blackboard Learn. The pass mark for all modules with a numerical mark is 50%.

Children’s and General Nursing students: those who fail an assessment are not permitted to commence Year 5 of the course. Students will only be permitted to commence Year 5 upon successful completion of the assessment and ratification of the result at the Reassessment Court of Examiners.

10.1. Assignments
These regulations relate to essays, projects, case studies, care studies, literature reviews, research critiques, research proposals, portfolios and other written assignments as part of course assessments. Individual assignment guidelines will be communicated to students during the academic year by the module leader/module team. Students must keep a copy of all submitted work for their own records or in case of loss or damage to the submitted assignments, and this may be requested at a later date.

Where stated, except for practice placement and examinations, course work must have a completed ‘Assignment Submission Form’. These forms are available on Blackboard Learn.

Format of assignments
All assignments should be typed using either Verdana, Arial or Calibri type-face and font size 12 for the main text. Larger font sizes may be appropriate for headings, titles of tables and figures. A smaller size font i.e. size 11 is used for a block quotation (refer to the Harvard Referencing System Guidelines).

One-and-a-half line spacing must be used except for the reference list where single spacing is used (refer to the Harvard Referencing System Guidelines).

Allow the following margins
- 35 mm margin on the left of the page
- 20 mm on the other three sides (the top, bottom and right margins).

Where a hardcopy submission is required the assignment must be printed on good quality, white A4 paper and printed on one side of the page only. The type must be black and fully formed as in the output of a laser or ink jet printer (the output of dot matrix printers is not acceptable). Unless otherwise stated, pages must be securely stapled together at the left upper corner (do not use plastic ring binding, soft plastic folders or put assignment pages in individual plastic covers etc.). Assignments of 5,000 words or more and/or those assignments requiring the inclusion of numerous appendices should be bound using the smallest possible ring binder.
Pages must be numbered consecutively on the bottom of each page, either centred or to the right. Roman numbers (i.e. i, ii, iii, iv etc.) are to be used for numbering the title and table of contents pages (and abstract, acknowledgements, list of figures if appropriate). Arabic numbers (i.e. 1, 2, 3, 4 etc.) are used for the remainder of the text. The page number should not appear on the title page but it should be included in the numbering. Assignments must have a title page that includes the following: student’s name, ID number, assignment title, module title and course title. A completed Submission/Re-submission Form must accompany every assignment.

10.1.1. Referencing
It is essential to identify and acknowledge all sources of information and to acknowledge other people’s ideas and statements used in an assignment. Students are required to use the Harvard Referencing System. The Harvard Referencing System as adapted by the School of Nursing and Midwifery is available at www.tcd.ie/Library/support/subjects/nursing-midwifery/

10.1.2. Plagiarism
Plagiarism is viewed as a form of academic dishonesty and may be defined as stealing or borrowing from the writings or ideas of others and passing them off as one’s own. Any failure to acknowledge other people’s ideas and statements in an assessment is viewed by the University as academic fraudulence. It is regarded as a major offence for which a student may be referred to the Disciplinary Committee of the University and may be expelled from the University. It is important to understand that stating that your intention was not to cheat and that you didn’t understand what constituted plagiarism will not be accepted as a defence. It is the action and not the intention that constitutes plagiarism.

Students are required to familiarise themselves with Trinity College Dublin’s statement and guideline on Plagiarism, which can be found at http://tcd-ie.libguides.com/plagiarism
In addition, students are required to complete an online tutorial on avoiding plagiarism. The ‘Ready, Steady, Write’, tutorial is located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

10.2. Assessments
There are different types of assessments that students may undertake throughout their course. For a comprehensive list of criteria which are used to assess student learning in individual modules see Assessment Criteria Grid on Blackboard Learn. For support and assistance regarding student learning, students are advised to contact the Student Learning Development Unit website: www.tcd.ie/Student_Counselling/student-learning/

Examinations as part of continuous assessment
Students may be required to undertake examinations throughout the year as part of the continuous assessment process. Examinations which are part of continuous assessment are subject to the same rules as other College examinations.

Annual examinations
Annual examinations are held at the end of each Semester, usually in Michaelmas and Trinity Terms.
Re-assessment Session
Depending on the course of study, students who were absent with permission from any part of the annual examination, or who fail to achieve a pass grade for Junior or Senior Fresh year, may be permitted to undertake an examination in the Reassessment Session, which is usually held at the beginning of Michaelmas term. This facility is not available to students who have been given an opportunity, prior to the Court of Examiners to retake a failed assignment/examination.

Examination timetables
The onus lies on each student to establish the dates, times and venues of their own examinations. No timetable or reminder will be sent to individual students by the School of Nursing and Midwifery. Students are expected to familiarise themselves with the location of every examination venue to which they have been assigned.

Student conduct during examinations
Please refer to the Examinations & Timetables Office website for procedures and regulations relating to examinations.

Examination fees
Please contact Academic Registry regarding examination fees.

Past examination papers
The annual examination papers set in each calendar year, with certain exceptions such as some multiple-choice examination papers, may be viewed through the College website at:

10.3 Regulations regarding assessment of professional practice
These regulations relate to both continuous and episodic assessments of professional practice including the professional practice of nursing, midwifery and teaching:

10.3.1 Meeting the requirements for the assessment process
It is the student’s responsibility to ensure that assessments of professional practice are completed by the appropriate due date and that all relevant documentation is completed prior to submission. The student needs to negotiate with the assessor(s) a suitable date and time for each component of the assessment. Where required, the student must ensure that all stated criteria (i.e. minimal attendance, hours required to practice with preceptor, identification of learning needs / goals etc.) are met prior to completing each component of the assessment.

10.3.2 Professional and ethical behaviour
Professional ethics and standards of conduct must be observed in relation to assessment of professional practice. Client’s/patient’s rights always take precedence over student education and assessment processes. Patients/clients have the right to refuse to have a student participate in caring for them and their wishes must be respected. If a student is completing an episodic assessment of practice involving a patient/client as part of the assessment process, the individual involved must be fully briefed on the assessment process and informed consent obtained.
If at any stage prior to/during the episodic assessment, the student/assessor(s) consider that in the interest of the patient/client it is inappropriate to continue with the assessment, s/he should make this known immediately to the student/assessor. If during the assessment the student becomes concerned about issues that are arising and that are outside his/her scope of practice, s/he should immediately seek advice from assessor(s).
In the event of the assessor(s) deeming that the student is behaving unprofessionally or putting patient/client at risk, the assessment will be immediately terminated and may be recorded as fail.

11. Practice Placements
Practice placements will take place throughout each year of the nursing courses. Students are assessed using different assessment scales and they must achieve the required levels to pass their practice placements.

Further details of the standard levels expected of students can be found in Practice Placement Guidelines 2018.

Students are required to pass each practice placement and may not compensate with any other form of assessment. Students who fail a practice placement may be granted permission to repeat that placement. However, a practice placement cannot be repeated more than once in any academic year.

The Clinical Allocations Officer in partnership with the Health service provider will arrange all clinical placements. It is the student’s responsibility to confirm the details of each of their practice placements prior to their scheduled start date using the ARC system. Please note that practice placement details are subject to change up to the Friday before the placement is due to start. For queries regarding placements in the ARC system, students are advised to contact the relevant Administrative Officer in the School Allocations Office in advance of commencement of placements. All practice placement details are available from the ARC system on the School of Nursing and Midwifery website: nursing-midwifery.tcd.ie/clinical-allocations/

It is the student’s responsibility to ensure that the Competency Assessment Forms for their practice placement are fully completed by the student and their preceptor. Students should pay particular attention to ensure that:

➢ Attendance sheets are signed, dated and totalled.
➢ All supporting evidence and assessments are signed and dated by the appropriate person.
➢ Practice placement guidelines are strictly adhered to.

Students will be notified of the submission date for their Competency Assessment Forms via email to their Trinity College Dublin email account.

Students must submit their Competency Assessment documents to the Clinical Allocations Office in the School of Nursing and Midwifery at the requested submission time. Methods
and time of submission will be communicated to the students prior to the submission date. Late submissions will not be processed and will be returned as an AR (Absent Re-assess at Supplemental) result.

Students must attend 100% of their practice placement. All absences must be accompanied by a medical certificate. Any non-medical absence must be explained in full via email to the Administrative Officer in the Clinical Allocations Office in the School of Nursing and Midwifery. Excessive absence for any reason including sick leave will be reviewed by the Student Cases Committee in the School of Nursing and Midwifery. Please note that minimal hours’ absence due to certified sick leave may be repaid in the summer months following the end of college term.

The result of the practice placement assessments will be published following the Court of Examiners. Students who fail any placement will be returned as a fail and may be provided with a repeat placement in the summer months at the discretion of the Court of Examiners. Failed practice placements cannot be carried from one year to the next. All practice placements must be completed by week 52 of each year. Failure to do so will incur a Fail outcome at the Supplemental Court of Examiners.

Irrespective of each student’s associated hospital, nursing students may be required to travel to clinical placements in order to meet the NMBI requirements of the programme. Please note some practice placements are geographically located outside of Dublin. Examples include, but are not limited to, the following areas; Loughlinstown, Naas, Portlaoise, Drogheda, Cavan and Kildare. Students may avail of a travel allowance. These allowances are the responsibility of the Student Allocation Liaison Officer (SALO) in the affiliated hospital. For further information, students should contact the SALO in their affiliated hospital [http://nursing-midwifery.tcd.ie/clinical-allocations/](http://nursing-midwifery.tcd.ie/clinical-allocations/)

Students undertaking supplemental examinations are not permitted to commence/attend practice placement. Students who are successful in their supplemental assessments are permitted to return to practice placement, as directed by the School Allocations Office, following the publication of their results from the supplemental examination session. Time absent from practice placement is considered as time owing and must be repaid in full.

Failure to comply with the above will result in a failed practice placement at the end of the year.

11.1. Senior Sophister and Year 5
For Senior Sophister and Year 5 students over the course of the internship practice placements, the student will make up all interruptions of more than 55 hours, notwithstanding the terms of any individual Health Service Provider’s policy. For Children and General Nursing Integrated degree program students, the internship period will start in week 35 and continue to Week 18.

Any student who misses time from their practice placement will be required to submit medical certificates to the TCD Allocations Office to support the absence. Students must complete this time prior to completing the internship period. The total number of hours of
interruptions (includes any leave other than annual leave and public holidays), including sick leave (except 55 hours), maternity leave, parenting leave, compassionate and special leave (The Nursing & Midwifery Board of Ireland, 2005) must be repaid in full.

Internship students undertaking supplemental examinations are strongly advised to come off placement for the two weeks prior to, and the week of the examination. If students do not wish to avail of this opportunity they must formally write to the hospital Allocations Liaison Officer informing them of same. Students are permitted to return to practice placement following the examination week. Time absent from practice placement is considered as time owing and must be repaid in full.

Students who become aware that they may not complete the Internship component must notify their College Tutor at the earliest possible date. Circumstances should be conveyed to the Course Coordinator and Clinical Allocations Office as soon as possible. Remuneration is the responsibility of each Health Service Provider and making up required time or repeating internship placements may not be remunerated. It is at the Health Service Provider’s discretion whether the students are remunerated for repeating internship placements or making up interruptions during the internship placement.

Students will be asked to sign a contract with their training hospital prior to commencement of the internship. Please read these contracts in full, especially in relation to sick leave, entitlements and salary. Contracts will be different in each HSP.

11.2. Conferring of Undergraduate Degrees Michaelmas Term
The process for conferring of Undergraduate Degrees Michaelmas Term can be found on the below College website link:

https://www.tcd.ie/academicregistry/graduation/

Please note students must have completed all clinical placements and submitted outstanding documents to the Allocations Office TCD three weeks prior to the ‘attendance must be confirmed by dates’ specified by academic registry/graduation.

11.3. Senior Sophister Clinical Placements Incomplete following 30th November 2020
Students who are incomplete for the clinical placement module of the Senior Sophister year on/after the 30th of November 2020* will be not be permitted to complete their degree programme within the 2019/120 academic year. At this point students who remain Incomplete will be returned as “off-books taking assessment”. These students’ final results will not be published until the next sitting of the Court of Examiners in June 2021 and the students will be eligible to pay the standard College examination fee. Students will not be eligible to register with The Nursing and Midwifery Board Ireland until after their final results have been published.

*This date may be subject to change. Should this date change students will be notified.

12. Compensation at the Court of Examiners
Students can pass modules in three ways:
➢ on the first submission/sitting
➢ by compensation at the Annual Court of Examiners, within certain parameters
➢ by resubmission/re-sitting during the supplemental period, normally at the beginning of Michaelmas Term (late August/early September).

There is no compensation allowed between theoretical and clinical modules.
There is no compensation in modules that are awarded a Pass/Fail grade.
The rules for compensation vary across the years of the course the details of which are outlined in the sections below.

For Children’s and General students their Senior Sophister Court of Examiners takes place at the end of Hilary Term, while their Year 5 Court of Examiners takes place in at the beginning of Hilary Term.

12.1. Compensation in Junior Sophister year
Students in Junior Sophister year may compensate to a maximum of 10 ECTS, only 5 of which may be in discipline-specific modules. For a module to qualify for compensation (Qualified Pass), the final module result must be between 45-49%. The student must have sufficient excess marks in another module to compensate for the 45-49% result in the failed module. Excess marks may be taken from any module (shared or discipline specific).

Where compensation is possible and the student has passed all remaining modules, students will receive an overall outcome of ‘Qualified Pass’ (i.e. Pass by Compensation) and will not be required undertake the assessment at the supplemental examination session. A module result of less than 45% indicates a Non-Compensatory Fail (NCF).

Compensation is NOT permitted between theoretical and practice assessments.
Compensation is not permitted for the following module; this module must be passed independently:
• Children’s Nursing module NU3C04

The Shared module NU3S06 contains two separate units, both of which must be passed independently to pass the module. Compensation is permissible between these two units if the combined total of both units is 50% or more and neither of the units has a result of less than 45%. It is not permissible to compensate for a failed unit from a different module.

In order to rise with their year, students:
• are required to obtain an overall pass by accumulating 60 ECTS and achieving an overall pass mark of 50%;
• are required to obtain a minimum of 50 ECTS at grade pass or above;
• may accumulate a maximum of 10 ECTS at Qualified Pass (QP), where the mark lies between 45-49% (the pass mark is 50%), and the student has the required marks in another module to do so;
• are required to achieve a PASS in the required number of assessments of nursing competence;
• must demonstrate an acceptable level of professional conduct;
• are required to have a satisfactory level of attendance/course work at both the theoretical and practice components of the programme.

Following the Annual Court of Examiners, the overall results of the year will be published on the Student Portal and/or via Blackboard Learn using the students’ identification number. These results will indicate if the student must sit a supplemental examination and/or resubmit an assessment.

Students are required to present for reassessment at the supplemental session when:
• they obtain in excess of 10 ECTS at qualified pass (marks between 45-49);
• any ECTS at grade fail;
• they do not obtain an overall pass.

Students who do not achieve an overall pass grade must present for reassessment at the supplemental session. If a student has achieved both Fail and Qualified Pass (45-49%) marks in the annual examination session, they must present during the supplemental session for reassessment in all components and in all modules for which they obtained a Qualified Pass or Fail. In summary, a Fail outcome in any module will overwrite a potential Qualified Pass in another module. Therefore the student will be required to repeat all modules which they failed and qualified passed. The same compensation regulations apply at the supplemental session as at the annual session.

12.2. Compensation in Senior Sophister year and Year 5
Students must pass both the theoretical and clinical components of Senior Sophister year and Internship period without compensation. Compensation is not permitted in Senior Sophister and Year 5, there is no compensation between the theoretical and clinical component.

13. Issuing of Assessment Results
All results published throughout the year are provisional until ratified by the Court of Examiners. Results will not be published in the two weeks prior to examinations. Ratified results will be published on the Student Portal and/or via Blackboard Learn using the students’ identification number. The onus is on each student to check for their own results. Please note that results will not be given to students over the telephone, by fax, verbally or by e-mail. Students who have any outstanding fees will not be able to view their results and a comment “Withheld see tutor” will be published.

14. Student Appeals
Students may appeal decisions of the Court of Examiners relating to academic progression at the Court of First Appeal. The Appeals committee will not hear requests for recheck/remarking of assignments or examinations. These should be processed according to the regulations set out in The University of Dublin Calendar and made through their College Tutor.

The student has the responsibility of advising his or her tutor in good time of his or her intention to make an appeal in order to ensure that the student and Personal Tutor/Senior Tutor have sufficient time to prepare the required documentation, indicating the precise grounds upon
which the appeal is being made and what the appeal is attempting to achieve on the student’s behalf. If the tutor is unwilling or unable to act, students may make an appeal directly through the Senior Tutor. Students should consult The University of Dublin Calendar (https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf) for further information in relation to the Court of First Appeal and College Academic Appeals.

15. Feedback on Assessments
All correspondence regarding feedback will be sent to the students’ Trinity College Dublin email address. Where possible feedback will be issued within 20 working days after the assessment submission deadline/examination or as soon as possible thereafter. In the event of a delay in the issuing of feedback students will be notified via email. Queries regarding the content of the feedback should be directed to marker(s). Feedback is an important part of a student’s ongoing academic, professional and personal development. As such, students are advised to incorporate this feedback into their continuing development throughout the course.

16. Re-assessment:
Students who were absent with formal permission from College from any part of an annual assessment, or who fail to achieve a pass grade for the year may be reassessed at the Reassessment Session, which is usually held at the beginning of Michaelmas term.
- The pass mark for all reassessments is 50%.

Students are required to present for re-assessment at the Re-assessment session when:
- they obtain in excess of 10 ECTS at qualified pass (marks between 45-49);
- any ECTS at grade fail;
- they are absent from an assessment with permission
- they do not obtain an overall pass.

Students who are absent without formal permission from an assessment (e.g. missed examination or non-submission of an assignment) will be automatically published as “Exclude” from the course, as per College regulations.

The Senior Tutor’s website has helpful information for students regarding assessments: https://www.tcd.ie/seniortutor/students/undergraduate/

17. Repetition of Year
A student who has failed the supplemental theoretical component and/or practice component of the midwifery or nursing course may be permitted to repeat the year or withdraw from the course. Permission to repeat the year will normally be granted only to those students who are considered to have made a serious attempt at their examinations and assignments, or who have been able to furnish the Court of Examiners/Senior Lecturer with acceptable reasons for absence from examinations (refer to the University of Dublin Calendar, Part II). Repetition of the year requires full attendance at all lectures, tutorials and practice placements. Students may not repeat any academic year more than once and may
not repeat more than two academic years, except by special permission of the University Council (University of Dublin Calendar, Part II).

Should a student have to repeat the year, please note that any assignments or project work previously submitted and marked may not be re-submitted. A copy of this previous coursework must be submitted along with the new assignment/project work (refer to the University of Dublin Calendar, Part II). Students who repeat an academic year may be required to pay tuition fee (refer to the University of Dublin Calendar, Part II).

Special conditions may apply for students who do not successfully complete their final year. A Senior Sophister and Year 5 student, who, after completion of the supplemental examinations (theoretical and/or practical), has failed any of the supplemental examinations, may apply to the Senior Lecturer to go ‘off-books, taking assessments’.

18. Award of Honors Degree and Classification
The award of the Bachelor in Science (Nursing) B.Sc. (Cur.)/Bachelor in Science Children’s and General Nursing Integrated will be made in accordance with the following classification:

➢ 70%+ I First Class Honor
➢ 65-69% II.1 Second Class Honor 1st Division
➢ 60-64% II.2 Second Class Honor 2nd Division
➢ 50-59% III Third Class Honor

The degree classification for B.Sc. (Cur.) (General Nursing, Mental Health Nursing and Intellectual Disability Nursing) students will be based on the combined mark of the student’s work during the Junior Sophister and Senior Sophister years as outlined below:

➢ Junior Sophister - 35%
➢ Senior Sophister - 65%

The degree classification for B.Sc. (Cur.) Children’s and General Nursing students will be based on the combined mark of the student’s work during their Junior Sophister, Senior Sophister and Year 5, as outlined below:

➢ Junior Sophister - 30%
➢ Senior Sophister - 65%
➢ Year 5 (one semester) - 5%

Please note all years of the course must be passed independently.

19. Award of Ordinary Degree
Students who have successfully completed their Junior Sophister year may be permitted to apply to be conferred for the award of Ordinary B.A.
Students who have been unsuccessful in their Senior Sophister year or Year 5 or who choose not to complete the Senior Sophister year or Year 5 may be eligible to apply for the award of
the Ordinary B.A. This option will be based on the successful completion of their Junior Sophister year, and a special recommendation to that effect made by the Court of Examiners. Students are advised to contact the Course Coordinator and their College Tutor to discuss this option and to apply for the award of Ordinary B.A. the student must apply to the Senior Lecturer through their College Tutor.

The Ordinary B.A. degree does not carry a license to practice nor does it lead to registration with The Nursing & Midwifery Board of Ireland.

20. Transcripts
Academic transcripts are issued to students upon completion of the midwifery/nursing courses, after graduation. In exceptional circumstances, documentation may be issued before graduation provided compelling evidence is submitted.

Transcripts are official University of Dublin documents and care should be taken to ensure they are not lost or damaged. There may be a charge for additional copies of transcripts. An academic transcript will list the successful completion of The Nursing and Midwifery Board of Ireland requirements. More specific details of any particular practice area must be sought directly from the practice (clinical) site.

Requests for transcripts should be made via the School of Nursing and Midwifery website https://nursing-midwifery.tcd.ie/undergraduate/transcripts/index.php Please ensure all relevant details are included when completing the online request form.

Transcripts may take up to 10 working days to process, during busy periods this may take longer. The undergraduate team endeavour to process requests as quickly as possible. All transcript requests are processed on a first come, first served basis.

21. Prizes and Awards
The following is a list of nursing prizes that are available in the School of Nursing and Midwifery. All the awards stated are subject to the proviso that sufficient merit must be shown and that the practice placement component has been successfully completed. In the case where two or more students achieve the same mark for a prize, the mark will be viewed at two decimal places to identify the student who achieves the highest mark in line with the prize regulations.

Junior Sophister Prizes and Awards

| School of Nursing & Midwifery Student Awards | The School of Nursing and Midwifery awards one prize to the highest placed student at distinction level in each discipline in each year of the four years of the course (five years in the case of children’s and general nursing), plus one prize to the overall highest place student at distinction level in each year. Value: Book voucher €100. |
### National Children’s Hospital Prize
**(Children’s & General Nursing students only)**

The National Children’s Hospital awards a prize to the student of the integrated children’s and general nursing degree course who achieves the highest mark in the children’s component of the course NU3C04 (TEP module code: NUU34001) and passes all clinical competencies at first attempt. The nomination of the prize recipients to the Board of the National Children’s Hospital Foundation is made by the court of examiners for the appropriate year. Performance in practice placement will be taken into consideration in the decision to make the award. Value: €200.

### First Class Book Prize

Awarded to students who obtain an overall First Class Honours grade at the Annual Examinations. Value: Book Voucher.

### Senior Sophister Prizes and Awards

<table>
<thead>
<tr>
<th>Prize</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gold Medal</strong></td>
<td>Overall mark of 75% and above in Award of Degree. Students must pass all modules and clinical placements on first attempt in JS and SS years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prize</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Nursing &amp; Midwifery Student Awards</strong></td>
<td>The School of Nursing and Midwifery awards one prize to the highest placed student at distinction level in each discipline in each year of the four years of the course (five years in the case of children’s and general nursing), plus one prize to the overall highest placed student at distinction level in each year. Value: Book voucher €100. Note: CGIDP students are eligible for this prize in years 1-4 only.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prize</th>
<th>Description</th>
</tr>
</thead>
</table>
| **National Children’s Hospital Prize**  
**(Children’s & General Nursing students only)** | The National Children’s Hospital awards a prize to the student of the integrated children’s and general nursing degree course who achieves the highest mark in the children’s components of the course and passes all clinical competencies at first attempt. The nomination of the prize recipients to the Board of the National Children’s Hospital Foundation is made by the court of examiners for the appropriate year. Performance in practice placement will be taken into consideration in the decision to make the award. Value: €200. |

<table>
<thead>
<tr>
<th>Prize</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Margaret Huxley Prize, St. James’ Hospital</strong></td>
<td>Ms Margaret Huxley (1854-1940) was the Matron of Sir Patrick Dun’s Hospital from 1884 until 1902. She was a pioneer in the development of nurse training programmes in Ireland during the nineteenth century. In 1912 the Board of Sir Patrick Dun’s Hospital awarded an annual nursing prize in her name. With the rationalisation of the Health Service in the mid 1980’s, Sir Patrick Dun’s Hospital, along with the associated prize transferred to St James’s Hospital. The prize is presented to a newly graduated nurse who completed the clinical component of his/her degree within St James’s Hospital and achieved the highest academic grade in his/her final examinations. Presentation of the prize occurs at the presentation of hospital badges and nursing certificates ceremony held by St James’s Hospital. Value: €200.</td>
</tr>
<tr>
<td>St Patrick’s Mental Health Service Award</td>
<td>This prize is awarded to the student who completed the clinical component of his/her degree (at first attempt) within St Patrick’s Mental Health Services and achieves the highest academic grade in his/her final examinations. The prize will be presented at the presentation of certificates and hospital badges in St Patrick’s Mental Health Services. Value: €200.</td>
</tr>
<tr>
<td>Margaret Dornan Scholarship</td>
<td>Margaret Dornan was Matron of the Adelaide Hospital from 1947 to 1962. The scholarship was established to honour her commitment to the education of nurses particularly by the physicians and surgeons in the hospitals. It is awarded to the B.Sc. (Cur.) Senior Sophister student nurse who completed the clinical component of his/her degree within Tallaght Hospital and achieved the highest mark at distinction level in his/her Senior Sophister examinations conducted by Trinity College Dublin. Value: €500.</td>
</tr>
</tbody>
</table>

### Year 5 Prizes and Awards

| Gold Medal | Overall mark of 75% and above in Award of Degree. Students must pass all modules and clinical placements on first attempt in JS and SS years. |
| School of Nursing & Midwifery Student Awards | The School of Nursing and Midwifery awards one prize to the highest placed student at distinction level in each discipline in each year of the four years of the course (five years in the case of children’s and general nursing), plus one prize to the overall highest placed student at distinction level in each year. Value: Book voucher €100. |
| National Children’s Hospital Prize | The National Children’s Hospital will award a prize to the student in each year of the integrated children’s and general nursing degree course who has demonstrated the most outstanding professional aptitude in the children’s component of the course. The awards are to be made in the name of the National Children’s Hospital to emphasise the importance of clinical practice, and good bedside nursing skills, clinical care, and communication with patient and family. It is also to ensure the name of The National Children’s Hospital will continue to be associated with children’s nurse education. The nomination of the prize recipients to the Board of the National Children’s Hospital Foundation will be made by the court of examiners for the appropriate year. Performance in practice placement will be taken into consideration in the decision to make the award. Value: 6 month internship period €250. |

### Alumni

The School of Nursing and Midwifery values our links with our students and hope that your contact with us does not end when you graduate. We wish to keep you informed and involved in our School activities and to provide information of special interest to you.
Students will receive information regarding graduation and becoming “Alumni” of Trinity College Dublin following successful completion of your course. The term “Alumni” means graduates or former students of a School, College or University. Trinity College’s Alumni community consists of over 90,000 graduates in over 130 countries around the world.

We need your support to build and deepen our relationship with Alumni. One of our main priorities is to establish and sustain Alumni activities and to create a strong Alumni and university community. The School is committed to giving our graduates opportunities to learn, share and collaborate, as well as offering Alumni professional and social events.

There are several ways in which you can keep up to date and in contact with us:

- On successful completion of your programme of study and formal graduation you will become an Alumnus of the School of Nursing and Midwifery and can update your details at www.tcd.ie/alumni/about/update.php
- You can also “Like” us on the School of Nursing and Midwifery Facebook page: www.facebook.com/TCD.Nursing.Midwifery
- Via our Alumni newsletter, which can be accessed on our Alumni webpage nursing-midwifery.tcd.ie/alumni/

We wish you every success in your course and we look forward to developing our continuing relationship with you. We believe very strongly that as graduates of this University, your link with the School of Nursing and Midwifery, and with Trinity College Dublin, will remain. Your connection as Alumni is established for life.

**Nursing and Midwifery Career Guide: A guide for newly qualified nurses and midwives in the Republic of Ireland**


23. **University Regulations, Policies and Procedures**
The following are relevant links to the University teaching and learning regulations:

Academic policies and procedures: http://www.tcd.ie/teaching-learning/academic-policies/

Student Complaints Procedure: https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf

Dignity and Respect Policy: https://www.tcd.ie/equality/policy/dignity-respect-policy/

Student Evaluation and feedback: https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php

Student Partnership Policy: https://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/StudentPartnershipPolicy.pdf
Policy on social networking and social media: 
https://www.tcd.ie/about/policies/social-networking-social-media.php

Trinity College IT and network code of conduct: 
https://www.tcd.ie/about/policies/it_and_network_code_of_conduct.php

Recording of lectures: 
https://www.tcd.ie/disability/teaching-info/reasonable-accommodations.php#recordlec

24. Emergency Procedure
In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).
Appendix 1

Assessment Schedules
<table>
<thead>
<tr>
<th>Module Title ECTS</th>
<th>Assessment Details</th>
<th>Assessment Week</th>
<th>Module Leader(s)</th>
<th>Supplemental Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research for Nursing Practice 3</strong></td>
<td>Workbook 2,000 words</td>
<td>Week 16 (submission open from Week 8)</td>
<td>Fiona Timmins</td>
<td>Resubmit Assignment</td>
</tr>
<tr>
<td><strong>Psychology and Sociology as applied to Nursing</strong></td>
<td>Workbook 1,500 Words</td>
<td>Week 27</td>
<td>Jan de Vries (Psychology)</td>
<td>Resubmit Assignment</td>
</tr>
<tr>
<td><strong>General Nursing 5</strong></td>
<td>Online Case Scenarios (2,000 words)</td>
<td>Week 15 (submission open from Week 8)</td>
<td>Fiona Murphy</td>
<td>Repeat online scenarios</td>
</tr>
<tr>
<td><strong>Advanced Biological Sciences and Clinical Skills</strong></td>
<td>Online 15 MCQ (30 mins) - Week 8</td>
<td>Weeks 8 &amp; 16</td>
<td>Aileen Lynch</td>
<td>1 Hour Online Examination: Section A - 15 MCQ (30 mins) &amp; Section B - 1 of 2 questions (30 mins)</td>
</tr>
<tr>
<td><strong>Acute Care Nursing</strong></td>
<td>2,500 Word Assignment</td>
<td>Week 27</td>
<td>Anne-Marie Brady</td>
<td>Resubmit Assignment</td>
</tr>
<tr>
<td><strong>Clinical Practice Module 3</strong></td>
<td>Competency documentation completed &amp; submitted</td>
<td>N/A</td>
<td>Allocations Office</td>
<td>Must be completed by Week 52</td>
</tr>
<tr>
<td><strong>The Sick Child</strong></td>
<td>Unseen Examination, 2 of 4 questions, 2 hours</td>
<td>Week 36</td>
<td>Anne-Marie Malone</td>
<td>2 Hour Unseen Examination, 2 of 3 Questions</td>
</tr>
<tr>
<td><strong>Clinical Risk Assessment and Management in Mental Health Nursing</strong></td>
<td>Web-based assessment: Part 1 - 5 out of 10 Questions (30%) Part 2 - 1,000 word Question (70%)</td>
<td>Part 1 week 23 Part 2 week 26</td>
<td>Michael Nash</td>
<td>Same as annual</td>
</tr>
<tr>
<td><strong>Working with Enduring Mental Health Problems</strong></td>
<td>Workbook 2,450 words</td>
<td>TBC</td>
<td>Mark Monahan</td>
<td>Resubmit workbook</td>
</tr>
<tr>
<td><strong>Clinical Practice Module 3</strong></td>
<td>Competency documentation completed &amp; submitted</td>
<td>N/A</td>
<td>Allocations Office</td>
<td>Must be completed by Week 52</td>
</tr>
<tr>
<td><strong>Therapeutic Interventions for Care 2</strong></td>
<td>2,000 Word Assignment</td>
<td>Week 16 (submission open from Week 8)</td>
<td>Fintan Sheerin</td>
<td>Resubmit Assignment</td>
</tr>
<tr>
<td><strong>Physical health in persons with an intellectual disability 2 Part A</strong></td>
<td>Unseen Examination (NU3D06 &amp; NU3D07 together), 3 of 5 questions, 3 hours &amp; BLS Certification (compulsory for practice placement)</td>
<td>Week 36</td>
<td>Aileen Lynch</td>
<td>3 Hour Unseen Examination, 3 of 5 Questions</td>
</tr>
<tr>
<td><strong>Physical health in persons with an intellectual disability 2 Part B</strong></td>
<td>5</td>
<td></td>
<td>Carmel Doyle</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Practice Module 3</strong></td>
<td>Competency documentation completed &amp; submitted</td>
<td>N/A</td>
<td>Allocations Office</td>
<td>Must be completed by Week 52</td>
</tr>
<tr>
<td><strong>Addressing the Human Rights of those on the Margins of Irish Society</strong></td>
<td>Group Poster</td>
<td>Week 8</td>
<td>Fintan Sheerin</td>
<td>Resubmit Poster</td>
</tr>
<tr>
<td><strong>Human Factors in Healthcare</strong></td>
<td>Submission of certificate of completion for each of the IH Modules with an assignment submission form</td>
<td>Week 8</td>
<td>Anne-Marie Brady</td>
<td>Resubmit Assignment</td>
</tr>
<tr>
<td><strong>An appreciation of contemporary poetry in English - Heaney, Montague, Murray and Walcott</strong></td>
<td>500 word Assignment</td>
<td>Week 9</td>
<td>Paul Keenan</td>
<td>Resubmit Assignments</td>
</tr>
<tr>
<td><strong>Contribution to Society</strong></td>
<td>500 Word Assignment and Attendance Sheet</td>
<td>Week 34</td>
<td>Catherine McCabe</td>
<td>1,500 Word Assignment &quot;Volunteerism in Modern Society&quot;</td>
</tr>
<tr>
<td>Year</td>
<td>Discipline</td>
<td>TEP Module Code</td>
<td>Former Module Code</td>
<td>Module Title</td>
</tr>
<tr>
<td>-------------</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Senior Sophister 2019/20</td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44014</td>
<td>NU4S01</td>
<td>Literature Review</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44015</td>
<td>NU4S03</td>
<td>Management and Health Policy</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44008</td>
<td>NU4G01</td>
<td>Chronic Illness, Rehabilitation, Palliative Care and Pain Management</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44009</td>
<td>NU4G02</td>
<td>Growth and Development for Professional Practice (General Nursing)</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44010</td>
<td>NU4G09</td>
<td>Clinical Practice Module 4 (General Nursing)</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44011</td>
<td>NU4P01</td>
<td>Contemporary Issues in Mental Health Nursing</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44012</td>
<td>NU4P02</td>
<td>Growth and Development for Professional Practice (Mental Health Nursing)</td>
</tr>
<tr>
<td></td>
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<td>NUU44013</td>
<td>NU4P09</td>
<td>Clinical Practice Module 4 (Mental Health Nursing)</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44005</td>
<td>NU4D01</td>
<td>Contemporary Issues in Intellectual Disability Nursing</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44006</td>
<td>NU4D02</td>
<td>Growth and Development for Professional Practice (Intellectual Disability Nursing)</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44007</td>
<td>NU4D09</td>
<td>Clinical Practice Module 4 (Intellectual Disability Nursing)</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44001</td>
<td>NU4C05</td>
<td>The Adolescent and their Family - The Healthy Child</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44002</td>
<td>NU4C06</td>
<td>Continuing Healthcare (Children's Nursing)</td>
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<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44003</td>
<td>NU4C07</td>
<td>Contemporary Aspects of Children's Nursing</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NUU44004</td>
<td>NU4C09</td>
<td>Clinical Practice Module 4 (Children's Nursing)</td>
</tr>
<tr>
<td>Year 5</td>
<td>Gen/Gen/MH/ID</td>
<td>NU555001</td>
<td>NU5C02</td>
<td>Growth and Development for Professional Practice (Children's Nursing)</td>
</tr>
<tr>
<td></td>
<td>Gen/Gen/MH/ID</td>
<td>NU555002</td>
<td>NU5C09</td>
<td>Clinical Practice Module Year 5 (Children's Nursing)</td>
</tr>
</tbody>
</table>
Appendix 2
Assessment Criteria Grid
## Appendix 2: Assessment Criteria Grid

### Presentation & Style

<table>
<thead>
<tr>
<th>% Grade</th>
<th>Grade Classification</th>
<th>1. Presentation</th>
<th>2. Clarity of expression (incl. accuracy, spelling, grammar, punctuation)</th>
<th>3. Communication and presentation (appropriate to discipline)</th>
<th>4. Presentation (visual &amp; or oral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>70+</td>
<td>I</td>
<td>Is polished, imaginative &amp; logical.</td>
<td>Fluent writing style appropriate to document. Grammar and spelling accurate.</td>
<td>Engages effectively in debate in a professional manner. Work is detailed and coherent in a variety of formats.</td>
<td>Material is imaginatively presented resulting in clarity of message and information.</td>
</tr>
<tr>
<td>65-69</td>
<td>II.1</td>
<td>Carefully &amp; logically organised.</td>
<td>Language fluent. Grammar and spelling accurate.</td>
<td>Communicates effectively, reports in a clear and concise manner. Relevant information in a variety of formats.</td>
<td>Material is carefully structured with clear message and visual effect/audible &amp; pace appropriate.</td>
</tr>
<tr>
<td>60-64</td>
<td>II.2</td>
<td>Shows organisation &amp; coherence.</td>
<td>Language mainly fluent. Grammar and spelling mainly accurate.</td>
<td>Communicate effectively and reports in a clear and concise manner with all relevant information.</td>
<td>Material is structured and relevant to topic / Visual aspect of presentation is limited. Pace and audibility satisfactory.</td>
</tr>
<tr>
<td>50-59</td>
<td>III</td>
<td>Shows some attempt to organise in a logical manner.</td>
<td>Meaning apparent but language not always fluent. Grammar and/or spelling contain errors.</td>
<td>Some communication is effective. Can report in a structured way.</td>
<td>Material presented is relevant but lacks structure or visual impact. Pace/audibility is generally satisfactory.</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>Disorganised/incoherent.</td>
<td>Meaning unclear and/or grammar and/or spelling contain frequent errors.</td>
<td>Communication is unstructured and unfocused.</td>
<td>Not all material is relevant and/or is poorly structured and/or poorly paced and inaudible.</td>
</tr>
</tbody>
</table>

### Conforming to instructions/clarity of objectives

<table>
<thead>
<tr>
<th>% Grade</th>
<th>Grade Classification</th>
<th>1. Conforming with instructions (e.g. word length)</th>
<th>2. Attention to purpose</th>
<th>3. Referencing</th>
<th>4. Clarity of objectives and focus of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>70+</td>
<td>I</td>
<td>Work has been submitted within time boundaries and within prescribed parameters.</td>
<td>Purpose of the assignment addressed comprehensively and imaginatively.</td>
<td>Referencing is mainly accurate.</td>
<td>Objectives clearly defined and comprehensively addressed throughout work.</td>
</tr>
<tr>
<td>65-69</td>
<td>II.1</td>
<td>Addressed the purpose of the assignment coherently with some attempt to demonstrate imagination.</td>
<td>Referencing is mainly accurate.</td>
<td>Objectives defined and addressed throughout work.</td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>II.2</td>
<td>Has addressed the main purpose of the assignment.</td>
<td>Referencing is mainly accurate.</td>
<td>Objectives outlined and addressed at the end of the work.</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 2: Assessment Criteria Grid

<table>
<thead>
<tr>
<th>% Grade</th>
<th>Grade Classification</th>
<th>1. Content and range of reading</th>
<th>2. Use of literature/evidence of reading</th>
<th>3. Knowledge of theory</th>
<th>4. Subject’s limitations and boundaries/relation to other frameworks</th>
<th>5. Context in which subject is used</th>
</tr>
</thead>
<tbody>
<tr>
<td>70+</td>
<td>I</td>
<td>Comprehensive/detailed knowledge of topic. In depth awareness of provisional nature of knowledge.</td>
<td>Has developed and justified using own ideas based on a wide range of sources which are critically analysed.</td>
<td>Assignment demonstrates integration and innovation in the selection and handling of theory.</td>
<td>Subject boundaries and relationships with other disciplines/frameworks explored/tested. Examples provided.</td>
<td>Takes account of complex context and selects appropriate technique.</td>
</tr>
<tr>
<td>65-69</td>
<td>II.1</td>
<td>Reasonable knowledge of topic and an awareness of a variety of ideas/contexts/frameworks.</td>
<td>Critically appraises the literature from variety of sources, developing own ideas in the process.</td>
<td>Insightful and appropriate selection of theory in key areas.</td>
<td>Some boundaries explored and relevance of relationships with other disciplines and frameworks recognised.</td>
<td>Takes some account of context and selects some appropriate techniques.</td>
</tr>
<tr>
<td>60-64</td>
<td>II.2</td>
<td>Evidence of factual and/or conceptual knowledge base and appropriate terminology.</td>
<td>Clear evidence and application of readings relevant to the subject; uses indicative texts.</td>
<td>Most key theories are included in the work in an appropriate manner.</td>
<td>Awareness of subject boundaries. Some connections with other disciplines/frameworks identified.</td>
<td>Recognises defined context and uses standard techniques for that context.</td>
</tr>
<tr>
<td>50-59</td>
<td>III</td>
<td>Evidence of limited knowledge of topic and some use of appropriate terminology.</td>
<td>Literature presented uncritically, in a descriptive way and indicates limitations of understanding.</td>
<td>Selection of theory is appropriate but some key aspects absent.</td>
<td>Limited awareness of subject boundaries and/or relationships with other disciplines/frameworks identified.</td>
<td>Context acknowledged but not really taken into account.</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>Lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology.</td>
<td>Either no evidence of literature being consulted or irrelevant to the assignment set.</td>
<td>Inaccurate or inappropriate choice of theory.</td>
<td>Lacks awareness of subject boundaries or relationships.</td>
<td>Context not recognised as relevant.</td>
</tr>
</tbody>
</table>

### Thinking/ analysis/conclusions
## Appendix 2: Assessment Criteria Grid

<table>
<thead>
<tr>
<th>% Grade</th>
<th>Grade Classification</th>
<th>1. Analysis</th>
<th>2. Conceptualisation</th>
<th>3. Critical reasoning</th>
<th>4. Reflection/evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Descriptions</td>
<td>Descriptions</td>
<td>Descriptions</td>
<td>Descriptions</td>
</tr>
<tr>
<td>70+</td>
<td>I</td>
<td>Analyses new and/or abstract data and situations without guidance. Uses a range of techniques.</td>
<td>Recognises consistency and reconcile inconsistency between information using cognitive and hypothesising skills.</td>
<td>Consistently demonstrates application of critical analysis well integrated in the text.</td>
<td>Critically reviews evidence, supports conclusions/recommendations. Investigates contradictory information with possible rationale.</td>
</tr>
<tr>
<td>65-69</td>
<td>II.1</td>
<td>Analyses range of data with minimum guidance, applies theories, compares methods for obtaining data.</td>
<td>Consistent understanding demonstrated in a logical, coherent and lucid manner.</td>
<td>Clear application of theory through critical analysis/critical thought of the topic area.</td>
<td>Selects appropriate evaluation techniques. Evaluates the relevance and significance of data collected.</td>
</tr>
<tr>
<td>60-64</td>
<td>II.2</td>
<td>Can analyse with guidance using given classification/principles.</td>
<td>Demonstrated understanding in a style which is mostly logical, coherent and flowing.</td>
<td>Demonstrates application of theory through critical analysis of the topic area.</td>
<td>Can evaluate the reliability of data using defined techniques and/or tutor guidance.</td>
</tr>
<tr>
<td>50-59</td>
<td>III</td>
<td>Analyses limited range of data with guidance using classifications.</td>
<td>Attempts to demonstrate logical/coherent understanding of subject. Some points confused/undeveloped.</td>
<td>Some evidence of critical thought/critical analysis and rationale for work.</td>
<td>Limited and only partially accurate evaluation of data using defined techniques and/or tutor guidance.</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>Fails to analyse information.</td>
<td>Understanding of assignment unclear. Lacks logical/coherent structure. Subject is confused/undeveloped.</td>
<td>Lacks critical thought/analysis/reference to theory.</td>
<td>Fails to evaluate or use techniques of evaluation, or evaluations are totally invalid.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Grade</th>
<th>Grade Classification</th>
<th>5. Synthesis</th>
<th>6. Flexibility</th>
<th>7. Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Descriptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70+</td>
<td>I</td>
<td>Transform abstract data and concepts towards a given purpose with novel solutions.</td>
<td>Independently presents multiple perspectives showing ability to develop/adjust personal view.</td>
<td>Analytical and clear conclusions well grounded in theory/literature showing development of new concepts.</td>
</tr>
<tr>
<td>65-69</td>
<td>II.1</td>
<td>Reformats a range of ideas/information towards a given purpose.</td>
<td>Recognises multiple perspectives which may affect personal view point.</td>
<td>Good development shown in summary of arguments based in theory/literature.</td>
</tr>
<tr>
<td>60-64</td>
<td>II.2</td>
<td>Collects/collates &amp; categorises ideas and information in a predictable and standard format.</td>
<td>Can recognise alternative perspectives.</td>
<td>Evidence of findings and conclusions grounded in theory/literature.</td>
</tr>
<tr>
<td>50-59</td>
<td>III</td>
<td>Partially collects/collates and categorises information in a structured way.</td>
<td>Limited ability to see alternative perspectives.</td>
<td>Limited evidence of findings and conclusions supported by theory/literature.</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>No organisation of ideas and information.</td>
<td>Fails to recognise alternative perspectives.</td>
<td>Unsubstantiated/invalid conclusions, or no conclusions.</td>
</tr>
</tbody>
</table>
### Appendix 2: Assessment Criteria Grid

#### Methodology/ies

<table>
<thead>
<tr>
<th>% Grade</th>
<th>Grade Classification</th>
<th>1. Analysis</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>70+</td>
<td>I</td>
<td>Analysis Descriptions</td>
<td>Methodology used is the most appropriate. Process and rationale for its selection is provided.</td>
</tr>
<tr>
<td>65-69</td>
<td>II.1</td>
<td>Attention is given to the selection of a methodology and the method chosen is appropriate to the task.</td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>II.2</td>
<td>Methodology is appropriate to the task.</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>III</td>
<td>Methodology lacks clarity and/or may not be the most appropriate but there is evidence of a planned approach.</td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>Issue of methodology not addressed and/or inappropriate and/or little planning used to complete the task.</td>
<td></td>
</tr>
</tbody>
</table>

#### Practical/Interpersonal Skills

<table>
<thead>
<tr>
<th>% Grade</th>
<th>Grade Classification</th>
<th>1. Performance Skills</th>
<th>2. Client Satisfaction</th>
<th>3. Data/information gathering/processing</th>
<th>4. Imagination/Creativity</th>
<th>5. Originality</th>
</tr>
</thead>
<tbody>
<tr>
<td>70+</td>
<td>I</td>
<td>Confidently/consistently performs complex skills. Choose appropriate response and evaluates own and others’ performance.</td>
<td>Understood Clients problems/needs. Developed specific realistic objectives to meet these.</td>
<td>Selects and processes information with confidence and imagination.</td>
<td>Uses imagination, and appropriate creative techniques to explore many perspectives and enhance thinking.</td>
<td>Uses creative and lateral thinking to develop and present original ideas which have been critically evaluated.</td>
</tr>
<tr>
<td>65-69</td>
<td>II.1</td>
<td>When given a complex task can choose and perform an appropriate set of actions. Can evaluate own performance.</td>
<td>Understood clients needs but has developed unrealistic objectives.</td>
<td>Selects and processes information with confidence and imagination.</td>
<td>Uses imagination to go beyond boundaries and applies creative techniques</td>
<td>By taking a variety of perspectives presents an original idea which has been evaluated.</td>
</tr>
<tr>
<td>60-64</td>
<td>II.2</td>
<td>Performs basic skills with awareness of the necessary techniques and potential uses and hazards. Needs external evaluation.</td>
<td>Has developed objectives which for the most part meet the client’s needs.</td>
<td>Makes a selection from information and applies processing tools.</td>
<td>Uses imagination and a limited range of creative techniques.</td>
<td>Use imagination to produce an idea with elements of originality.</td>
</tr>
<tr>
<td>50-59</td>
<td>III</td>
<td>Able to perform basic skills with guidance on the necessary technique. Needs external evaluation.</td>
<td>Uses objectives given by the client without reflection on how appropriate or realistic they are.</td>
<td>Collects some information and makes some use of processing tools.</td>
<td>Shows little imagination. Aware of some creative techniques and uses them with limited success.</td>
<td>Originality is marginal to the basic idea.</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>Fails to perform even basic skills.</td>
<td>Little or no attempt to ascertain clients’ needs and develop a workable brief.</td>
<td>Random information gathering. Inappropriate use of processing tools.</td>
<td>Lacks imagination. Does not demonstrate creative skills.</td>
<td>No real attempt at originality.</td>
</tr>
<tr>
<td>% Grade</td>
<td>Grade Classification</td>
<td>6. Self-criticism (include. reflection on practice)</td>
<td>7. Independence/Autonomy (include. planning and managing learning)</td>
<td>8. Self Presentation</td>
<td>9. Time management/self management</td>
<td>10. Interactive and group skills (include. Teamwork, Negotiation/micro-politics &amp; empathy)</td>
</tr>
<tr>
<td>---------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>70+</td>
<td>I</td>
<td>Confident in application of own criteria of judgement and in challenge of received opinion in action and can reflect on action.</td>
<td>With minimum guidance can manage own learning using full range of resources. Seeks and utilises feedback.</td>
<td>Adopts a style of self presentation and selects from a range of appropriate interpersonal skills relevant to the context.</td>
<td>Plans well ahead, sets self determined deadlines, and uses contingency planning.</td>
<td>Interacts effectively within a learning/professional group. Recognises, supports, is proactive in leadership. Negotiates and handles conflict.</td>
</tr>
<tr>
<td>65-69</td>
<td>II.1</td>
<td>Evaluate own strengths and weaknesses; can challenge received opinion and begins to develop own criteria/judgement.</td>
<td>Identifies strengths of learning needs and follows activities to improve performance. Is autonomous in straight forward study tasks.</td>
<td>Is flexible in the style of presentation adopted and interpersonal skills used.</td>
<td>Always meets deadlines. Plans management of work and monitors progress against plan.</td>
<td>Interacts effectively within a learning group. Contributes and responds to ideas with modified responses where appropriate.</td>
</tr>
<tr>
<td>60-64</td>
<td>II.2</td>
<td>Is largely dependent on criteria set by others but begins to recognise own strengths and weaknesses.</td>
<td>Can work independently within a relevant ethos and can access and use a range of learning resources.</td>
<td>Can adopt both a formal and informal style, and uses basic interpersonal skills appropriately.</td>
<td>Almost always meets deadlines. Makes plans and implements them in a satisfactory manner.</td>
<td>Meets obligations to others (tutors and/or peers). Offers and/or supports initiatives. Recognises/assesses alternative options.</td>
</tr>
<tr>
<td>50-59</td>
<td>III</td>
<td>Dependent on criteria set by others. Begins to recognise own strengths and weakness.</td>
<td>Undertakes clearly directed work independently, with some guidance, and using standard learning resources.</td>
<td>Uses formal and informal styles, and uses basic interpersonal skills but not always matching the needs of the situation.</td>
<td>Usually meets important deadlines, but often despite lack of planning.</td>
<td>Makes efforts to develop interactive skills. Uses basic interactive skills appropriately.</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>Fails to meaningfully undertake the process of self criticism.</td>
<td>Unable to work independently, needing significant guidance on methods and resources.</td>
<td>No obvious sense of self and/or interpersonal skills and/or skills used inappropriately.</td>
<td>Rarely meets deadlines. Unable to make and implement plans.</td>
<td>Has problems working with others/avoids work with others. Does not contribute or contributes inappropriately in groups.</td>
</tr>
<tr>
<td>% Grade</td>
<td>Grade Classification</td>
<td>11. Communication and Presentation (appropriate to discipline)</td>
<td>12. Critical review (to be used in peer assessment)</td>
<td>13. Initiative (imagination, leadership, taking action, independence)</td>
<td>14. Rationale</td>
<td></td>
</tr>
<tr>
<td>---------</td>
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<td>---------------------------------------------------------------</td>
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<td>---------------</td>
<td></td>
</tr>
<tr>
<td>70+</td>
<td>I</td>
<td>Can engage effectively in debate in a professional manner and produce detailed and coherent project reports.</td>
<td>Assesses/examines the work of others using broad ranging criteria. Provides commentary on marks and further development.</td>
<td>Uses imagination to assess the needs of the situation and underlay a series of actions to achieve goals.</td>
<td>Uses all available data to evaluate the options. Clear criteria are applied to demonstrate reasons for final decision/choice/outcome.</td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td>II.1</td>
<td>Communicates effectively using an appropriate format. Reports in clear/concise manner with relevant information &amp; format.</td>
<td>Assesses and studies work of others and judge against criteria, areas for improvements.</td>
<td>Can assess needs of the situation and takes action towards goals.</td>
<td>Uses data to evaluate options and selections of final outcome clearly follows from evaluation.</td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>II.2</td>
<td>Communicates effectively using appropriate format. Reports practical procedures in a clear/concise manner with relevant information.</td>
<td>Examines work of others and identifies its strengths and weaknesses.</td>
<td>With guidance can assess needs of situation and take action necessary to achieve goals.</td>
<td>Uses data to evaluate some options and selection of final outcome is linked to the evaluation.</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>III</td>
<td>Some communication is effective appropriate format. Reports practical procedures in a structured way.</td>
<td>Comments in general terms on the work of others.</td>
<td>With guidance undertakes tasks that require some imagination/independence.</td>
<td>Presents benefits and disadvantages of some potential outcomes but without sufficient clarity/rationale.</td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>Communication is unstructured and unfocussed and/or in a format inappropriate to the discipline.</td>
<td>Unable to make reasoned comment on the work of others.</td>
<td>Unable to undertake tasks beyond routine and standardised.</td>
<td>Little explanation of how the final outcome/choice was made OR no indication of final outcome/choice.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3

Year Planners
### Year 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Theory</th>
<th>Clinical Practice</th>
<th>Internship</th>
<th>Next academic year</th>
<th>Revision Week</th>
<th>* Foundation Scholarship Examinations</th>
<th>* Semester 1 Marking / Results Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td></td>
</tr>
</tbody>
</table>

**NMBI Requirements:**
- Year 1: 100 hours
- Year 2: 120 hours
- Year 3: 120 hours
- Year 4: 36 hours

**Note:** These highlighted weeks are optional and will not be used to exceed 44 weeks in total.

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# B.Sc. Children's and General Nursing Junior Sophister Year Planner 2019/20

## Year Planner:

### 2017-2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Start</th>
<th>End</th>
<th>Structure</th>
<th>Marking/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>1st Aug</td>
<td>31st Aug</td>
<td>30th Aug</td>
<td>3rd Sept</td>
</tr>
<tr>
<td>New Second Year Structure</td>
<td>2nd Sept</td>
<td>8th Sept</td>
<td>15th Sept</td>
<td>17th Sept</td>
</tr>
<tr>
<td>New Third Year Structure</td>
<td>18th Sept</td>
<td>24th Sept</td>
<td>1st Nov</td>
<td>3rd Nov</td>
</tr>
<tr>
<td>New Fourth Year Structure</td>
<td>4th Nov</td>
<td>10th Nov</td>
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<tr>
<td>New Fifth Year Structure</td>
<td>4th Jan</td>
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### 2018-2019

<table>
<thead>
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<th>End</th>
<th>Structure</th>
<th>Marking/Results</th>
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<tbody>
<tr>
<td>First Year</td>
<td>1st Aug</td>
<td>31st Aug</td>
<td>30th Aug</td>
<td>3rd Sept</td>
</tr>
<tr>
<td>New Second Year Structure</td>
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<td>8th Sept</td>
<td>15th Sept</td>
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### 2019-2020

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### 2020-2021

<table>
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<th>Structure</th>
<th>Marking/Results</th>
</tr>
</thead>
<tbody>
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<td>3rd Sept</td>
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### 2021-2022

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</tr>
</thead>
<tbody>
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<td>30th Aug</td>
<td>3rd Sept</td>
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<td>15th Sept</td>
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<td>4th Jan</td>
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<td>1st Feb</td>
<td>3rd Feb</td>
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</tbody>
</table>

### Notes:
- **Study:** No more than 70 weeks
- **Internship:** 70 weeks
- **Revision:** No more than 30 weeks
- **Assessment:** No more than 30 weeks

---

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37
B.Sc. (Cur.) Senior Sophister Year Planner 2019/20

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
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</table>

**NMBI Requirements:**
- Theory: no fewer than 58 weeks
- Practice: no fewer than 40 weeks
- Internship: no fewer than 36 weeks

**Notes:**
- Practice/Study - 46 weeks
- Year Planner:
  - 2019-2020
- First Year:
  - 46 weeks
- Second Year:
  - 58 weeks
- New Third Year Structure:
  - 58 weeks
- New Fourth Year Structure:
  - 58 weeks

© School of Nursing & Midwifery, University of Dublin 2019
### Year Planner: B.Sc. Children’s and General Nursing Senior Sophister Year Planner 2019/20

<table>
<thead>
<tr>
<th>Year</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
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<td>2017-2018</td>
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</table>

**NMBI Requirements:**

- Theory: no fewer than 75 weeks
- Clinical Practice: no fewer than 36 weeks
- Internship: no fewer than 36 weeks

**Total:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Theory</th>
<th>Clinical Practice</th>
<th>Internship</th>
<th>Total</th>
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<tr>
<td>Year 2</td>
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<td>0</td>
<td>37</td>
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<tr>
<td>Year 3</td>
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<td>36</td>
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<tr>
<td>Year 4</td>
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<td>27</td>
</tr>
<tr>
<td>Year 5</td>
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<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total:** 77, 48, 80, 36, 38

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*Semester 1 Marking / Results Week
*Revision Week
*Student Summer Vacation
*Foundation Scholarship Examinations
*Assessment Week Sem 1
*Assessment Week Sem 2
*Results Weeks
*STUDENT VACATION
*Internship Clinical
*Child Theory
*General Theory
## B.Sc. Children’s and General Nursing - Final Year - Year Planner

### Theory - 77 weeks

#### Year 1
- 27th Aug: Reassessment Semesters 1&2
- 9th Sept: First Week
- 14th Sept: First Week
- 1st Oct: First Week
- 2nd Nov: Second Week

#### Year 2
- 31st Aug: Revision Week
- 7th Sept: Week 1
- 14th Sept: Week 2
- 21st Sept: Week 3
- 28th Sept: Week 4
- 5th Oct: Week 5
- 12th Oct: Week 6
- 19th Oct: Week 7
- 26th Oct: Week 8

#### Year 3
- 2nd Nov: Week 9
- 9th Nov: Week 10
- 16th Nov: Week 11
- 23rd Nov: Week 12
- 30th Nov: Week 13
- 7th Dec: Week 14
- 14th Dec: Week 15
- 21st Dec: Week 16
- 28th Dec: Week 17

#### Year 4
- 5th Jan: Week 18
- 12th Jan: Week 19
- 19th Jan: Week 20
- 26th Jan: Week 21
- 2nd Feb: Week 22
- 9th Feb: Week 23
- 16th Feb: Week 24
- 23rd Feb: Week 25
- 1st Mar: Week 26

#### Year 5
- 8th Mar: Week 27
- 15th Mar: Week 28
- 22nd Mar: Week 29
- 29th Mar: Week 30
- 5th Apr: Week 31
- 12th Apr: Week 32
- 19th Apr: Week 33
- 26th Apr: Week 34
- 3rd May: Week 35
- 10th May: Week 36
- 17th May: Week 37
- 24th May: Week 38
- 31st May: Week 39

#### Year 6
- 7th Jun: Week 40
- 14th Jun: Week 41
- 21st Jun: Week 42
- 28th Jun: Week 42
- 5th Jul: Week 43
- 12th Jul: Week 44
- 19th Jul: Week 45
- 26th Jul: Week 46

### Internship - 36 weeks

#### Year 2
- 29th Oct: Internship Clinical
- 5th Nov: Internship Clinical
- 12th Nov: Internship Clinical
- 19th Nov: Internship Clinical
- 26th Nov: Internship Clinical
- 3rd Dec: Internship Clinical
- 10th Dec: Internship Clinical
- 17th Dec: Internship Clinical

#### Year 3
- 4th Jan: Internship Clinical
- 11th Jan: Internship Clinical
- 18th Jan: Internship Clinical
- 25th Jan: Internship Clinical
- 1st Feb: Internship Clinical
- 8th Feb: Internship Clinical
- 15th Feb: Internship Clinical
- 22nd Feb: Internship Clinical

#### Year 4
- 29th Mar: Internship Clinical
- 5th Apr: Internship Clinical
- 12th Apr: Internship Clinical
- 19th Apr: Internship Clinical
- 26th Apr: Internship Clinical
- 3rd May: Internship Clinical
- 10th May: Internship Clinical
- 17th May: Internship Clinical

#### Year 5
- 24th Jun: Internship Clinical
- 1st Jul: Internship Clinical
- 8th Jul: Internship Clinical
- 15th Jul: Internship Clinical
- 22nd Jul: Internship Clinical
- 29th Jul: Internship Clinical
- 5th Aug: Internship Clinical
- 12th Aug: Internship Clinical

### Year End Structure

- Week 1: Theory - 22
- Week 2: Clinical Practice - 12
- Week 3: Internship - 10
- Week 4: Next academic year - 20
- Week 5: Revision Week - 20
- Week 6: Foundation Scholarship Examinations - 12
- Week 7: General - 15
- Week 8: Finals Week - 20

---

<table>
<thead>
<tr>
<th>Theory</th>
<th>Clinical Practice</th>
<th>Internship</th>
<th>Next Academic Year</th>
<th>Revision Week</th>
<th>Foundation Scholarship Examinations</th>
<th>General</th>
<th>Finals Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>12</td>
<td>10</td>
<td>20</td>
<td>20</td>
<td>12</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>
Appendix 4

Trinity Education Project (TEP)
Appendix 4 - Trinity Education Project (TEP)

Please find below information regarding components being implemented as a result of the Trinity Education Project. Much of this will not be required until 2019/20 and beyond, as aside from the new Academic Year Structure, and Progression and Award regulations, the implementation of components of TEP will be phased in over the next few years. Please see Table 1 below, which sets out broadly the timing of phasing of implementation for Health Sciences programmes (Phase 1).

**Phase 1 Programmes:** Science, Engineering, Engineering with Management, Clinical Speech & Language Studies, Health Science programmes.

**Phase 2 Programmes:** All other undergraduate programmes.

<table>
<thead>
<tr>
<th>Old Architecture</th>
<th>Academic Year</th>
<th>Phase 1 New Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Academic Year Structure, Progression and Awards EXCEPT 30/70 calculation of degree award</td>
<td>2018/19 onwards</td>
<td>New Academic Year Structure, Progression and Awards, Graduate Attributes. For Health Sciences Programmes only: Interprofessional Learning – it is up to the HS programmes to determine where to insert IPL.</td>
</tr>
<tr>
<td>For those eligible to take Broad Curriculum – eligible to take Trinity Electives</td>
<td>2019/20 onwards</td>
<td>Trinity Electives/Approved Modules</td>
</tr>
<tr>
<td>For those eligible to take Broad Curriculum – eligible to take Trinity Electives</td>
<td>2020/21 onwards</td>
<td>Trinity Electives/Approved Modules Science – must take 10 ECTS of TEs in JS year</td>
</tr>
<tr>
<td></td>
<td>2021/22</td>
<td>Capstone Project</td>
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</table>

**Graduate Attributes**

The Trinity Graduate Attributes represent the qualities, skills and behaviors that you will have the opportunity to develop as a Trinity student over your entire university experience, in other words, not only in the classroom, but also through engagement in co- and extra-curricular activities (such as summer work placements, internships, or volunteering).
The four Trinity Graduate Attributes are:

- To Think Independently
- To Act Responsibly
- To Develop Continuously
- To Communicate Effectively

Why are the Graduate Attributes important?

The Trinity Graduate Attributes will enhance your personal, professional and intellectual development. They will also help to prepare you for lifelong learning and for the challenges of living and working in an increasingly complex and changing world.

The Graduate Attributes will enhance your employability. Whilst your degree remains fundamental, also being able to demonstrate these Graduate Attributes will help you to differentiate yourself as they encapsulate the kinds of transversal skills and abilities, which employers are looking for.

How will I develop these Graduate Attributes?

Many of the Graduate Attributes are ‘slow learned’, in other words, you will develop them over the four or five years of your programme of study. They are embedded in the curriculum and in assessments, for example, through undertaking independent research for your final year project, giving presentations and engaging in group work.

You will also develop them through the co-curricular and extra-curricular activities. If you help to run a club or society you will be improving your leadership skills, or if you play a sport you are building your communication and team-work skills.

Health Sciences only: Interprofessional Learning

If you study within the Faculty of Health Sciences, you will have the opportunity to engage in interprofessional learning. Interprofessional learning describes occasions when two or more professionals learn with, from and about each other to improve collaborative practice and quality of care. Interprofessional learning within the Faculty of Health Sciences runs as a common theme incorporated throughout all Schools and comprises a series of teaching and learning initiatives that are integrated within existing modules on the undergraduate programmes.

As part of interprofessional learning, you will work with other healthcare disciplines as part of multidisciplinary teams, discussing patient-case studies to understand how multidisciplinary teamwork may benefit patient care. For example, during their respiratory modules, students from physiotherapy and pharmacy complete an interprofessional learning activity on the topic of chronic obstructive pulmonary disease. In an example of a larger activity, students from medicine, nursing, pharmacy, physiotherapy, occupational therapy, clinical speech and language, human nutrition and dietetics, and dentistry are
organised into large multidisciplinary teams to work together on selected patient cases both online and during face-to-face workshops. Interprofessional learning activities may take place in the classroom, in the interprofessional learning simulation suite or in the clinical environment as part of clinical placement.
Student Learning Development offers advice, resources, individual consultations, workshops and much more to help you improve your academic performance and reach your potential.

http://www.tcd.ie/Student_Counselling/student-learning/
Support Provision for Students with Disabilities

Trinity College is committed to ensuring that, as far as possible, students with disabilities will have full access to the same facilities for study as their peers and that where necessary, reasonable accommodations will be provided. In any field of study it is expected that all students will follow the same course, but individual needs will be taken into consideration when organising examinations and/or clinical placement, and special arrangements can be made for students as appropriate.

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity College. Students seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service via their student portal (my.tcd.ie). Based on appropriate evidence of a disability, and information obtained from the student on the impact of their disability and their academic course requirements, the Disability staff member will identify supports designed to meet the student’s disability support needs. Following the Needs Assessment, the student’s Disability Officer prepares an Individual Learning Educational Needs Summary (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Examination accommodation and deadlines

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments and Foundation Scholarship assessment: the last Friday in September (27th September 2019)
- Semester 2 assessments: the last Friday in January (24th January 2020)
- Reassessments: the last Friday in May (29th May 2020)

Student responsibilities for departmental assessments/course tests

- Students are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report, or email received following their needs assessment for particular assessments for School/ Department administered assessment. Students are advised to
make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.

**Professional Courses - Professional Learning Education Needs Summary - PLENS**

For students with disabilities on professional courses in receipt of reasonable accommodation provided by College, the Disability Service will be issued a PLENS report and are provided with supports such as examination and academic reasonable accommodations. In the background section of the PLENS the following text is included:

Student is encouraged to discuss any disability supports required on professional course and placement with the Academic contact and/or Placement Co-ordinator of their course. Student can be referred back to Disability Service for placement planning supports - Level 2 - Placement Planning, if and when required.

Students are encouraged to speak with the placement co-ordinator if they are unsure of any needs for placement supports. Students can be referred back to Disability Service for placement planning supports, if and when required. More Information on placement supports offered are linked here.

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy.

**More detailed text on placement planning and supports can be found at the following link:**

https://www.tcd.ie/disability/services/placement-planning.php

Further information on the Trinity College Disability Service is available at:
http://www.tcd.ie/disability/
From the moment you arrive in College right the way through to your end of year exams Student 2 Student (S2S) is here to make sure your first year is fun, engaging and a great foundation for the rest of your time in Trinity.

You’ll meet your two S2S mentors in Fresher’s Week and they’ll make sure you know other people in your course before your classes even start. They’ll keep in regular touch with you throughout your first year and invite you to events on and off campus. They’ll also give you useful information about your course and what to look out for.

Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that’s worrying you.

S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat.

S2S is supported by the Senior Tutor’s Office and the Student Counseling Service.

The S2S office is open from 9:30-5:30pm Monday-Thursday and 9:30-5pm on Friday

**Location:**

You can find the S2S office just off the main college campus, on the 3rd floor of an office building in South Leinster Street. We are a few doors down from the National Art Gallery and right across the road from Insomnia Coffee Shop.

**Contact:**

Website: https://student2student.tcd.ie/

If you would like to contact the S2S office, or if you would like to request a Peer Supporter, you can call us on 01 896 2438 or email student2student@tcd.ie.
SCHOOL OF NURSING & MIDWIFERY, TCD
MASTERS AND POSTGRADUATE DIPLOMA COURSES

Interdisciplinary
Clinical Health Sciences Education
Community Health
Dementia
Mental Health
Mental Health (Psychosocial Interventions strand)
Mental Health (Child, Adolescent and Family strand)
Palliative Care
Ageing Health and Wellbeing in Intellectual Disability Nursing

Nursing
Gerontological Nursing
Nursing
Nursing - Advanced Nursing Practitioner (ANP)
Nursing - Child Health and Wellbeing

Specialist Nursing in the following specialisms:
- Cancer Care and Haematology Nursing
- Cardiovascular Care
- Emergency Nursing
- Intensive Care
- Orthopaedic
- Perioperative
- Renal

Midwifery
Midwifery Practice and Leadership

Professional Certificate Courses
Professional Certificate in Nurse/Midwife Prescribing of Medicinal Products
Nursing – Advanced Practice (ANP)

Postgraduate Certificate Courses: Interdisciplinary
Online Postgraduate Certificate in Dementia
Mental Health including Psychosocial Interventions and Child, Adolescent and Family strands
Palliative Care
Nursing – Child Health and Wellbeing and Ageing Health
Ageing Health and Wellbeing in Intellectual Disability Nursing
Community Health

Postgraduate Certificate in the following nursing specialisms:
Nursing
- Cancer Care and Haematology Nursing
- Intensive Care
- Cardiovascular Care
- Orthopaedic
- Emergency Nursing
- Perioperative
- Gerontological Nursing
- Renal

Higher Diploma Courses
Higher Diploma in Children’s Nursing
Higher Diploma in Midwifery

For further information including how to apply and closing dates. Please visit http://nursing-midwifery.tcd.ie/postgraduate/

The School of Nursing & Midwifery, Trinity College Dublin is ranked 1st in Ireland and 41st in the World in the QS World University Subject Rankings 2019.
MyCareer from Careers Advisory Service

An online service that students can use to:

- Apply for opportunities which match your preferences - vacancies including research options
- Search opportunities- postgraduate courses and funding
- View and book onto employer and CAS events
- Submit your career queries to the CAS team
- Book an appointment with your Careers Consultant

Simply login to MyCareer using your Trinity username and password and personalise your profile.

Careers Advisory Service
Trinity College Dublin, 7-9 South Leinster Street, Dublin 2
01 896 1705/1721 | Submit a career query through MyCareer

MyCareer: mycareerconnect.tcd.ie
TCD.Careers.Service
TCDCareers
www.tcd.ie/Careers/students/postgraduate/
@TCDCareers
tinyurl.com/LinkedIn-TCD-Connecting

Opening Hours
During term: 9.30am - 5.00pm, Monday - Friday
Out of Term: 9.30am - 12.30pm & 2.15 - 5.00pm, Monday - Friday