



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Nursing and Midwifery

# **Bachelor in Science Midwifery & Nursing**

## **Course Handbook 2024/2025**

**Junior Fresh**

**Senior Fresh**

**Junior Sophister**

**Senior Sophister**



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*TCD.Nursing.Midwifery*



*TCD\_SNM*

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. © School of Nursing and Midwifery and associated Health Service Providers.

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

September 2024

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Information contained in this Course Handbook relates to a standard year structure and delivery.

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## 1. Welcome

Welcome to the Honours Degree programme in Bachelor in Science (Midwifery) (B.Sc. (A. Obs.)) and Bachelor in Science (Nursing) (B.Sc. (Cur.))/Bachelor in Science Children's and General Nursing Integrated. This handbook, in conjunction with the College Calendar, provides students with information which they require as they proceed through their courses. The course teams 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 Course 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 or midwifery programmes can be emailed to the **undergraduate administrative team** at: [mnugrad@tcd.ie](mailto:mnugrad@tcd.ie)

All queries relating to **practice placement/clinical allocations** should be emailed directly to: [TCDAllocations@tcd.ie](mailto:TCDAllocations@tcd.ie)  
**Always include your year and student number in all correspondence with the course team.**

Director of Undergraduate Teaching and Learning	Dr Aileen Lynch
Director of Midwifery Programmes	Dr Vivienne Brady
Junior Fresh (First Year) Course Coordinator	Ms Sinead Plunkett
Senior Fresh (Second Year) Course	Ms Fiona Murphy
Junior Sophister (Third Year) Course	Dr Melissa Corbally
Senior Sophister (Fourth Year) Course	Dr Louise Gallagher
Undergraduate Education Manager	Karen Smith
Executive Officer Junior Fresh	Bethan Kavanagh
Executive Officer Senior Fresh	Tamara Pullen-Byrne
Executive Officer Junior Sophister	Otley Cullen
Executive Officer Senior Sophister	Ken Coogan
Senior Executive Officer	Lisa Battersby
Senior Executive Officer	Erica Campbell
Clinical Allocations Officer and Head of International Student Clinical Placements	Pádraig Dunne
Administrative Officer Clinical Allocations	
Clinical Allocations Officer (Junior Fresh)	Christina Pieri
Clinical Allocations Officer (Senior Fresh)	Mary Kelly
Clinical Allocations Officer (Junior Sophister)	Christina Pieri
Clinical Allocations Officer (Senior Sophister)	Mary Kelly

## 2. Course Structure

Throughout the midwifery and nursing programmes, students will study the following components: Midwifery or Nursing, Biological Sciences, Sociology and Psychology. This content is organised into modules that 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). The modules are either shared (relevant to both the midwifery and nursing professions) or profession/discipline specific (relevant to either the midwifery or nursing profession). At the end of each year of the course, students will receive a finalised mark for each of their modules. Students are required to pass all modules to progress to the next year of their course.

Teaching and assessing strategies used in the midwifery and nursing courses are varied and correlate with the level of learning expected as students progress through their courses. These strategies include lectures, tutorials, practicals, seminars, interactive discussions, group work, simulations, online learning and assessment, and reflective practice. A list of modules for each course is available in **Appendix 1 Assessment Schedules**. Assessment schedules are subject to change and students will be notified of updates by email to their TCD email account. Module descriptors are available for all students to review on the Student Information and Timetabling System (SITS). To access module descriptors, go to <https://my.tcd.ie/> and use student College login details.

The Year Planners summarise when the theory and practice components of each course are delivered each year. The Year Planners can be viewed in **Appendix 2**.

## 3. Registration

Students **must** register as students of Trinity College Dublin, the University of Dublin, (see Trinity College Dublin, the University of Dublin Calendar, Part II - Undergraduate Regulations) by the end of the first week of the programmes. The Academic Registry issues an 'Invite to Register' in-tray message to all new entrants and continuing students eligible to register for the forthcoming academic year through their <https://my.tcd.ie/> portal (<https://www.tcd.ie/academicregistry/student-registration/>).

**All midwifery/nursing undergraduate students must be registered with College before commencing practice placement in their allocated health service provider. The dates of commencement of practice placement for each course are available in the year planner (refer to Appendix 2 Year Planners). Students who are not registered or not eligible to register will not be permitted to attend practice placement. Garda clearance (for College and for affiliated health service provider) must be successfully completed before students can enter clinical placement.**

**The Trinity College Dublin student identity card must be carried by students at all times while in Trinity College Dublin and within the partner health service providers.**

**Junior Fresh year only** – Students are required to apply to the Nursing and Midwifery Board of Ireland as soon as possible to have their name entered on the Candidate Register and be issued with a Personal Identification Number (PIN). The Student (Candidate) User Guide is

available here: [https://www.nmbi.ie/NMBI/media/NMBI/NMBI-Student-\(Candidate\)-User-Guide.pdf?ext=.pdf](https://www.nmbi.ie/NMBI/media/NMBI/NMBI-Student-(Candidate)-User-Guide.pdf?ext=.pdf).

#### 4. 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, clinical skills 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 (ECTS)**. 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 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. The Trinity Graduate Attributes represent the qualities, skills and behaviours that students have the opportunity to develop as a Trinity student during the entire university experience (see **Appendix 3** Trinity Graduate Attributes).

#### 5. Support services for students

The University provides a wide range of student facilities including a health service, counselling services, family friendly /work-life balance initiatives, 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 <https://www.tcd.ie/seniortutor/about/>. You can ask your Tutor for advice and guidance about anything and they will point you in the right direction. **Student Services** has summarised the support services provided to students: [Student Supports & Services](#).

##### 5.1 Essential Resources

* Blackboard Learn	<a href="https://mymodule.tcd.ie">https://mymodule.tcd.ie</a>
MyZone (Student Email)	<a href="https://myzone.tcd.ie/">https://myzone.tcd.ie/</a>



Student Information and Timetabling System (SITS)	<a href="https://my.tcd.ie">https://my.tcd.ie</a>
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## 5.2 Academic Support

* Student Learning Development; <b>Appendix 4</b>	<a href="http://student-learning.tcd.ie/">http://student-learning.tcd.ie/</a>
The Library	<a href="http://www.tcd.ie/library/">http://www.tcd.ie/library/</a>
Disability Service; <b>Appendix 5</b>	<a href="http://www.tcd.ie/disability/">http://www.tcd.ie/disability/</a>
Careers Service	<a href="http://www.tcd.ie/Careers/">http://www.tcd.ie/Careers/</a>

## 5.3 Health and Wellbeing Support

Student Counselling	<a href="http://www.tcd.ie/Student_Counselling/">http://www.tcd.ie/Student_Counselling/</a>
Health Centre	<a href="http://www.tcd.ie/collegehealth/">http://www.tcd.ie/collegehealth/</a>
Sport	<a href="http://www.tcd.ie/Sport/">http://www.tcd.ie/Sport/</a>
Healthy Trinity	<a href="http://www.tcd.ie/healthytrinity/">http://www.tcd.ie/healthytrinity/</a>
Equality, Diversity and Inclusion	<a href="https://www.tcd.ie/equality/">https://www.tcd.ie/equality/</a>
Student2Student; <b>Appendix 6</b>	<a href="http://student2student.tcd.ie/">http://student2student.tcd.ie/</a>
Chaplaincy	<a href="http://www.tcd.ie/Chaplaincy/">http://www.tcd.ie/Chaplaincy/</a>

## 5.4 Getting Involved

Students' Union	<a href="http://www.tcdsu.org/">http://www.tcdsu.org/</a>
Clubs	<a href="http://www.tcd.ie/Sport/student-sport/">http://www.tcd.ie/Sport/student-sport/</a>
Societies	<a href="http://trinitysocieties.ie/">http://trinitysocieties.ie/</a>
Volunteering	<a href="http://www.tcd.ie/civicengagement/">http://www.tcd.ie/civicengagement/</a>
Entrepreneurship/Tangent	<a href="http://www.tcd.ie/tangent/">http://www.tcd.ie/tangent/</a>

## 5.5 Financial Support

Senior Tutor's Office	<a href="http://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/">http://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/</a>
Students' Union Welfare Loans	<a href="http://www.tcdsu.org/welfare-equality">http://www.tcdsu.org/welfare-equality</a>
Bursaries/Prizes (Undergraduate)	<a href="http://www.tcd.ie/calendar/undergraduate-studies/(Part%20D:%20Prizes%20and%20other%20awards)">http://www.tcd.ie/calendar/undergraduate-studies/ (Part D: Prizes and other awards)</a>
Scholarships	<a href="http://www.tcd.ie/study/undergraduate/scholarships-funding/">http://www.tcd.ie/study/undergraduate/scholarships-funding/</a>

## 5.6 Administrative Support

Undergraduate Administrative Office	<a href="mailto:mnugrad@tcd.ie">mnugrad@tcd.ie</a>
* Your Tutor	<a href="http://www.tcd.ie/seniortutor/">http://www.tcd.ie/seniortutor/</a>
Academic Registry	<a href="http://www.tcd.ie/academicregistry/">http://www.tcd.ie/academicregistry/</a>

\* Further details below.

**Blackboard Learn** is a virtual learning environment and course management system used to communicate and share content relating to the nursing and midwifery courses.

<https://mymodule.tcd.ie>

### Student Learning Development

Student Learning Development supports Trinity students reach their academic potential and offers a range of services including individual appointments, workshops and skills events.

These services are designed to develop your skills in areas such as academic writing, self and time management, exam and assessment skills for students: <https://student-learning.tcd.ie/>.

The Student Learning Development **Blackboard module** has been developed to provide you with a range of resources that will help you develop your independent learning and academic skills. In this module, you will find audio and video files, downloadable documents as well as interactive websites and useful links on topics such as Essay Writing, Critical Thinking, Thesis Writing, Exam Skills, Literature Reviewing and much more. You can also find copies of presentations for all the workshops that are run over the academic year.

The module is a self-enrol module and click on the 'Blackboard enrolment' link on the left for instructions on how to enrol: <https://student-learning.tcd.ie/blackboard/>

Please also see **Appendix 4** for further details.

### Tutorial Service

Students undertaking a full-time undergraduate degree are normally assigned a College Tutor when they are admitted to College <https://www.tcd.ie/seniortutor/about/>. Each College Tutor is a member of the 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 them 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 College Tutor with the approval of the Senior Tutor. If a student has not been assigned a College Tutor, the Senior Tutor is the student's point of contact (email: [stosec@tcd.ie](mailto:stosec@tcd.ie)). Refer to <https://www.tcd.ie/seniortutor/students/undergraduate/> for more information on the role of the Tutorial Service.

## 6. Timetables

Timetables will be published on Blackboard Learn (<https://mymodule.tcd.ie>) and the student portal (**my.tcd.ie**) before the start of the academic year. Timetables are subject to change and students will be notified of updates by email to their TCD email account. Students are obliged to check their TCD email account on a regular basis.

### 6.1 Tutorial Groups

Undergraduate students will be assigned to a tutorial group as soon as they register. These groups are used for mandatory skills, tutorials, practical classes, and workshops. If students are not assigned to a tutorial group on the system their my.tcd.ie timetable will not be accurate. Tutorial group information will be circulated to students and placed on Blackboard Learn as soon as they are assigned (<https://mymodule.tcd.ie>). Students must ensure that their name is included on the list and that they are attending classes for the correct group.

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

## 7. Professional Conduct, Social Media Guidance and Disciplinary Issues

### 7.1 Code of Professional Conduct and Ethics

All midwifery and nursing students are required to comply with the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2021) <https://www.nmbi.ie/NMBI/media/NMBI/Code-of-Professional-Conduct-and-Ethics.pdf?ext=.pdf>

### 7.2 Social Media Guidance

Students should familiarise themselves with NMBI's *Guidance to Nurses and Midwives on Social Media and Social Networking* (NMBI 2013) <https://www.nmbi.ie/Standards-Guidance/More-Standards-Guidance/Social-Media-Social-Networking>

### 7.2.1 Social Media and Social Networking: Top Tips for Student Nurses and Midwives

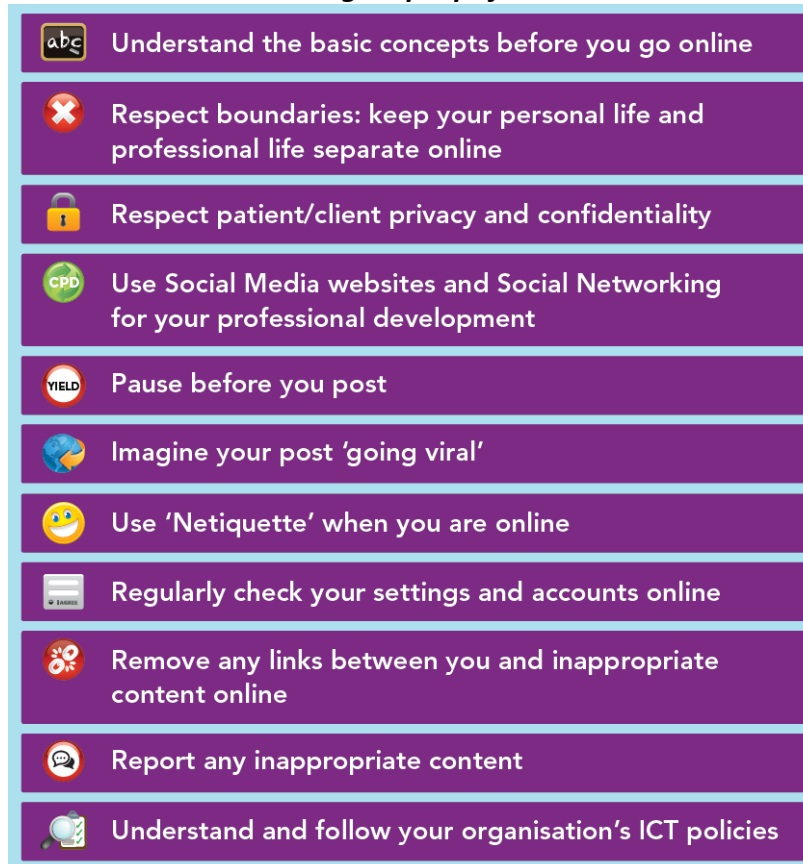


Image taken from: <https://www.nmbi.ie/nmbi/media/NMBI/Publications/Tips-on-social-media-and-social-networking-for-nurses-midwives.pdf?ext=.pdf>

### 7.3 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>.

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 may be reported to the Junior Dean. Cases raising Fitness to Practice issues will be referred to either the Junior Dean or to the School of Nursing and Midwifery Fitness to Practice Committee as appropriate. Cases raising Fitness to Study issues will be managed as summarised in **Appendix 7**.

## 8. Attendance

Attendance at lectures, tutorials and practice placements is compulsory. Procedures are in place to monitor attendance. In order to progress to the next year of the course, students must ensure that their course work and their attendance at lectures, tutorials and practice placements is satisfactory and complete.

**Attendance is monitored at formal lectures, tutorials, practicals and practice placements on courses leading to registration in the Nurses' or Midwives' Division of the Register of Nurses and Midwives in Ireland maintained by the Nursing and Midwifery Board of Ireland.**

Where a student's attendance is non-satisfactory, the Senior Lecturer may refuse the student permission to sit annual assessments 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.

### **8.1 Attendance at 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, random attendance spot checks and monitoring of online sessions. Absences will be recorded and monitored throughout the year. Students must always have their student card on their person when attending College. If a student's ID card is lost/stolen/not working, students must contact Academic Registry without delay for a replacement card

<https://www.tcd.ie/academicregistry/service-desk/id-cards/>.

For any period of absence, students should submit medical certificates to their College Tutor and to the Executive Officer for their year ([mnugrad@tcd.ie](mailto:mnugrad@tcd.ie)) **within three days** of returning from an absence, so that it may be recorded. **It is considered a breach of conduct to wrongly declare attendance for yourself or a colleague.** It is forbidden to take photographs of lecturers/students within teaching rooms by way of proof of attendance, as it is considered a breach of confidentiality and could be reported to TCD's Data Protection Officer with resulting disciplinary implications.

**Signing-in or tapping student cards on behalf of absent students is considered fraudulent and if witnessed, the relevant students will be reported to the Junior Dean for disciplinary action.**

### **8.2 Attendance at Mandatory Clinical Skills Training**

Mandatory clinical skills training which students complete in JF and JS are Heartsaver CPR (JF & JS), Patient Moving and Handling (JF & JS), CPI Safety Intervention (JF & JS) and Hand Hygiene (JF & JS). Failure to complete these mandatory clinical skills within the correct timeframe will result in students not being able to attend practice placement (refer University of Dublin Calendar, Part II).

Junior Fresh & Junior Sophister students are required to complete mandatory clinical skills before commencing practice placement. Due to hospital regulations, midwifery and nursing **students will not be allowed on placement without having successfully completed mandatory skills and be in possession of the required certification.** Certificates are issued on successful completion of the Heartsaver, CPI Safety Intervention, Patient Moving & Handling and Hand Hygiene sessions.

There will be further communication regarding these skills within Blackboard modules.

If absent from a mandatory skill session, there may be a charge to repeat that skill training, unless a medical certificate or letter is provided.

Please report any issues/queries regarding clinical skills training as soon as possible to the School of Nursing and Midwifery Clinical Skills Manager: Freda Neill: [neillf@tcd.ie](mailto:neillf@tcd.ie).

### **8.3 Attendance in Practice Placement**

**Please note that 100% attendance is required for practice placement.** Students should be mindful that any practice placement time owing must be repaid during the summer vacation period.

Prerequisites: 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 comply with health screening, vaccination requirements or delays in Garda vetting or registration with NMBI, will result in the Health Service Provider refusing to allow the student attend practice placement.**

Students **must complete online courses via HSELand** before proceeding to clinical placement. These online courses will be outlined to students when commencing the programme in September 2024.

In order to be eligible to progress to the next academic year, all time owing in practice must be repaid by Week 52 (as per the 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, which 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.

In order to meet the requirements of NMBI, **Midwifery students ONLY** are permitted a 2-week grace period after the planned completion date of placement to complete any outstanding time.

Please see **Appendix 8** which summarizes the support structures available to students while on clinical placement.

## **9. Participation and etiquette**

### **9.1 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 course-related activity.

Students undertaking courses that lead to registration in a division of the Nurses' or Midwives' 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.

### **9.2 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 attend on time for all timetabled sessions, both theory and practice. If a student must 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.

Unless indicated by the lecturer/preceptor/relevant supervisor, use of mobile phones and pagers is considered inappropriate, and they must be turned off during all timetabled sessions.

**Recording of any content is not permitted without permission.** Students with disabilities may be permitted to record lectures and tutorials if as part of the needs assessment, it is deemed a reasonable adjustment by the Disability Service. Students are advised that all recordings remain the property of the University and are for personal use only.

<https://www.tcd.ie/disability/support-and-resources/permission-to-record-lectures/>

### **9.3 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.

### **9.4 Misconduct and noise in rooms**

All occupants of rooms in College will be held responsible for any misconduct in the rooms. This will include the making of noise deemed to be excessive.

## **10. 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 midwifery or nursing courses 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. Please refer to the University of Dublin Calendar, Part II, General Regulations for further details pertaining to these procedures (<https://www.tcd.ie/calendar/undergraduate-studies/>).

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 (<https://www.tcd.ie/academicregistry/student-cases/assets/world/fitnesstostudy.pdf>).

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 are informed of any missed coursework.

### **10.1 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. There are two components to the professional reorientation programme: (1) delivered by the health service provider and (2) delivered by the School's Clinical Tutors). A professional reorientation fee may be levied.

In the interest of 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 their expected due date. 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 here: [www.tcd.ie/about/policies/assets/pdf/student-parent-carer-and-pregnancy-policy.pdf](http://www.tcd.ie/about/policies/assets/pdf/student-parent-carer-and-pregnancy-policy.pdf)

## **11. Medical Evidence**

Students who find themselves incapacitated by illness and unable to attend lectures, tutorials, examinations/assessments or practice placement should see their doctor 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 (mnugrad@tcd.ie) and must be submitted within **three working days**. 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.

## **12. Methods of Assessment**

Students are assessed by a variety of methods 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 and in **Appendix 9**.



The pass mark for all modules with a numerical mark is 50%.

Some modules are assessed using a variety of assessment methods/subcomponents, for example, a multiple-choice exam, an assignment and an online learning activity. **All module components must be attempted** to achieve a pass mark in that module. Progression is on an annual basis. Within a year, students may carry failed modules from one semester to the next but not from one academic year to another; that is, they will not be able to rise to the next year of their programme until they have successfully completed the preceding year(s). 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/](http://www.tcd.ie/Student_Counselling/student-learning/).

Students who have permission to not submit an assessment at the Annual Session will be recorded as 'Absent' and will be required to resubmit the assessment in the Reassessment Session.

If a student is absent from an assessment in the Reassessment Session, there is no automatic right to a second attempt and therefore, students will fail the year and be required to repeat the year in full (Senior Sophister students cannot repeat SS year in full). Students who are absent from an assessment without permission from the Senior Lecturer may be excluded from the course.

**Students are expected to read and comply with the policy on Academic Integrity** in the Trinity College Dublin, the University of Dublin Calendar, Part II. Please also see Section 13 below.

## **12.1 Assignments**

These regulations relate to essays, projects, case studies, care studies, dissertations, 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.

Assignments must have a title page that includes the following: student's name, ID number, assignment title, module title and course title. **An assignment greater than 10% over the word limit will incur a penalty deduction of 10% from the grade awarded.** Assignments with word counts greater than 10% over the maximum word limit will not be marked beyond the cut-off. This will also apply to re-submitted assignments.

Information on formatting assignments is available on Blackboard in the Shared Administration Folder for each cohort and is also summarised below in 12.1.1. Students must adhere to these formatting guidelines.

**Students must keep a copy of all submitted work** for their own records and in case of loss or damage to the submitted assignments, and this may be requested at a later date.

Assessment deadlines are final, unless a student has formally applied for, and received, an approved extension in writing from the Course Coordinator for extenuating reasons (see 12.1.2 below).

### **12.1.1 Format of assignments**

Students will be provided with specific information regarding the submission date, guidelines for completion, supervision etc. for each assignment at least four weeks prior to

the assessment/submission date. An **electronic copy** of all assignments must be submitted on or before the designated time on the date of submission. The electronic copy must be submitted via Blackboard Learn. Students will be provided with instructions regarding electronic submissions by the module leader or undergraduate team.

All assignments should be typed using either Verdana, Arial or Calibri typeface 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. One-and-a-half (1.5) line spacing must be used except for the reference list where single spacing is used (refer to the College Referencing System Guidelines).

### ***12.1.2 Extension of the coursework submission date***

Extension of the submission date may be allowed in **exceptional circumstances only when supported with documentary/medical evidence**. Students must formally apply, through their College Tutor, **to the relevant Course Coordinator** to submit work after the official submission date. Applications should be made **at least one week** prior to the submission date but no later than 48 hours prior to the submission deadline. All requests for an extension must be accompanied by a completed **“Request for Extension Form”** and supporting evidence (a medical certificate in the case of illness). Medical certificates will not be accepted as an explanation for poor performance.

When permission is given to a student to submit work later than the published submission deadline (for medical or other reasons), a written record of the new submission date must be entered on the **“Request for Extension Form”**. *Students will be informed by email of any change to this process.*

## **12.2 Assessments**

### ***12.2.1 Examinations as part of continuous assessment***

Students may be required to undertake examinations throughout the programmes as part of the continuous assessment process. Examinations which are part of continuous assessment are subject to the same rules as other College examinations and ALL assessments must be attempted.

### ***12.2.2 Formal Assessment Sessions:***

There are formal University assessment sessions following the end of teaching terms in semester one (in Michaelmas term) and in semester two (in Trinity term). Students are assessed at the end of semester one in all modules that are taught only in semester one and at the end of semester two in all year-long modules and all modules that are taught only in semester two.

**Annual Assessment Session:** Annual examinations are held at the end of each Semester, usually in Michaelmas and Trinity Terms. Students who do not submit an assessment at the Annual Session will be recorded as ‘Absent’ and will be required to submit the assessment in the Reassessment Session.

**Reassessment Session:** Depending on the course of study, students who were absent with permission from any part of the annual examination, or who failed to achieve a pass grade may be permitted to undertake an assessment 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. If a student is absent from an assessment in the Reassessment Session, there is no automatic right to a second attempt. Therefore, JF/SF/JS students will fail the year and will be required to repeat the year in full (Senior Sophister students cannot repeat SS year in full).

All undergraduate results are published by student number. The results for assessments completed in semester one are provisional until moderated by the Court of Examiners in Trinity term. The end of year or degree result moderated by the Court of Examiners must be returned and recorded on the student record.

### **12.2.3 Assessment timetables**

All students must ensure they are available for the full assessment session; individual assessment dates may not be available until later in the academic year. **The onus lies on each student to establish the dates, times and venues of their own assessments.** 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 assessment submission requirements and deadlines, and location of every examination venue to which they have been assigned. The annual assessment timetables are usually published by Academic Registry in advance of the assessment session and are available via the student portal ([my.tcd.ie](http://my.tcd.ie)).

### **12.2.4 Student conduct during examinations**

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

<https://www.tcd.ie/academicregistry/exams/>

### **12.2.5 Assessment fees**

Please contact Academic Registry regarding assessment fees.

<https://www.tcd.ie/academicregistry/contact/>

### **12.2.6 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:

<https://www.tcd.ie/academicregistry/exams/>

## **12.3 Deferrals**

Students who are unable to complete assessment components necessary to complete a module or modules at the end of the appropriate semester due to certified illness, disability, or other grave cause beyond their control may seek, through their College Tutor, permission from the Senior Lecturer to present at the Reassessment session. Where certified illness, disability, or other grave cause beyond their control prevents a student from completing at the Reassessment session they may seek, through their College Tutor, permission from the Senior Lecturer to repeat the year.

## **12.4 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.

#### **12.4.1 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, achievement of clinical learning outcomes etc.) are met prior to completing each component of the assessment.

#### **12.4.2 Professional and ethical behaviour**

Professional ethics and standards of conduct must be observed in relation to assessment of professional practice. Client's/patient's/woman's rights always take precedence over student education and assessment processes. Patients/clients/women 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/woman 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/woman it is inappropriate to continue with the assessment, they should make this known immediately to the student and assessor. If during the assessment the student becomes concerned about issues that are arising and that are outside their scope of practice, they should immediately seek advice from the assessor(s). In the event of the assessor(s) deeming that the student is behaving unprofessionally or putting the patient/client/woman at risk, the assessment will be immediately terminated and may be recorded as fail.

## **13 Academic Integrity and Referencing Guide**

### **13.1 Academic Integrity**

While studying in Trinity College Dublin students will develop and write assignments that require research. Students' ideas will be expressed through words, images, diagrams and other multi-media forms. As students research, they will be expected to understand and build upon the work of others. This requires acknowledging correctly and fully the contributions of others to the student's own scholarship. Regardless of the profession/discipline in Trinity College Dublin, **the cornerstone of its scholarship is academic honesty**. Therefore, no matter what form students' scholarly writing takes, students are expected at all times to take responsibility for the integrity of their work as they advance knowledge in their field of study.

**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 the student's intention was not to cheat and that the student did not understand what constituted plagiarism will not be accepted as a defence. It is the action and not the intention that constitutes plagiarism.**

**Work cannot be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit may be considered self-plagiarism.**

Students are required to familiarise themselves with Trinity College Dublin's Academic Integrity homepage: <https://libguides.tcd.ie/academic-integrity>  
In addition, **students are required to complete an online tutorial 'Ready, Steady, Write' on avoiding plagiarism, which** is located at: <https://libguides.tcd.ie/academic-integrity/ready-steady-write>. When you submit coursework, you will be asked to confirm that you completed the tutorial: declaration: <https://libguides.tcd.ie/academic-integrity/declaration>.

### **13.2 Referencing Guide: APA 7<sup>th</sup> Style**

It is **essential** to identify and acknowledge all sources of information and to acknowledge other people's ideas and statements used in any written submission. Students are required to use the **American Psychological Association 7<sup>th</sup> Style**. This is more commonly called the **APA 7<sup>th</sup> Reference Style**.

To support referencing, students should refer to the following Libguide: <https://libguides.tcd.ie/c.php?g=667857&p=5103306>

## **14 Practice Placements**

### **14.1 General regulations for practice placements**

Students of the School of Nursing and Midwifery are expected, while on practice placements, to comply with the code of conduct for nursing and midwifery students of the School of Nursing and Midwifery, with the disciplinary rules of the health service provider where the placement is located and with the regulations of Trinity College Dublin relating to student conduct (see General Regulations and Information, III Conduct and College Regulations). When on practice placements students are reminded that the patient's or client's interests and safety, and their right to confidentiality and privacy take precedence over students' education. Health service providers have the right to refuse a student(s) access to their practice areas for educational purposes pending the investigation of or as a result of a breach of the above code, rules or regulations. Where a health service provider has permanently refused a student access to their practice area following full disciplinary procedures, it will not be possible for students to continue their course in the School of Nursing and Midwifery.

Breaches of the code of conduct for nursing and midwifery students, the health service provider disciplinary rules, or the College regulations may result in a temporary or permanent suspension from the practice area, or in expulsion from the course. Any such breaches will be referred, in the first instance, to the Director of Undergraduate Teaching and Learning. If College regulations have been breached, the matter will be reported to the Junior Dean and notified to the Director of Midwifery/Nursing for consideration of the implications for the student continuing in practice while the alleged breach of regulations is

being investigated. Breaches of the code of conduct for nursing and midwifery students and/or the disciplinary rules of the health service provider while on practice placement will be regarded as a breach of College regulations and will be referred to the Director of Undergraduate Teaching and Learning in the first instance and thereafter may be referred to the School of Nursing and Midwifery Fitness to Practise Committee.

Students suspended from a practice placement for any period shall be deemed as not completing the requirement for that particular placement and will be required to make up this time during the vacation period or before progression onto the next year or completion of the course.

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

Midwifery and nursing students are required to pass practice placement and cannot 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 Office in partnership with the Health Service Provider will arrange and monitor 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, record their attendance via TMS and submit their Clinical Assessment as instructed. 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 School Clinical Allocations Office in advance of commencement of placements ([TCDAllocations@tcd.ie](mailto:TCDAllocations@tcd.ie)). All practice placement details are available from the ARC system on the School of Nursing and Midwifery website: <https://www.tcd.ie/nursing-midwifery/clinical-allocations/>

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

- Timesheet Management System (TMS) online timesheets are completed and submitted electronically in time each week;
- All supporting evidence and assessments are signed and dated by the appropriate person;
- Competency Assessment Documents are submitted no later than 48 hours upon completion of a clinical placement;
- Practice placement guidelines and attendance are strictly adhered to.

Students must submit their Competency Assessment Documents no later than 48 hours after completion of the clinical placement via the Blackboard submission process outlined by the Clinical Allocations Office. Clinical Competency assessments are formal College assessments and late submissions will not be processed and will be returned as either Absent (Fail) or AR (Absent Re-assess at Reassessment Session).

**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 relevant Administrative Officer in the Clinical Allocations Office in the School of Nursing and Midwifery, [TCDAllocations@tcd.ie](mailto:TCDAllocations@tcd.ie) . Excessive absence for any reason including sick leave will be reviewed by the Student Cases Committee in the School of Nursing and Midwifery.

### **Covid Leave for Academic Year 2024/2025**

Nursing and Midwifery students who are experiencing COVID-19 symptoms should immediately notify the practice development team at their affiliated hospital. COVID-19-related leave should be formally reported through the Time Management System (TMS) and to the hospital Student Allocations Liaison Officer (SALO) responsible for TMS approval for COVID-19 LEAVE ONLY. Where COVID-19 infection is confirmed, students will not need to repay related leave (to a maximum of 5 days per year); except in cases where clinical assessment is incomplete and/or clinical competencies are outstanding. The processes above have been informed by NMBI.

**\*Please note that all hours' absence for any reason must be repaid in the summer months following the end of College term in order to rise to the next year. Midwifery students ONLY are permitted a 2-week grace period after the planned completion date of placement to complete any outstanding time.**

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 at the Annual Assessment Session 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 and passed by week 52 of each year . Failure to do so will incur a Fail outcome at the Court of Examiners at the Reassessment Session.

Irrespective of each student's associated hospital, Midwifery and Nursing students may be required to travel to clinical placements 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 and accommodation 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.

Any time absent from practice placement is considered as time owing and must be repaid in full. All time owing must be completed to ensure all students have sufficient clinical practice weeks. Failure to comply with the above will result in a failed practice placement at the end of the year. Please see the Clinical Allocations Office's webpage for further information: <https://nursing-midwifery.tcd.ie/clinical-allocations/>.

### **Internship Nursing**

In Senior Sophister year, nursing students will spend one 6-week supernumerary period in the practice area and an additional 36 weeks internship/rostered placement where the

status of the student changes to that of employee. In Senior Sophister year, nursing students are required to pass practice placement and cannot compensate with any other form of assessment. Students who do not meet the required standard in 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.

Students who fail the last supernumerary placements at the beginning of Senior Sophister year, will be permitted one repeat at the start of the internship period, which will result in extending the internship period. **A second practice placement failure is an exit point of the course.**

**Two failed competencies in the internship component of the Senior Sophister year are an exit point from the programme** (i.e., failure of a second placement is an exit point of the programme).

**Failing the last placement in the internship component of Senior Sophister year, or Year 5 (Final year) CGIDP, is an exit point from the degree programme.**

For Senior Sophister nursing students and Year 5 Children's and General Integrated Degree Programme students over the course of the internship practice placements, the student will make up all interruptions of more than 24 hours, notwithstanding the terms of any individual Health Service Provider's policy.

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 ([TCDAllocations@tcd.ie](mailto:TCDAllocations@tcd.ie)). 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, maternity leave, parenting leave, compassionate and special leave of more than 24 hours must be repaid in full, notwithstanding the terms of any individual Health Service Provider's policy. COVID-19 illness during the internship component of the Senior Sophister year can be discussed with the Student Allocations Liaison Officer in each Health Service Provider.

Internship students undertaking reassessment 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 Student Allocations Liaison Officer informing them of same. Students are permitted to return to practice placement following the assessment 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 ([TCDAllocations@tcd.ie](mailto:TCDAllocations@tcd.ie)) 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 students are remunerated for repeating internship placements or for making up interruptions during the internship placement.

Students will be asked to sign a contract with their training hospital prior to the



commencement of the internship. Please read these contracts in full, especially in relation to sick leave, COVID-19 leave, COVID-19 symptom management, entitlements, and salary. Contracts will differ across the Health Service Providers.

### **Internship Midwifery**

In Senior Sophister year, midwifery students will spend one 6-week supernumerary period in the practice area and an additional 36 weeks internship/rostered placement where the status of the student changes to that of employee. During the 6-week supernumerary placement, students will gain experience in a variety of practice placements, including core midwifery and specialist placements. During the 36-week internship/rostered placement, students will gain experience in all core midwifery areas (i.e. antenatal, intranatal and postnatal) and must be deemed competent in all of these areas by the end of the Senior Sophister year. Practice placements during the 36-week Internship period will be a minimum of 8 weeks duration and students are required to complete an Assessment of Midwifery Competence (assessed as formative or summative) while on placement.

Any student who misses time from their practice placement will be required to submit medical certificates to the Clinical Allocations Office to support the absence ([TCDAllocations@tcd.ie](mailto:TCDAllocations@tcd.ie)). 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, maternity leave, parenting leave, compassionate and special leave of more than 24 hours must be repaid in full, notwithstanding the terms of any individual Health Service Provider's policy.

Internship students undertaking reassessment examinations are strongly advised to cease 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 Midwifery Student Allocations Liaison Officer in their affiliated hospital informing them of their decision. 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 ([TCDAllocations@tcd.ie](mailto:TCDAllocations@tcd.ie)) as soon as possible. Remuneration is the responsibility of each Health Service Provider and making up the required time or repeating internship placements may not be remunerated. It is at the Health Service Provider's discretion whether students are remunerated for repeating internship placements or for 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 differ across the Health Service Providers.

## **15 Compensation at the Court of Examiners**

Midwifery and nursing students can pass modules in three ways:

- on the first submission/sitting;
- by compensation at the Annual Court of Examiners, within certain parameters;
- by resubmitting/re-sitting during the Reassessment period, normally at the beginning

of Michaelmas Term (late August/early September).

There is no compensation allowed between theoretical and clinical/practice components. There is no compensation in modules that are awarded a Pass/Fail grade.

### 15.1 Compensation in Junior Fresh year

Please refer to Appendix 1: *Assessment Schedule for Junior Fresh* for a list of modules that can/cannot be compensated.

#### **Compensation is NOT permitted between theoretical and practice assessments.**

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 AND 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 midwifery or nursing competence;
- must demonstrate an acceptable level of professional conduct;
- are required to have a satisfactory level of attendance/course work in both the theoretical and practice components of the programme.

Following the Annual Court of Examiners, the overall results of the Junior Fresh year will be published on the Student Portal and/or via Blackboard Learn using students' identification number. These results will indicate if the student must sit a reassessment examination and/or resubmit an assessment during the Reassessment Session which is usually at the beginning of Michaelmas Term (late August/early September).

Students are required to present for reassessment at the Reassessment Session when:

- they obtain in excess of 10 ECTS at qualified pass (marks between 45-49);
- any ECTS at grade fail (marks between 0-44);
- they do not obtain an overall pass.

Students who do not achieve an overall pass grade must present for reassessment at the Reassessment Session. If a student has achieved both Fail and Qualified Pass (45-49%) marks in the annual examination session, they must present during the Reassessment 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 Reassessment Session as at the Annual Session.

### 15.2 Compensation in Senior Fresh year

Please refer to Appendix 1: *Assessment Schedule for Senior Fresh* for a list of modules that can/cannot be compensated.

**Compensation is NOT permitted between theoretical and practice assessments.**

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 AND 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 midwifery or nursing competence;
- must demonstrate an acceptable level of professional conduct;
- are required to have a satisfactory level of attendance/course work in both the theoretical and practice components of the programme.

Following the Annual Court of Examiners, the overall results of the Senior Fresh year will be published on the Student Portal and/or via Blackboard Learn using students' identification number. These results will indicate if the student must sit a reassessment examination and/or resubmit an assessment during the Reassessment Session which is usually at the beginning of Michaelmas Term (late August/early September).

Students are required to present for reassessment at the Reassessment Session when:

- they obtain in excess of 10 ECTS at qualified pass (marks between 45-49);
- any ECTS at grade fail (marks between 0-44);
- they do not obtain an overall pass.

Students who do not achieve an overall pass grade must present for reassessment at the Reassessment Session. If a student has achieved both Fail and Qualified Pass (45-49%) marks in the Annual Examination Session, they must present during the Reassessment 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 Reassessment Session as at the Annual Session.

### **15.3 Compensation in Junior Sophister year**

Please refer to Appendix 1: *Assessment Schedule for Junior Sophister* for a list of modules that can/cannot be compensated.

**Compensation is NOT permitted between theoretical and practice assessments.**

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, AND 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 midwifery or nursing competence;
- must demonstrate an acceptable level of professional conduct;
- are required to have a satisfactory level of attendance/course work in both the theoretical and practice components of the programme.

Following the Annual Court of Examiners, the overall results of the Junior Sophister year will be published on the Student Portal and/or via Blackboard Learn using students' identification number. These results will indicate if the student must sit a reassessment examination and/or resubmit an assessment during the Reassessment Session which is usually at the beginning of Michaelmas Term (late August/early September).

Students are required to present for reassessment at the Reassessment Session when:

- they obtain in excess of 10 ECTS at qualified pass (marks between 45-49);
- any ECTS at grade fail (marks between 0-44);
- they do not obtain an overall pass.

Students who do not achieve an overall pass grade must present for reassessment at the Reassessment Session. If a student has achieved both Fail and Qualified Pass (45-49%) marks in the annual examination session, they must present during the Reassessment 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 Reassessment Session as at the Annual Session.

#### 15.4 Compensation in Senior Sophister/Final year

Students must pass both the theoretical and clinical components of Senior Sophister/Final year and Internship period without compensation. Compensation is not permitted in Senior Sophister/Final year and there is no compensation between the theoretical and clinical components. All modules must be passed independently of each other.

### 16 Issuing of Assessment Results

All results published throughout the year are provisional until ratified by the Court of Examiners at the Annual or Reassessment Session. Provisional results of assessments will not be published within the two-week period prior to the formal annual assessment session. Ratified results will be published on the Student Portal (<http://my.tcd.ie>) and/or via Blackboard Learn (<http://mymodule.tcd.ie>) using the student's 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, verbally or by e-mail. Students who have any outstanding fees will not be able to view their results and a comment "Withheld, see

College Tutor” will be published.

## **17 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 their College Tutor in good time of their intention to make an appeal in order to ensure that the student and College 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 College 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.

## **18 Feedback on Assessments**

Students are entitled to receive feedback on submitted coursework in line with the *Return of Coursework Policy*. See [www.tcd.ie/teaching-learning/academic-policies](http://www.tcd.ie/teaching-learning/academic-policies). All correspondence regarding feedback will be available on Blackboard Learn or sent to the student’s 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 assessment feedback into their continuing development throughout the course.

## **19 Reassessment**

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% as per the annual assessments.

Students are required to present for re-assessment at the Reassessment Session when:

- they obtain in excess of 10 ECTS at qualified pass (marks between 45-49);
- marks less than or equal to 44 in modules of any ECTS (fail);
- they are absent from an assessment with permission
- they do not obtain an overall pass.

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

## 20 Repetition of an Academic Year

A student who has failed the reassessment 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). Midwifery and nursing students cannot repeat Senior Sophister year.

Should a student have to repeat the year, please note that any coursework/assessments 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 the tuition fee (refer to the University of Dublin Calendar, Part II).

## 21 Award of Honours Degree and Classification

The award of the Bachelor in Science (Midwifery)/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 Honour                           |
| ➤ | 65-69% | II.1 | Second Class Honour 1 <sup>st</sup> Division |
| ➤ | 60-64% | II.2 | Second Class Honour 2 <sup>nd</sup> Division |
| ➤ | 50-59% | III  | Third Class Honour                           |

The degree classification for Bachelor in Science (Midwifery) and Bachelor in Science (Nursing) (B.Sc. (Cur.)) (i.e. General Nursing, Mental Health Nursing or 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:

- Junior Sophister - 30%
- Senior Sophister - 70%

The degree classification for Bachelor in Science Children's and General Nursing students will be based on the combined mark of the student's work during the Junior Sophister and Senior Sophister years, and successful completion of the Internship in Year 5.

- Junior Sophister - 30%
- Senior Sophister - 70%

Please note all years of the midwifery and nursing courses must be passed independently.

### **21.1 Award of Ordinary Bachelor's degree (Level 7)**

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/Final year or who choose not to complete the Senior Sophister/Final year 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. 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 midwifery or nursing or lead to registration with The Nursing & Midwifery Board of Ireland.**

## **22 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. Please be advised that transcript requests take a minimum of two weeks to process.

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 confirm 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://www.tcd.ie/nursing-midwifery/undergraduate/transcripts/>

Please ensure all relevant details are included when completing the online request form. Transcripts may take up to two weeks to process and during busy periods this may take longer. The undergraduate team will endeavour to process requests as quickly as possible. All transcript requests are processed on a first come, first served basis.

## **23 Prizes and Awards**

The following is a list of nursing and midwifery prizes that are awarded from the School of Nursing and Midwifery. All awards are subject to the proviso that sufficient merit must be shown. All theoretical and practice placement components must be successfully completed and passed at the first attempt. Students who are Incomplete at the Reassessment Court of Examiners, and fulfil the above-mentioned criteria, must complete practice placement by 1<sup>st</sup> October to be considered for prizes and awards.

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.

### **23.1 Nursing Prizes and Awards**

### Junior Fresh Prizes and Awards – Nursing:

Prize	Criteria
<b>Hannah McDowall Nursing Scholarship</b>	Named in honour of the late Nurse Hannah McDowall (1976-2001), the Adelaide Hospital Society awards the Hannah McDowall nursing scholarship to the Junior Fresh nursing student within Tallaght University Hospital, who achieves the highest Junior Fresh overall year mark at distinction level in the first-year annual examination session. The scholarship, to promote excellence in nursing studies, is open to all nursing students attached to Tallaght University Hospital. Value: €2,000
<b>School of Nursing &amp; Midwifery Student Awards</b>	The School of Nursing and Midwifery awards one prize to the student who achieves the highest overall year mark at distinction level at the relevant Court of Examiners. The prize is awarded to the relevant student in each discipline in each year of the four years (JF to SS) of the course. In addition, one prize is awarded to the student who gets the overall highest place at distinction level in each year. Value: Book voucher €100.
<b>First Class Book Prize</b>	Awarded to students who obtain an overall First Class Honours grade at the Annual Examination Session in the non-final year, non-degree year. Book prizes may be collected from the Academic Registry by the award holder in person.

### Senior Fresh Prizes and Awards – Nursing:

<b>School of Nursing &amp; Midwifery Student Awards</b>	The School of Nursing and Midwifery awards one prize to the student who achieves the highest overall year mark at distinction level at the relevant Court of Examiners. The prize is awarded to the relevant student in each discipline in each year of the four years (JF to SS) of the course. In addition, one prize is awarded to the student who gets the overall highest place at distinction level in each year.
	Value: Book voucher €100.
<b>First Class Book Prize</b>	Awarded to students who obtain an overall First Class Honours grade at the Annual Examination Session in the non-final year, non-degree year. Book prizes may be collected from the Academic Registry by the award holder in person.

### Junior Sophister Prizes and Awards – Nursing:



<b>School of Nursing &amp; Midwifery Student Awards</b>	<p>The School of Nursing and Midwifery awards one prize to the student who achieves the highest overall year mark at distinction level at the relevant Court of Examiners. The prize is awarded to the relevant student in each discipline in each year of the four years (JF to SS) of the course.</p> <p>In addition, one prize is awarded to the student who gets the overall highest place at distinction level in each year.</p> <p>Value: Book voucher €100.</p>
<b>First Class Book Prize</b>	<p>Awarded to students who obtain an overall First Class Honours grade at the Annual Examination Session in the non-final year, non-degree year.</p> <p>Book prizes may be collected from the Academic Registry by the award holder in person.</p>

#### Senior Sophister Prizes and Awards – Nursing:

<b>Gold Medal (B.Sc. (Cur.) Nursing Only)</b>	<p>Overall mark of 75% and above in Award of Degree. Students must pass all modules and clinical placements at first attempt in JS and SS years.</p>
<b>School of Nursing &amp; Midwifery Student Awards</b>	<p>The School of Nursing and Midwifery awards one prize to the student who achieves the highest overall year mark at distinction level at the relevant Court of Examiners. The prize is awarded to the relevant student in each discipline in each year of the four years of the course.</p> <p>In addition, one prize is awarded to the student who gets the overall highest place at distinction level in each year.</p> <p>Value: Book voucher €100.</p>
<b>Margaret Huxley Prize, St. James's Hospital</b>	<p>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 1980s, Sir Patrick Dun's Hospital, along with the associated prize transferred to St. James's Hospital.</p> <p>The prize is presented to a newly graduated nurse who completed the clinical component of the degree within St. James's Hospital and achieved the highest Senior Sophister overall year mark in the final examinations. Presentation of the prize occurs at the presentation of hospital badges and nursing certificates ceremony held by St. James's Hospital.</p> <p>Value: €200.</p>

<b>Meath Hospital General Nursing Final Year Student Award</b>	This prize is awarded to the General Nursing student who completed and passed the clinical component of their degree (at first attempt) in Senior Sophister year within Tallaght University Hospital and achieves the highest Senior Sophister overall year mark in their final examinations. The prize will be presented at the Meath Foundation Research Day. The successful general nursing student will receive the Meath Hospital Silver Medal.
<b>St. Patrick's Mental Health Services Award</b>	This prize is awarded to the student who completed the clinical component of the degree (at first attempt) within St. Patrick's Mental Health Services and achieved the highest Senior Sophister overall year mark in the final examinations. The prize will be presented at the presentation of certificates and hospital badges in St. Patrick's Mental Health Services. Value: €200.
<b>First Class Book Prize</b>	Awarded to CGIDP students who obtain an overall First Class Honours grade at the Annual Examination Session in the non-final year, non-degree year. Book prizes may be collected from the Academic Registry by the award holder in person.

#### **Year 5 Prizes and Awards – CGIDP Only**

<b>Gold Medal</b>	Overall mark of 75% and above in Award of Degree. Students must pass all modules and clinical placements on first attempt in JS, SS and Year 5.
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### **23.2 Midwifery Prizes and Awards**

#### **Junior Fresh Prizes and Awards – Midwifery:**

<b>Prize</b>	<b>Criteria</b>
<b>School of Nursing &amp; Midwifery Student Awards</b>	The School of Nursing and Midwifery awards one prize to the student who achieves the highest overall year mark at distinction level at the relevant Court of Examiners. Value: Book voucher €100.
<b>First Class Book Prize</b>	Awarded to students who obtain an overall First Class Honours grade at the Annual Examination Session in the non-final year, non-degree year. Book prizes may be collected from the Academic Registry by the award holder in person.

#### **Senior Fresh Prizes and Awards – Midwifery:**

<b>School of Nursing &amp; Midwifery Student Awards</b>	The School of Nursing and Midwifery awards one prize to the student who achieves the highest overall year mark at distinction level at the relevant Court of Examiners. Value: Book voucher €100.
<b>First Class Book Prize</b>	Awarded to students who obtain an overall First Class Honours grade at the Annual Examination Session in the non-final year, non-degree year. Book prizes may be collected from the Academic Registry by the award holder in person.

**Junior Sophister Prizes and Awards – Midwifery:**

<b>School of Nursing &amp; Midwifery Student Awards</b>	The School of Nursing and Midwifery awards one prize to the student who achieves the highest overall year mark at distinction level at the relevant Court of Examiners. Value: Book voucher €100.
<b>First Class Book Prize</b>	Awarded to students who obtain an overall First Class Honours grade at the Annual Examination Session in the non-final year, non-degree year. Book prizes may be collected from the Academic Registry by the award holder in person.

**Senior Sophister Prizes and Awards – Midwifery:**

<b>School of Nursing &amp; Midwifery Student Awards</b>	The School of Nursing and Midwifery awards one prize to the student who achieves the highest overall year mark at distinction level at the relevant Court of Examiners. Value: Book voucher €100.
<b>Gold Medal</b>	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.

<b>Dr Lorraine Andrews' Award</b>	Awarded to the student who has successfully completed the Senior Sophister year and is in good standing, who demonstrates the values, behaviours and philosophy that are consistent with midwifery values and philosophy. Peer nominated and elected. Value: Medal and Bursary of €250
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#### Senior Sophister Prizes and Awards – Midwifery:

<b>The Coombe Hospital</b>	
<b>Gold medal</b>	1 <sup>st</sup> place in academic achievement for the programme (Theory).
<b>Silver medal</b>	2 <sup>nd</sup> place in academic achievement for the programme (Theory).
<b>Tim Healy</b>	Best achievement in midwifery practice for the programme (Practice).
<b>The Rotunda Hospital</b>	
<b>Raymond Cross Gold Medal</b>	1 <sup>st</sup> place in academic achievement for the programme (Theory).
<b>Solomon's Gold and Bronze Medals</b>	Best achievement in midwifery practice for the programme (Practice) 1 <sup>st</sup> and 2 <sup>nd</sup> place.

#### Open to all Undergraduate Nursing and Midwifery Students:

<b>The Carole King Annual Award</b>	Founded in 2015 to encourage interest in spirituality in healthcare among students in the School of Nursing and Midwifery, the award consists of complimentary registration for the annual Spirituality in Healthcare conference and a gift token, which is presented at the School Awards Ceremony. Application for the award is open to all undergraduate nursing and midwifery students.
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## 24 Foundation Scholarships

Scholars are selected on the basis of special examinations, typically taken at the beginning of Semester Two in Senior Fresh (second) year of undergraduate study. These examinations are not compulsory, and midwifery or nursing students must show exceptional commitment, discipline and motivation if they are to display sufficient merit to be selected to the position of Scholar.

The announcement of each year's New Scholars and New Fellows is made by the Provost from the steps of the Examination Hall on Trinity Monday, one of the most important days in the University of Dublin Calendar.

Scholars enjoy significant benefits including Commons free of charge, rooms free of charge for up to nine months of the year and, where a student is not in receipt of outside scholarships or grants, fee remission for up to five years to the value of the EU fee level.

**Applications to sit the Foundation Scholarship examinations must be submitted online to the Assessment team in the Academic Registry in Michaelmas Term. Students who intend to register for the Foundation Scholarship examinations must notify their associated**

**health service provider, by a certain date, of their intention to sit the examinations. This date is communicated to students by email in Semester One (Michaelmas Term).**

Further information regarding Foundation Scholarship can be found on the Academic Registry website: <https://www.tcd.ie/academicregistry/exams/scholarship/>

### **Important clinical allocation information regarding students applying for Foundation Scholarship Examinations:**

Immediately upon completing an online application for the annual Foundation Scholarship examinations, nursing and midwifery students are required to inform the Student Allocations Liaison Officer in the allocated partner hospital of their intention to take the Foundation Scholarship examinations in Semester Two of Senior Fresh year, and if known, the exact dates they will be sitting the examinations. This will prevent the Student Allocations Liaison Officers allocating students to a priority clinical site during this extraordinary exam period. Students sitting the Foundation Scholarship examinations will be facilitated with this priority placement elsewhere during their year and this will not impact on their year planners. However, some time-owing may occur due to the College Foundation Scholarship examination week and clinical placement weeks occurring at the same time; this is unavoidable.

A student who is intending to sit the Foundation Scholarship examinations in Senior Fresh year will not be permitted to take up an Erasmus/International placement in Senior Fresh year as there are insufficient weeks to complete this due to the timing of the College examinations. However, these students will have another opportunity to apply for international placements in Junior Sophister year.

If a student withdraws from their scheduled Foundation Scholarship examinations at any time during the application process, they must immediately inform the Student Allocations Liaison Officer in their allocated partner hospital, as not to do so may impact directly on planned clinical placement allocations for the Senior Fresh year, and may in certain cases, result in students owing clinical time during the summer months.

## **25 Erasmus**

The Head of Student Clinical International placements manages the process for Erasmus clinical exchange which occurs only in year 2 and year 3 of the programme. Year 2 students can go on an Erasmus clinical exchange for 6 to 8 weeks and year 3 students for 6 to 8 weeks. Students are only permitted to go on Erasmus once in their programme and are only permitted to go for clinical placements. Notification to apply for Erasmus will be communicated in early December of each year for the following academic year.

## **26 University Regulations, Policies and Procedures**

The following are links of where to find further information on University regulations, policies, and procedures that you may find useful as a student:

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

- Student Complaints Procedure: <https://www.tcd.ie/about/policies/Student%20Complaints%20Procedure.php>
- Dignity & Respect Policy <https://www.tcd.ie/equality/policy/dignity-and-respect-policy/>
- Equality Policy: <https://www.tcd.ie/equality/policy/equality-policy/>

## **27 Confidentiality Guidelines**

### **1. Confidentiality guidelines while on clinical placement**

The concept of respecting confidentiality is integral to the professions of Midwifery and Nursing, and as such it is imperative that students adhere to confidentiality guidelines in all aspects of their undergraduate training.

**Breaches of confidentiality are considered a serious offence and will be subject to disciplinary procedures.**

Students are absolutely required to follow confidentiality guidelines in all aspects of the Midwifery and Nursing programmes, and particularly so for their practice education placements.

Patient/client/woman and site data protection is of utmost importance during practice education placements, but equally important during class-based work where service users may make presentations to the students.

Under no circumstances should a student take any patient/client files or any patient/client personal data (or copies thereof) from the hospital or practice placement site, either in hard copy (case files, reports, notes etc.) or electronic form (email, USB, hard drive, photograph etc.). This rule also applies to documentation and/or templates in both hard copy and electronic forms that are the property of the Health Service Provider.

Students should not, in any circumstances discuss (either verbally or via social or electronic media) persons they are working with during practice education placements outside of direct clinical discussions with their practice educator and multi-disciplinary team.

**Students should not, in any circumstances discuss or express opinions on their placement site and/or practice educators on personal electronic or social media.**

Students should also be aware that placement sites may have their own confidentiality agreements or requirements. Students are bound by these requirements also, both on and off the placement site.

For any assignments where a student may refer to patients/clients/service-users/mothers/families or health service providers they have worked with during their placement, they must ensure that they do not disclose any information that may lead to the identity of the person or health service provider being exposed. The person's name, address, date of birth etc. should not be disclosed. Nor should the name of the health service provider be disclosed, as this may lead to the person's identification being disclosed also.

Any other information (blank assessment forms, treatment protocols etc. that have been developed by a particular health service provider/placement site) remain the intellectual property of the placement site and must not be removed or copied by the student. This applies to hard and electronic versions of documentation. The student must seek **written** permission from their clinical placement supervisor before copying any such information; this applies to hard copy and electronic format.

## **2. Presentations and/or written assignments based on students' clinical placement experiences**

Students may be required to make presentations and/or write assignments about people they have cared for as part of the learning experiences on placement.

**Please consider the following guidelines when completing any assignments during the course where you are applying information gained while on clinical placement.**

**Any academic class-based work or assignments that may require the student to draw on experience from their clinical placement must adhere to the following guidelines:**

There must be no documentation of the following:

- No names of patients/clients/service-users/mothers/families (including forenames or surnames);
- No demographics which may identify patients/clients/service-users/mothers/families e.g. address or Eircode. No date of birth or personal identifiers;
- No name or address of the health service provider (instead state acute (psychiatric) hospital, geriatric day care, rheumatology clinic, special school, forensic setting, rehabilitation centre, community mental health, etc.);
- No dates of admission or discharge (instead, indicate the length of your involvement with the patient/client/service-user/mother/family);
- No data related to assessment results and/or outcome measures which identify the person or health service provider;
- No data related to the person or health service provider's legal status in the case of a high-profile case and/or one which was made known to the public;
- No diagnosis in a case of a very rare diagnosis which would have a media profile e.g. Facebook page, fundraising pages etc. (instead explain the condition is rare and pertains to a particular type of disorder or disability);
- No specific and unusual set of characteristics in any written work or presentation that may identify the person or health service provider, or that which may compromise the person's confidentiality and/or rights to data protection.

### **Visual Images**

There are issues regarding the inclusion of visual images (photographs or videos) such as faces in presentations or reports; this applies to visual images of adults as well as children. Under no circumstances should a child's face be shown in any presentation or assignment. Adults must give **written permission** for their face to be shown, and those adults

with additional challenges (e.g., cognitive decline, learning disabilities) have additional requirements insofar as consent must be co-signed by their caregiver.

**WRITTEN PERMISSION MUST BE SOUGHT from the person themselves and/or a proxy to include information about them which includes visual images. In a clinical situation, the student should confirm with the relevant staff member that all sharing of information is in keeping with the ethical and data protection guidelines of their health service provider.**

## **28 Data Protection**

Data protection legislation safeguards the privacy of individuals in relation to the processing of their personal data. The General Data Protection Regulation (GDPR) came into force on 25 May 2018, replacing the existing data protection framework under the E.U. Data Protection Directive. The GDPR was transposed into Irish Law by the Data Protection Act 2018. The GDPR provides a legal framework for the collection and processing of personal data within the E.U. and of E.U. residents outside the E.U. The GDPR places an emphasis on transparency, security and accountability by data controllers and processors, while standardising and strengthening the right of European citizens to data privacy. All College members are required, in addition to observing their obligations under the legislation, to comply with the terms of the College's data protection policy and any regulations which may from time to time be laid down by the Board of the College. Further information is available from the College website at [www.tcd.ie/dataprotection](http://www.tcd.ie/dataprotection).

## **29 Alumni**

The School of Nursing and Midwifery values our links with our students and hopes to maintain contact after 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 courses. 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 inviting Alumni to 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 Alumni of the School of Nursing and Midwifery and can update your details at <https://www.tcd.ie/alumni/news-events/update-alumni-details.php>
- You can also "Like" us on the School of Nursing and Midwifery **Facebook** page: [www.facebook.com/TCD.Nursing.Midwifery](http://www.facebook.com/TCD.Nursing.Midwifery)
- Via our Alumni webpage: [nursing-midwifery.tcd.ie/alumni/](http://nursing-midwifery.tcd.ie/alumni/)

We wish you every success in your course and we look forward to continuing our 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**

[http://www.nursing-midwifery.tcd.ie/assets/resource-documents/nursing\\_midwifery\\_career\\_guide\\_volume1\\_2018.pdf](http://www.nursing-midwifery.tcd.ie/assets/resource-documents/nursing_midwifery_career_guide_volume1_2018.pdf)

Please also see **Appendix 10** on Postgraduate Studies and **Appendix 11** Career Advice.

## **30 Emergency Procedure and Security**

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).

### **30.1 Security and safety of personal belongings**

Students and visitors to College buildings including the School of Nursing and Midwifery should always keep their personal belongings with them. All personal belongings should not be left unattended.

# Appendices

# Appendix 1: Assessment Schedules

## Assessment Schedule Junior Fresh

Year	Discipline	TEP Module Code	Module Title	ECTS	Assessment Details	Assessment Date	Module Leader(s)	Reassessment	Compensatable/ Non-Compensatable between Modules
Junior Fresh	Shared	MNU11010	Biological Sciences Underpinning Health and Wellbeing	10	MCQ examination (40%) - week TBC MCQ examination (60%) - week 16	Semester 1	Aileen Lynch	1 Hour MCQ examination	Yes
		MNU11011	Health Promotion, Essential Knowledge for Skills and Practice	10	Formal in person examination - Week 16: Drug Calculations 10 MCQ (10%) and 30 MCQ (30%) Essay 1,000 words online submission (60%) - Week 16	Semester 1	Gobnait Byrne	If overall mark is <50% repeat assessment (all components)	Yes
		MNU11012	Psychosocial Foundations for Care	10	Unseen online exam - 50 MCQ	Semester 2	Damien Brennan & Jan De Vries	Repeat assessment	Yes
		MNU11013	Foundations for Professional Practice	10	Reflection on a communication experience in clinical practice – written assignment 1,500 words	Semester 2	Paul Horan & Michelle Cleary	Resubmit	Yes
	General	MNU11004	Introduction to General Nursing in Acute Care Setting	10	Assignment 1,500 words Clinical competency assessment (Pass/Fail)	Semester 1	Melissa Corbally	Resubmit	No
		MNU11005	General Nursing Care Across the Lifespan	10	Online based assessment 2,250 words (100%) Clinical competency assessment (Pass/Fail)	Semester 2	Louise Daly	Resubmission of all three worksheets	No
	CGIDP	MNU11001	Foundations in Children's Nursing Practice	10	Assignment 1,500 words (100%) Clinical competency assessment (Pass/Fail)	Semester 2	Thelma Begley	Resubmit	No
	Mental Health	MNU11008	Understanding Mental Health, Distress and Illness and Approaches to Care	10	Unseen formal in person examination - 2 hours Part 1 - 2 short answer questions (60%) Part 2 - MCQ (40%) Clinical competency assessment (Pass/Fail)	Semester 1	Louise Doyle	Repeat assessment	No
		MNU11009	Psychotherapeutic Skills and the Recovery Approach within Mental Health	10	OSCE Pass/Fail Clinical competency assessment (Pass/Fail)	Semester 2	Peter Kelly	Repeat assessment	No
	Intellectual Disability	MNU11002	Foundations of Person Centred Intellectual Disability Nursing Practice	10	Part A - Assignment 1,500 words (60%) Part B - Poster (40%) Clinical competency assessment (Pass/Fail)	Semester 1	Sandra Fleming	Resubmission of both assignment and poster	No
		MNU11003	Principles of Intellectual Disability Nursing Across the Lifespan	10	Part A - MCQ (Online MOOC Course) 40% Part B - Assignment 1,000 words 60% Clinical competency assessment (Pass/Fail)	Semester 2	Paul Horan	Repeat Part B assessment	No
	Midwifery	MNU11006	Introduction to Midwifery 1	10	2 hour formal in person examination 2 out of 3 questions (100%) Clinical competency assessment (Pass/Fail)	Semester 1	Kathryn Muldoon	Repeat assessment	No
		MNU11007	Introduction to Midwifery 2 - Sharing the Woman's Experience	10	Assignment 2,000 words (100%) Clinical competency assessment (Pass/Fail)	Semester 2	Vivienne Brady	Resubmit	No

## Assessment Schedule Senior Fresh

Year	Discipline	TEP Module Code	Module Title	ECTS	Assessment Details	Assessment Date	Module Leader(s)	Reassessment	Compensatable/ Non-Compensatable between Modules
Senior Fresh	Shared	MNU22016	Enhancing Professional Practice	10	Making Every Contact Count Certificate (Pass/Fail) Individual Poster (100%)	Semester 2: Week TBC - MECC Cert Week 35 - Poster	Jacqueline Whelan	Repeat failed components	Yes
		MNU22017	Managing Care in Practice	10	Online asesements: Part A: 1,500 word assignment (60%) - Week 16 Part B: MCQ (40%) - Week 16	Semester 1	Patricia Kavanagh	Both components must be attempted to pass module. If overall mark is <50% - repeat Parts A and B.	Yes
		MNU22018	Practice Placement (Clinical)	15	Competency documentation completed & submitted	N/A	Allocations Office	Must be completed by week 52	No
	General	MNU22010	Principles of Adult Nursing Care (Across all care settings)	10	MCQ online exam (100%)	Semester 1	Tom Noone	Repeat assessment	Yes
		MNU22011	Nursing Care for Adults with Altered Health 1	10	3 out of 5 Patchwork test assessments (100%)	Semester 2	Margarita Corry	Resubmit	Yes
	CGIDP	MNU22001	Principles of Children's Nursing Care	10	OSCE (Pass/Fail)	Semester 2	Eleanor Hollywood	Repeat assessment	No
	Mental Health	MNU22014	Essentials of Communication in Community Mental Health Setting	10	Workbook 2,500 words	Semester 2	Roisin Reilly	Repeat assessment	Yes
		MNU22015	Physical Health and Pharmacology in Mental Health	10	Formal in-person examination (2 hours): Part 1 - MCQ 40% (1 hour) Part 2 - 2 Short answer questions 60% (1 hour)	Semester 1	Michael Nash	Repeat assessment (Parts 1 & 2)	Yes
	Intellectual Disability	MNU22002	Person-Centred Support Across the Lifespan	10	Student to devise a person-centred plan demonstrating the main contents of this module (communication, person-centeredness and empowerment) 2,000 words	Semester 1	Martin McMahon	Resubmit	Yes
		MNU22003	Contemporary Health and Wellbeing in Intellectual Disability Nursing Practice 1	10	OSCE (100%)	Semester 2	Carmel Doyle	Repeat assessment	Yes
	Midwifery	MNU22012	Managing Care in Midwifery Practice 2	10	Unseen 3 hour formal examination (100%)	Semester 1	Margaret Dunlea	Repeat assessment	Yes
		MNU22013	Complex Perinatal Care 1	10	Online case study 2,000 words	Semester 2	Joan Lalor/ Louise Gallagher	Repeat assessment	Yes
	Electives	MNU22005	Perspectives in Deafness	5	5 Online assessments using Blackboard	Semester 1	John Bosco Conama	Resubmit	No
		MNU22006	Statistics for Healthcare Professionals	5	MCQ (100%) - in class	Semester 1	Catherine Comiskey/ Eimear McGlinchey	Repeat assessment	No
		MNU22007	Introduction to Theories of Race and Ethnicity	5	Assignment 1,500 words	Semester 1	Robert O'Keeffe	Resubmit	No
MNU22008		Contribution to Society	5	Completed attendance sheet Documentation outlining the organization profile and agreed learning outcomes 500 word reflective account of their experience with reference to how identified learning outcomes were achieved	Semester 2	Catherine McCabe	Repeat assessment (placement and assignment)	No	
MNU22020		Global Health Engagement	5	500 word reflective account of the students' global experience on their personal and professional development. Formal confirmation of attendance/ participation in the relevant programme.	Semester 2	Frances O'Brien	Written assignment (details TBC)	No	

## Assessment Schedule Junior Sophister

Year	Discipline	TEP Module Code	Module Title	ECTS	Assessment Details	Assessment Date	Module Leader(s)	Reassessment	Compensatable/ Non-Compensatable between Modules
Junior Sophister	Shared	MNU33016	Clinical Judgement, Professional Practice, Foundations of Management	10	Online Scenario based workbook 2,500 words	Semester 2	Jan De Vries & Freda Neill	Resubmit	Yes
		MNU33017	Practice Placement (Clinical)	25	Competency documentation completed & submitted	N/A	Allocations Office	Must be completed by week 52	No
	General	MNU33010	Nursing Care of Adults with Altered Health 2	10	Completion of 3 out of 4 online worksheets 3,000 words	Semester 1	Fiona Murphy	Resubmit (3 worksheets)	Yes
		MNU33011	Nursing Care of the Deteriorating and Critical Ill Adult	10	<p><u>Part A</u> - Certificates of successful completion of:</p> <ol style="list-style-type: none"> <li>National Early Warning System (INEWS) V2: Nursing/HSCP Focus (pass/fail)</li> <li>Certificate of successful completion of Introduction to Sepsis Management for Adults including maternity (pass/fail)</li> <li>Certificate of successful completion of Understanding Tracheostomies (anatomy, physiology, indications, procedures) (pass/fail)</li> <li>Mandatory participation in 3hr timetabled simulation sessions (pass/fail)</li> </ol> <p><u>Part B</u> - Case Study 2,500 words (100%)</p>	Semester 2	Catherine McCabe	Repeat failed component	Yes
	CGDP	MNU33001	Nursing Care of Children with Altered Health	10	Unseen 2 hour formal examination (100%)	Semester 2	Maryanne Murphy	Repeat assessment	No
	Mental Health	MNU33014	Working with People with Serious Mental Health Problems	10	<p>Part 1 - Online Assessment (30%)</p> <p>Part 2 - Case Study and Podcast (70%)</p>	Semester 1	Mark Monahan/ Michael Nash	Repeat failed component(s)	Yes
		MNU33015	Working with Specialist Groups who have Multiple & Complex Needs	10	Unseen 2 hour formal examination (100%)	Semester 2	Brian Keogh	Repeat assessment	Yes
	Intellectual Disability	MNU33002	Contemporary Health and Wellbeing in Intellectual Disability Nursing Practice 2	10	OSCE (100%)	Semester 2	Eilish Burke	Repeat assessment	Yes
		MNU33019	Individualised Dynamic Support Mechanisms	10	Assignment (3,000 words)	Semester 1	Eimear McGlinchey	Resubmit	Yes
	Midwifery	MNU33012	Managing Care in Practice 3 – Sociological Perspective	10	Assignment (3,000 words)	Semester 1	Colm O'Boyle	Resubmit	Yes
		MNU33013	Complex Perinatal Care 2	10	<p>Unseen 3 hour formal examination (100%)</p> <p>OSCE (pass/fail)</p>	Semester 2	Sunita Panda	Repeat failed component(s)	Yes
	Electives	MNU33004	Understanding Drug and Alcohol Addiction	5	Online Group presentation	Semester 1	Catherine Comiskey/ Peter Kelly	Repeat assessment	No
		MNU33005	Digital Healthcare	5	Online group poster presentation	Semester 1	John Dinsmore	Repeat assessment	No
		MNU33006	Nutrition and Wellness	5	Case Study (500 words)	Semester 1	Louise Gallagher	Repeat assessment	No
		MNU33007	Patient Safety & Human Factors in Healthcare	5	Submission of certificate of completion for each of the IHI Modules with an assignment submission form	Semester 1	Anne-Marie Brady	Resubmit	No
		MNU33008	An Appreciation of Contemporary Poetry in English	5	Assignment (500 words)	Semester 1	Paul Keenan	Resubmit	No
		MNU33018	Contribution to Society	5	<p>Completed attendance sheet</p> <p>Documentation outlining the organization profile and agreed learning outcomes</p> <p>500 word reflective account of their experience with reference to how identified learning outcomes were achieved</p>	Semester 2	Catherine McCabe	Repeat assessment (placement and assignment)	No
		MNU33020	Global Health Engagement	5	<p>500 word reflective account of the students' global experience on their personal and professional development.</p> <p>Formal confirmation of attendance/ participation in the relevant programme.</p>	Semester 2	Frances O'Brien	Written assignment (details TBC)	No

## Assessment Schedule Senior Sophister

Year	Discipline	TEP Module Code	Module Title	ECTS	Assessment Details	Assessment Date	Module Leader(s)	Reassessment	Compensatable/ Non-Compensatable between Modules
Senior Sophister	Shared	MNU44003	Using Research to Enhance Nursing and Midwifery Practice	20	Capstone Project: Literature Review 6,000 words	Semester 2	Yvonne Muldowney & Vanessa Boland	Repeat assessment	No
		MNU44004	Applied Clinical Management and Interprofessional Practice	10	Assignment 3,000 words	Semester 1	Anne-Marie Malone & Margaret McAdam	Repeat assessment	No
	CGIDP	MNU44001	Applied Children's Nursing	10	Assessment 3,000 words	Semester 1	Thelma Begley	Repeat assessment	No
	B.Sc. (Cur.) General / Mental Health / Intellectual Disability Nursing and B.Sc. Midwifery Only	MNU44005	Linking Education Practice Year 4 (LEAP4) - B.Sc. (Cur.) General/Mental Health/Intellectual Disability Nursing and B.Sc. Midwifery students only	30	Competency documentation completed and submitted	N/A	Allocations Office	Must be completed by week 52	No
	CGIDP	MNU44002	Linking Education Practice Year 4 (LEAP4) - CGIDP students only	20	Competency documentation completed and submitted	N/A	Allocations Office	Must be completed by week 52	No
CGIDP Final Year	CGIDP	MNU55001	Linking Education Practice Year 5 - CGIDP students only	10	Competency documentation completed and submitted	N/A	Allocations Office		No

## **Appendix 2 Year Planners**

# B.Sc.(Cur)General/Mental Health/Intellectual Disability Nursing - Junior Fresh Year Planner 2024/2025

Year	Week	Activity	Date
2024-2025	1	Reassessment Week *	26th Aug
	2	Marking/Results Week	2nd Sept
	3		9th Sept
	4	Orientation	16th Sept
	5	Theory	23rd Sept
	6	Theory	30th Sept
	7	Theory	7th Oct
	8	Theory	14th Oct
	9	Theory	21st Oct
	10	Clinical	28th Oct
	11	Clinical	4th Nov
	12	Clinical	11th Nov
	13	Clinical	18th Nov
	14	Theory	25th Nov
	15	Revision Week	2nd Dec
	16	Assessment Week *	9th Dec
	17	Christmas Period	16th Dec
18	Christmas Period	23rd Dec	
19	Christmas Period	30th Dec	
20	Foundation Scholarship Exams	6th Jan	
21	Marking/Results Week	13th Jan	
22	Theory	20th Jan	
23	Theory	27th Jan	
24	Theory	3rd Feb	
25	Theory	10th Feb	
26	Theory	17th Feb	
27	Theory	24th Feb	
28	Clinical	3rd Mar	
29	Clinical	10th Mar	
30	Clinical	17th Mar	
31	Clinical	24th Mar	
32	Clinical	31st Mar	
33	Clinical	7th Apr	
34	Revision Week	14th Apr	
35	Assessment Week *	21st Apr	
36	TRINITY WEEK	28th Apr	
37		5th May	
38		12th May	
39		19th May	
40		26th May	
41		2nd Jun	
42		9th Jun	
43		16th Jun	
44		23rd Jun	
45		30th Jun	
46		7th Jul	
47		14th Jul	
48		21st Jul	
49		28th Jul	
50		4th Aug	
51		11th Aug	
52		18th Aug	
1	Reassessment Week *	25th Aug	
2	Orientation/Theory	1st Sept	
3	Clinical	8th Sept	
4	Clinical	15th Sept	
5	Clinical	22nd Sept	
6	Clinical	29th Sept	
7	Clinical	6th Oct	
8	Clinical	13th Oct	
9	Study/Review	20th Oct	
10	Theory	27th Oct	
11	Theory	3rd Nov	
12	Theory	10th Nov	
13	Theory	17th Nov	
14	Theory	24th Nov	
15	Revision Week	1st Dec	
16	Assessment Week *	8th Dec	
17	Christmas Period	15th Dec	
18	Christmas Period	22nd Dec	
19	Christmas Period	29th Dec	
20	Clinical	5th Jan	
21	Clinical	12th Jan	
22	Clinical	19th Jan	
23	Clinical	26th Jan	
24	Clinical	2nd Feb	
25	Clinical	9th Feb	
26	Clinical	16th Feb	
27	Clinical	23rd Feb	
28	Study/Review	2nd Mar	
29	Theory	9th Mar	
30	Theory	16th Mar	
31	Theory	23rd Mar	
32	Theory	30th Mar	
33	Theory	6th Apr	
34	Revision Week	13th Apr	
35	Assessment Week *	20th Apr	
36	TRINITY WEEK	27th Apr	
37		4th May	
38		11th May	
39		18th May	
40		25th May	
41		1st Jun	
42		8th Jun	
43		15th Jun	
44		22nd Jun	
45		29th Jun	
46		6th Jul	
47		13th Jul	
48		20th Jul	
49		27th Jul	
50		3rd Aug	
51		10th Aug	
52		17th Aug	
1	Reassessment Week *	24th Aug	
2	Orientation/Theory	31st Aug	
3	Theory	7th Sept	
2025-2026	1	Reassessment Week *	24th Aug
	2	Orientation/Theory	31st Aug
	3	Clinical	7th Sept
	4	Clinical	14th Sept
	5	Clinical	21st Sept
	6	Clinical	28th Sept
	7	Clinical	5th Oct
	8	Clinical	12th Oct
	9	Study/Review	19th Oct
	10	Theory	26th Oct
	11	Theory	2nd Nov
	12	Theory	9th Nov
	13	Theory	16th Nov
	14	Theory	23rd Nov
	15	Revision Week	30th Nov
	16	Assessment Week *	7th Dec
	17	Christmas Period	14th Dec
18	Christmas Period	21st Dec	
19	Christmas Period	28th Dec	
20	Clinical	4th Jan	
21	Clinical	11th Jan	
22	Clinical	18th Jan	
23	Clinical	25th Jan	
24	Clinical	1st Feb	
25	Clinical	8th Feb	
26	Clinical	15th Feb	
27	Clinical	22nd Feb	
28	Study/Review	1st Mar	
29	Theory	8th Mar	
30	Theory	15th Mar	
31	Theory	22nd Mar	
32	Theory	29th Mar	
33	Theory	5th Apr	
34	Revision Week	12th Apr	
35	Assessment Week *	19th Apr	
36	TRINITY WEEK	26th Apr	
37		3rd May	
38		10th May	
39		17th May	
40		24th May	
41		31st May	
42		7th Jun	
43		14th Jun	
44		21st Jun	
45		28th Jun	
46		5th Jul	
47		12th Jul	
48		19th Jul	
49		26th Jul	
50		2nd Aug	
51		9th Aug	
52		16th Aug	
1	Reassessment Week *	23rd Aug	
2	Orientation/Theory	30th Aug	
3	Theory	6th Sept	
2026-2027	1	Reassessment Week *	23rd Aug
	2	Orientation/Theory	30th Aug
	3	Clinical	6th Sept
	4	Clinical	13th Sept
	5	Clinical	20th Sept
	6	Clinical	27th Sept
	7	Clinical	4th Oct
	8	Clinical	11th Oct
	9	Study/Review	18th Oct
	10	Clinical	25th Oct
	11	Clinical	1st Nov
	12	Clinical	8th Nov
	13	Clinical	15th Nov
	14	Clinical	22nd Nov
	15	Clinical	29th Nov
	16	Assessment Week *	6th Dec
	17	Christmas Period	13th Dec
18	Christmas Period	20th Dec	
19	Christmas Period	27th Dec	
20	Foundation Scholarship Exams	3rd Jan	
21	Marking/Results Week	10th Jan	
22	Theory	17th Jan	
23	Theory	24th Jan	
24	Theory	31st Jan	
25	Theory	7th Feb	
26	Theory	14th Feb	
27	Theory	21st Feb	
28	Clinical	28th Feb	
29	Clinical	6th Mar	
30	Clinical	13-Jun-00	
31	Clinical	20th Mar	
32	Clinical	27th Mar	
33	Clinical	3rd Apr	
34	Revision Week	10th Apr	
35	Assessment Week *	17th Apr	
36	TRINITY WEEK	24th Apr	
37		1st May	
38		8th May	
39		15th May	
40		22nd May	
41		29th May	
42		5th Jun	
43		12th Jun	
44		19th Jun	
45		26th Jun	
46		3rd Jul	
47		10th Jul	
48		17th Jul	
49		24th Jul	
50		31st Jul	
51		7th Aug	
52		14th Aug	
1	Reassessment Week *	21st Aug	
2	Orientation/Theory	28th Aug	
3	Clinical	4th Sept	
2027-2028	1	Reassessment Week *	21st Aug
	2	Orientation/Theory	28th Aug
	3	Clinical	4th Sept
	4	Clinical	11th Sept
	5	Clinical	18th Sept
	6	Clinical	25th Sept
	7	Clinical	2nd Oct
	8	Clinical	9th Oct
	9	Study/Review	16th Oct
	10	Theory	23rd Oct
	11	Theory	30th Oct
	12	Theory	6th Nov
	13	Theory	13th Nov
	14	Theory	20th Nov
	15	Revision Week	27th Nov
	16	Assessment Week *	4th Dec
	17	Christmas Period	11th Dec
18	Christmas Period	18th Dec	
19	Christmas Period	25th Dec	
20	Foundation Scholarship Exams	1st Jan	
21	Marking/Results Week	8th Jan	
22	Theory	15th Jan	
23	Theory	22nd Jan	
24	Theory	29th Jan	
25	Theory	5th Feb	
26	Theory	12th Feb	
27	Theory	19th Feb	
28	Clinical	26th Feb	
29	Clinical	5th Mar	
30	Clinical	12th Mar	
31	Clinical	19th Mar	
32	Clinical	26th Mar	
33	Clinical	2nd Apr	
34	Revision Week	9th Apr	
35	Assessment Week *	16th Apr	
36	TRINITY WEEK	23rd Apr	
37		30th Apr	
38		7th May	
39		14th May	
40		21st May	
41		28th May	
42		4th Jun	
43		11th Jun	
44		18th Jun	
45		25th Jun	
46		2nd Jul	
47		9th Jul	
48		16th Jul	
49		23rd Jul	
50		30th Jul	
51		6th Aug	
52		13th Aug	
1	Reassessment Week *	20th Aug	
2	Orientation/Theory	27th Aug	
3	Clinical	3rd Sept	

Theory
  Clinical Practice
  Internship
  Next academic year

Year 1	18	11	0
Year 2	19	14	0
Year 3	18	18	0
Year 4	9	6	36
<b>Total</b>	<b>64</b>	<b>49</b>	<b>36</b>

Additional/contingency days may be required outside of the formal assessment/reassessment weeks  
 ^ Foundation Scholarship Examinations  
 \* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks

<b>NMBI Requirements:</b> Theory - no fewer than 63 weeks Practice - no fewer than 45 weeks Internship - no fewer than 36 weeks	<b>Year Planner:</b> Theory - 64 weeks Practice - 49 weeks Internship - 36 weeks
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# B.Sc. Midwifery - Junior Fresh Year Planner 2024/2025

Year	Week	Date	Activity
2024-2025	1	26th Aug	Reassessment Week *
	2	2nd Sept	Marking/Resits Week
	3	8th Sept	
	4	16th Sept	Clinical
	5	23rd Sept	Clinical
	6	30th Sept	Clinical
	7	7th Oct	Clinical
	8	14th Oct	Clinical
	9	21st Oct	Theory
	10	28th Oct	Clinical
	11	4th Nov	Clinical
	12	11th Nov	Clinical
	13	18th Nov	Clinical
	14	25th Nov	Theory
2025-2026	15	2nd Dec	Revision Week
	16	9th Dec	Assessment Week *
	17	16th Dec	Christmas Period
	18	23rd Dec	Christmas Period
	19	30th Dec	Christmas Period
	20	6th Jan	Foundation Scholarship Exams
	21	13th Jan	Marking/Resits Week
	22	20th Jan	Theory
	23	27th Jan	Theory
	24	3rd Feb	Theory
	25	10th Feb	Theory
	26	17th Feb	Theory
	27	24th Feb	Theory
	28	3rd Mar	Study/Review
2026-2027	29	10th Mar	Theory
	30	17th Mar	Clinical
	31	24th Mar	Clinical
	32	31st Mar	Clinical
	33	7th Apr	Clinical
	34	14th Apr	Revision Week
	35	21st Apr	Assessment Week *
	36	28th Apr	TRINITY WEEK
	37	5th May	Clinical
	38	12th May	Clinical
	39	19th May	Clinical
	40	26th May	Clinical
	41	2nd Jun	
	42	9th Jun	
2027-2028	43	16th Jun	
	44	23rd Jun	
	45	30th Jun	
	46	7th Jul	
	47	14th Jul	
	48	21st Jul	
	49	28th Jul	
	50	4th Aug	
	51	11th Aug	
	52	18th Aug	
	1	25th Aug	Reassessment Week *
	2	1st Sept	Orientation/Theory
	3	8th Sept	Clinical

Theory

Clinical Practice

Internship

Next academic year

<b>Year 1</b>	20	13	0
<b>Year 2</b>	19	14	0
<b>Year 3</b>	18	16	0
<b>Year 4</b>	9	6	36
<b>Total</b>	66	49	36

Additional/contingency days may be required outside of the formal assessment/reassessment weeks

^ Foundation Scholarship Examinations

\* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks

<b>NMBI Requirements:</b> Theory - no fewer than 58 weeks Practice - no fewer than 45 weeks Internship - no fewer than 36 weeks	<b>Year Planner:</b> Theory - 66 weeks Practice - 49 weeks Internship - 36 weeks
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# B.Sc. Children's and General Nursing - Junior Fresh Year Planner 2024/2025

Year	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3				
2024-2025	Week	-	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3			
	2025-2026	25th Aug	1st Sept	8th Sept	15th Sept	22nd Sept	29th Sept	6th Oct	13th Oct	20th Oct	27th Oct	3rd Nov	10th Nov	17th Nov	24th Nov	1st Dec	8th Dec	15th Dec	22nd Dec	29th Dec	5th Jan	12th Jan	19th Jan	26th Jan	2nd Feb	9th Feb	16th Feb	23rd Feb	2nd Mar	9th Mar	16th Mar	23rd Mar	30th Mar	6th Apr	13th Apr	20th Apr	27th Apr	4th May	11th May	18th May	25th May	1st Jun	8th Jun	15th Jun	22nd Jun	29th Jun	6th Jul	13th Jul	20th Jul	27th Jul	3rd Aug	10th Aug	17th Aug	24th Aug	31st Aug	7th Sept				
	2026-2027	24th Aug	31st Aug	7th Sept	14th Sept	21st Sept	28th Sept	5th Oct	12th Oct	19th Oct	26th Oct	2nd Nov	9th Nov	16th Nov	23rd Nov	30th Nov	7th Dec	14th Dec	21st Dec	28th Dec	4th Jan	11th Jan	18th Jan	25th Jan	1st Feb	8th Feb	15th Feb	22nd Feb	1st Mar	8th Mar	15th Mar	22nd Mar	29th Mar	5th Apr	12th Apr	19th Apr	26th Apr	3rd May	10th May	17th May	24th May	31st May	7th Jun	14th Jun	21st Jun	28th Jun	5th Jul	12th Jul	19th Jul	26th Jul	2nd Aug	9th Aug	16th Aug	23rd Aug	30th Aug	6th Sept				
	2027-2028	23rd Aug	30th Aug	6th Sept	13th Sept	20th Sept	27th Sept	4th Oct	11th Oct	18th Oct	25th Oct	1st Nov	8th Nov	15th Nov	22nd Nov	29th Nov	6th Dec	13th Dec	20th Dec	27th Dec	3rd Jan	10th Jan	17th Jan	24th Jan	31st Jan	7th Feb	14th Feb	21st Feb	28th Feb	6th Mar	13th Mar	20th Mar	27th Mar	3rd Apr	10th Apr	17th Apr	24th Apr	1st May	8th May	15th May	22nd May	29th May	5th Jun	12th Jun	19th Jun	26th Jun	3rd Jul	10th Jul	17th Jul	24th Jul	31st Jul	7th Aug	14th Aug	21st Aug	28th Aug	4th Sept				
	2028-2029	21st Aug	28th Aug	4th Sept	11th Sept	18th Sept	25th Sept	2nd Oct	9th Oct	16th Oct	23rd Oct	30th Oct	6th Nov	13th Nov	20th Nov	27th Nov	4th Dec	11th Dec	18th Dec	25th Dec	1st Jan	8th Jan	15th Jan	22nd Jan	29th Jan	5th Feb	12th Feb	19th Feb	26th Feb	5th Mar	12th Mar	19th Mar	26th Mar	2nd Apr	9th Apr	16th Apr	23rd Apr	30th Apr	7th May	14th May	21st May	28th May	4th Jun	11th Jun	18th Jun	25th Jun	2nd Jul	9th Jul	16th Jul	23rd Jul	30th Jul	6th Aug	13th Aug	20th Aug	27th Aug	3rd Sept				
Final Year (5th Year)	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17																																										

    Theory        Clinical Practice        Internship        Next academic year

Year 1	20	13	0
Year 2	21	16	0
Year 3	20	14	0
Year 4	14	16	0
Year 5	0	36	
<b>Total</b>	<b>75</b>	<b>59</b>	<b>36</b>

Additional/contingency days may be required outside of the formal assessment/reassessment weeks  
 ^ Foundation Scholarship Examinations  
 \* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks

NMBI Requirements:	Year Planner:
Theory - no fewer than 75 weeks	Theory - 75 weeks
Practice - no fewer than 59 weeks	Practice - 59 weeks
Internship - no fewer than 36 weeks	Internship - 36 weeks

## B.Sc.(Cur)General/Mental Health/Intellectual Disability Nursing - Senior Fresh Year Planner 2024/2025

2023-2024	28th Aug	4th Sept	11th Sept	18th Sept	25th Sept	2nd Oct	9th Oct	16th Oct	23rd Oct	30th Oct	6th Nov	13th Nov	20th Nov	27th Nov	4th Dec	11th Dec	18th Dec	25th Dec	1st Jan	8th Jan ^	15th Jan	22nd Jan	29th Jan	5th Feb	12th Feb	19th Feb	26th Feb	4th Mar	11th Mar	18th Mar	25th Mar	1st Apr	8th Apr	15th Apr	22nd Apr	29th Apr	6th May	13th May	20th May	27th May	3rd Jun	10th Jun	17th Jun	24th Jun	1st Jul	8th Jul	15th Jul	22nd Jul	29th Jul	5th Aug	12th Aug	19th Aug	26th Aug	2nd Sept	9th Sept														
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3														
<b>Junior Fresh (1st Year)</b>	Reassessment Week *	Marking/Results Week		Orientation	Theory	Theory	Theory	Theory	Theory	Clinical	Clinical	Clinical	Clinical	Theory	Revision Week	Assessment Week *	Christmas Period	Christmas Period	Christmas Period	Theory	Theory	Theory	Theory	Theory	Theory	Theory	Theory	Clinical	Clinical	Clinical	Clinical	Clinical	Clinical	Revision Week	TRINITY WEEK	Assessment Week *	Student Summer Vacation																						Reassessment Week *	Orientation/Theory	Clinical								
<b>2024-2025</b>	26th Aug	2nd Sept	9th Sept	16th Sept	23rd Sept	30th Sept	7th Oct	14th Oct	21st Oct	28th Oct	4th Nov	11th Nov	18th Nov	25th Nov	2nd Dec	9th Dec	16th Dec	23rd Dec	30th Dec	6th Jan	13th Jan	20th Jan	27th Jan	3rd Feb	10th Feb	17th Feb	24th Feb	3rd Mar	10th Mar	17th Mar	24th Mar	31st Mar	7th Apr	14th Apr	21st Apr	28th Apr	5th May	12th May	19th May	26th May	2nd Jun	9th Jun	16th Jun	23rd Jun	30th Jun	7th Jul	14th Jul	21st Jul	28th Jul	4th Aug	11th Aug	18th Aug	25th Aug	1st Sept	8th Sept														
<b>Senior Fresh (2nd Year)</b>	Reassessment Week *	Orientation/Theory	Clinical	Clinical	Clinical	Clinical	Clinical	Clinical	Study/Review	Theory	Theory	Theory	Theory	Theory	Revision Week	Assessment Week *	Christmas Period	Christmas Period	Christmas Period	Clinical	Clinical	Clinical	Clinical	Clinical	Clinical	Clinical	Clinical	Study/Review	Theory	Theory	Theory	Theory	Theory	Revision Week	Assessment Week *	TRINITY WEEK	Student Summer Vacation																						Reassessment Week *	Orientation/Theory	Theory								
<b>2025-2026</b>	25th Aug	1st Sept	8th Sept	15th Sept	22nd Sept	29th Sept	6th Oct	13th Oct	20th Oct	27th Oct	3rd Nov	10th Nov	17th Nov	24th Nov	1st Dec	8th Dec	15th Dec	22nd Dec	29th Dec	5th Jan	12th Jan	19th Jan	26th Jan	2nd Feb	9th Feb	16th Feb	23rd Feb	2nd Mar	9th Mar	16th Mar	23rd Mar	30th Mar	6th Apr	13th Apr	20th Apr	27th Apr	4th May	11th May	18th May	25th May	1st Jun	8th Jun	15th Jun	22nd Jun	29th Jun	6th Jul	13th Jul	20th Jul	27th Jul	3rd Aug	10th Aug	17th Aug	24th Aug	31st Aug	7th Sept														
<b>Junior Sophister (3rd Year)</b>	Reassessment Week *	Orientation/Theory	Theory	Theory	Theory	Theory	Theory	Theory	Study/Review	Clinical	Clinical	Clinical	Clinical	Clinical	Clinical	Assessment Week *	Christmas Period	Christmas Period	Christmas Period	Foundation Scholarship Exams	Marking/Results Week	Theory	Theory	Theory	Theory	Theory	Theory	Theory	Clinical	Clinical	Clinical	Clinical	Clinical	Clinical	Revision Week	Assessment Week *	TRINITY WEEK	Clinical	Clinical	Clinical	Clinical	Clinical	Clinical	Clinical	Student Summer Vacation																						Reassessment Week *	Orientation/Theory	Clinical
<b>2026-2027</b>	24th Aug	31st Aug	7th Sept	14th Sept	21st Sept	28th Sept	5th Oct	12th Oct	19th Oct	26th Oct	2nd Nov	9th Nov	16th Nov	23rd Nov	30th Nov	7th Dec	14th Dec	21st Dec	28th Dec	4th Jan	11th Jan	18th Jan	25th Jan	1st Feb	8th Feb	15th Feb	22nd Feb	1st Mar	8th Mar	15th Mar	22nd Mar	29th Mar	5th Apr	12th Apr	19th Apr	26th Apr	3rd May	10th May	17th May	24th May	31st May	7th Jun	14th Jun	21st Jun	28th Jun	5th Jul	12th Jul	19th Jul	26th Jul	2nd Aug	9th Aug	16th Aug	23rd Aug	30th Aug	6th Sept														
<b>Senior Sophister (4th Year)</b>	Reassessment Week *	Orientation/Theory	Clinical	Clinical	Clinical	Clinical	Clinical	Clinical	Study/Review	Theory	Theory	Theory	Theory	Theory	Revision Week	Assessment Week *	Christmas Period	Christmas Period	Christmas Period	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical	Internship Clinical					

Theory
  Clinical Practice
  Internship
  Next academic year

<b>Year 1</b>	20	11	0
<b>Year 2</b>	18	14	0
<b>Year 3</b>	21	18	0
<b>Year 4</b>	9	6	36
<b>Total</b>	<b>68</b>	<b>49</b>	<b>36</b>

Additional/contingency days may be required outside of the formal assessment/reassessment weeks

^ Foundation Scholarship Examinations

\* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks

<b>NMBI Requirements:</b>	<b>Year Planner:</b>
Theory - no fewer than 63 weeks	Theory - 68 weeks
Practice - no fewer than 45 weeks	Practice - 49 weeks
Internship - no fewer than 36 weeks	Internship - 36 weeks

# B.Sc. Midwifery - Senior Fresh Year Planner 2024/2025

Year	Week	2023-2024	2024-2025	2025-2026	2026-2027
Junior Fresh (1st Year)	1	28th Aug	26th Aug	25th Aug	24th Aug
	2	4th Sept	2nd Sept	1st Sept	31st Aug
	3	11th Sept	9th Sept	8th Sept	7th Sept
	4	18th Sept	16th Sept	15th Sept	14th Sept
	5	25th Sept	23rd Sept	22nd Sept	21st Sept
	6	2nd Oct	30th Sept	29th Sept	28th Sept
	7	9th Oct	7th Oct	6th Oct	5th Oct
	8	16th Oct	14th Oct	13th Oct	12th Oct
	9	23rd Oct	21st Oct	20th Oct	19th Oct
	10	30th Oct	28th Oct	27th Oct	26th Oct
	11	6th Nov	4th Nov	3rd Nov	2nd Nov
	12	13th Nov	11th Nov	10th Nov	9th Nov
	13	20th Nov	18th Nov	17th Nov	16th Nov
	14	27th Nov	25th Nov	24th Nov	23rd Nov
	15	4th Dec	2nd Dec	1st Dec	30th Nov
	16	11th Dec	9th Dec	8th Dec	7th Dec
	17	18th Dec	16th Dec	15th Dec	14th Dec
	18	25th Dec	23rd Dec	22nd Dec	21st Dec
	19	1st Jan	30th Dec	29th Dec	28th Dec
	20	8th Jan ^	6th Jan	5th Jan	4th Jan
	21	15th Jan	13th Jan	12th Jan	11th Jan
	22	22nd Jan	20th Jan	19th Jan	18th Jan
	23	29th Jan	27th Jan	26th Jan	25th Jan
	24	5th Feb	3rd Feb	2nd Feb	1st Feb
	25	12th Feb	10th Feb	9th Feb	8th Feb
	26	19th Feb	17th Feb	16th Feb	15th Feb
	27	26th Feb	24th Feb	23rd Feb	22nd Feb
	28	4th Mar	3rd Mar	2nd Mar	1st Mar
	29	11th Mar	10th Mar	9th Mar	8th Mar
	30	18th Mar	17th Mar	16th Mar	15th Mar
	31	25th Mar	24th Mar	23rd Mar	22nd Mar
	32	1st Apr	31st Mar	30th Mar	29th Mar
	33	8th Apr	7th Apr	6th Apr	5th Apr
	34	15th Apr	14th Apr	13th Apr	12th Apr
	35	22nd Apr	21st Apr	20th Apr	19th Apr
	36	29th Apr	28th Apr	27th Apr	26th Apr
	37	6th May	5th May	4th May	3rd May
	38	13th May	12th May	11th May	10th May
	39	20th May	19th May	18th May	17th May
	40	27th May	26th May	25th May	24th May
	41	3rd Jun	2nd Jun	1st Jun	31st May
	42	10th Jun	9th Jun	8th Jun	7th Jun
	43	17th Jun	16th Jun	15th Jun	14th Jun
	44	24th Jun	23rd Jun	22nd Jun	21st Jun
	45	1st Jul	30th Jun	29th Jun	28th Jun
	46	8th Jul	7th Jul	6th Jul	5th Jul
	47	15th Jul	14th Jul	13th Jul	12th Jul
	48	22nd Jul	21st Jul	20th Jul	19th Jul
	49	29th Jul	28th Jul	27th Jul	26th Jul
	50	5th Aug	4th Aug	3rd Aug	2nd Aug
	51	12th Aug	11th Aug	10th Aug	9th Aug
	52	19th Aug	18th Aug	17th Aug	16th Aug
Senior Fresh (2nd Year)					
Junior Sophister (3rd Year)					
Senior Sophister (4th Year)					

Theory
Clinical Practice
Internship
Next academic year

<b>Year 1</b>	20	11	0
<b>Year 2</b>	19	14	0
<b>Year 3</b>	18	18	0
<b>Year 4</b>	9	6	36
<b>Total</b>	66	49	36

Additional/contingency days may be required outside of the formal assessment/reassessment weeks

^ Foundation Scholarship Examinations

\* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks

<b>NMBI Requirements:</b>	<b>Year Planner:</b>
Theory - no fewer than 58 weeks	Theory - 66 weeks
Practice - no fewer than 45 weeks	Practice - 49 weeks
Internship - no fewer than 36 weeks	Internship - 36 weeks

# B.Sc. Children's and General Nursing - Senior Fresh Year Planner 2024/2025

Year	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Week	1-10	1-10	1-10	1-10	1-10
Junior Fresh (1st Year)	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory
Senior Fresh (2nd Year)	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory
Junior Sophister (3rd Year)	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory
Senior Sophister (4th Year)	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory
Final Year (5th Year)	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory	Reassessment Week, Orientation, Theory, Clinical Practice, Theory, Theory, Theory, Theory, Theory, Theory

Theory
  Clinical Practice
  Internship
  Next academic year

Year 1	22	13	0
Year 2	21	16	0
Year 3	20	14	0
Year 4	12	16	0
Year 5	0	0	36
<b>Total</b>	<b>75</b>	<b>59</b>	<b>36</b>

Additional/contingency days may be required outside of the formal assessment/reassessment weeks  
 ^ Foundation Scholarship Examinations  
 \* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks

NMBI Requirements:	Year Planner:
Theory - no fewer than 75 weeks	Theory - 75 weeks
Practice - no fewer than 59 weeks	Practice - 59 weeks
Internship - no fewer than 36 weeks	Internship - 36 weeks



# B.Sc. Midwifery – Junior Sophister Year Planner 2024/2025

Year	2022-2023	2023-2024	2024-2025	2025-2026
Junior Fresh (1st Year)	29th Aug Reassessment Week * 5th Sept Marking/Results Week 12th Sept 19th Sept Orientation 26th Sept Theory 3rd Oct Theory 10th Oct Theory 17th Oct Theory 24th Oct Study/Review 31st Oct Theory 7th Nov Theory 14th Nov Theory 21st Nov Theory 28th Nov Theory 5th Dec Theory 12th Dec Assessment Week * 19th Dec Christmas Period 26th Dec Christmas Period 2nd Jan Christmas Period 9th Jan Theory 16th Jan Theory 23rd Jan Theory 30th Jan Theory 6th Feb Theory 13th Feb Theory 20th Feb Theory 27th Feb Theory 6th Mar Clinical 13th Mar Clinical 20th Mar Clinical 27th Mar Clinical 3rd Apr Clinical 10th Apr Clinical 17th Apr Revision Week 24th Apr TRINITY WEEK 1st May Assessment Week * 8th May Clinical 15th May Clinical 22nd May Clinical 29th May Clinical 5th Jun Student Summer Vacation 12th Jun Student Summer Vacation 19th Jun Student Summer Vacation 26th Jun Student Summer Vacation 3rd Jul Student Summer Vacation 10th Jul Student Summer Vacation 17th Jul Student Summer Vacation 24th Jul Student Summer Vacation 31st Jul Student Summer Vacation 7th Aug Student Summer Vacation 14th Aug Student Summer Vacation 21st Aug Student Summer Vacation 28th Aug Reassessment Week * 4th Sept Orientation/Theory 11th Sept Clinical	28th Aug Reassessment Week * 4th Sept Orientation/Theory 11th Sept Clinical 18th Sept Clinical 25th Sept Clinical 2nd Oct Clinical 9th Oct Clinical 16th Oct Clinical 23rd Oct Study/Review 30th Oct Theory 6th Nov Theory 13th Nov Theory 20th Nov Theory 27th Nov Theory 4th Dec Revision Week 11th Dec Assessment Week * 18th Dec Christmas Period 25th Dec Christmas Period 1st Jan Christmas Period 8th Jan ^ Clinical 15th Jan Clinical 22nd Jan Clinical 29th Jan Clinical 5th Feb Clinical 12th Feb Clinical 19th Feb Clinical 26th Feb Clinical 4th Mar Study/Review 11th Mar Theory 18th Mar Theory 25th Mar Theory 1st Apr Theory 8th Apr Theory 15th Apr Revision Week 22nd Apr TRINITY WEEK 29th Apr Assessment Week * 6th May Clinical 13th May Clinical 20th May Clinical 27th May Clinical 3rd Jun Student Summer Vacation 10th Jun Student Summer Vacation 17th Jun Student Summer Vacation 24th Jun Student Summer Vacation 1st Jul Student Summer Vacation 8th Jul Student Summer Vacation 15th Jul Student Summer Vacation 22nd Jul Student Summer Vacation 29th Jul Student Summer Vacation 5th Aug Student Summer Vacation 12th Aug Student Summer Vacation 19th Aug Student Summer Vacation 26th Aug Reassessment Week * 2nd Sept Orientation/Theory 9th Sept Theory 16th Sept Clinical	26th Aug Reassessment Week * 2nd Sept Orientation/Theory 9th Sept Theory 16th Sept Theory 23rd Sept Theory 30th Sept Theory 7th Oct Theory 14th Oct Theory 21st Oct Study/Review 28th Oct Clinical 4th Nov Clinical 11th Nov Clinical 18th Nov Clinical 25th Nov Clinical 2nd Dec Clinical 9th Dec Assessment Week * 16th Dec Christmas Period 23rd Dec Christmas Period 30th Dec Christmas Period 6th Jan Foundation Scholarship Exams 13th Jan Marking/Results Week 20th Jan Theory 27th Jan Theory 3rd Feb Theory 10th Feb Theory 17th Feb Theory 24th Feb Theory 3rd Mar Clinical 10th Mar Clinical 17th Mar Clinical 24th Mar Clinical 31st Mar Clinical 7th Apr Clinical 14th Apr Revision Week 21st Apr Assessment Week * 28th Apr TRINITY WEEK 5th May Clinical 12th May Clinical 19th May Clinical 26th May Clinical 2nd Jun Clinical 9th Jun Clinical 16th Jun Student Summer Vacation 23rd Jun Student Summer Vacation 30th Jun Student Summer Vacation 7th Jul Student Summer Vacation 14th Jul Student Summer Vacation 21st Jul Student Summer Vacation 28th Jul Student Summer Vacation 4th Aug Student Summer Vacation 11th Aug Student Summer Vacation 18th Aug Student Summer Vacation 25th Aug Reassessment Week * 1st Sept Orientation/Theory 8th Sept Clinical 15th Sept Clinical	25th Aug Reassessment Week * 1st Sept Orientation/Theory 8th Sept Clinical 15th Sept Clinical 22nd Sept Clinical 29th Sept Clinical 6th Oct Clinical 13th Oct Clinical 20th Oct Study/Review 27th Oct Theory 3rd Nov Theory 10th Nov Theory 17th Nov Theory 24th Nov Theory 1st Dec Revision Week 8th Dec Assessment Week * 15th Dec Christmas Period 22nd Dec Christmas Period 29th Dec Christmas Period 5th Jan Internship Clinical 12th Jan Internship Clinical 19th Jan Internship Clinical 26th Jan Internship Clinical 2nd Feb Internship Clinical 9th Feb Internship Clinical 16th Feb Internship Clinical 23rd Feb Internship Clinical 2nd Mar Internship Clinical 9th Mar Internship Clinical 16th Mar Internship Clinical 23rd Mar Internship Clinical 30th Mar Internship Clinical 6th Apr Internship Clinical 13th Apr Internship Clinical 20th Apr Internship Clinical 27th Apr Internship Clinical 4th May Internship Clinical 11th May Internship Clinical 18th May Internship Clinical 25th May Internship Clinical 1st Jun Internship Clinical 8th Jun Internship Clinical 15th Jun Internship Clinical 22nd Jun Internship Clinical 29th Jun Internship Clinical 6th Jul Internship Clinical 13th Jul Internship Clinical 20th Jul Internship Clinical 27th Jul Internship Clinical 3rd Aug Internship Clinical 10th Aug Internship Clinical 17th Aug Internship Clinical 24th Aug Internship Clinical 31st Aug Internship Clinical 7th Sept Internship Clinical 14th Sept Clinical
Week	1-52	1-52	1-52	1-52

  Theory    
   Clinical Practice    
   Internship    
   Next academic year

<b>Year 1</b>	24	11	0
<b>Year 2</b>	19	14	0
<b>Year 3</b>	18	18	0
<b>Year 4</b>	9	6	36
<b>Total</b>	70	49	36

Additional/contingency days may be required outside of the formal assessment/reassessment weeks  
 ^ Foundation Scholarship Examinations  
 \* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks

<b>NMBI Requirements:</b> Theory - no fewer than 58 weeks Practice - no fewer than 45 weeks Internship - no fewer than 36 weeks	<b>Year Planner:</b> Theory - 70 weeks Practice - 49 weeks Internship - 36 weeks
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# B.Sc. (Cur) General/Mental Health/Intellectual Disability Nursing – Senior Sophister Year Planner 2024/2025

Year	Week	Date	Activity
2021-2022	1	30th Aug	Reassessment Week *
	2	6th Sept	marking/Results Week
	3	13th Sept	
	4	20th Sept	Orientation
	5	27th Sept	Theory
	6	4th Oct	Theory
	7	11th Oct	Theory
	8	18th Oct	Theory
	9	25th Oct	Study/Review
	10	1st Nov	Theory
	11	8th Nov	Theory
	12	15th Nov	Theory
	13	22nd Nov	Theory
	14	29th Nov	Theory
	15	6th Dec	Theory
	16	13th Dec	Assessment Week *
	17	20th Dec	Christmas Period
	18	27th Dec	Christmas Period
	19	3rd Jan	Christmas Period
	20	10th Jan	Theory/Assessment Week
	21	17th Jan	Theory
	22	24th Jan	Theory
	23	31st Jan	Theory
	24	7th Feb	Theory
	25	14th Feb	Theory
	26	21st Feb	Theory
	27	28th Feb	Theory
	28	7th Mar	Clinical
	29	14th Mar	Clinical
	30	21st Mar	Clinical
	31	28th Mar	Clinical
	32	4th Apr	Clinical
	33	11th Apr	Clinical
	34	18th Apr	Revision Week
	35	25th Apr	TRINITY WEEK
	36	2nd May	Assessment Week *
	37	9th May	Clinical
	38	16th May	Clinical
	39	23rd May	Clinical
	40	30th May	Clinical
	41	6th Jun	Student Summer Vacation
	42	13th Jun	
	43	20th Jun	
	44	27th Jun	
	45	4th Jul	
	46	11th Jul	
	47	18th Jul	
	48	25th Jul	
	49	1st Aug	
	50	8th Aug	
	51	15th Aug	
	52	22nd Aug	
1	29th Aug	Reassessment Week *	
2	5th Sept	Orientation/Theory	
3	12th Sept	Clinical	
4	19th Sept	Clinical	
5	26th Sept	Clinical	
6	3rd Oct	Clinical	
7	10th Oct	Clinical	
8	17th Oct	Clinical	
9	24th Oct	Study/Review	
10	31st Oct	Theory	
11	7th Nov	Theory	
12	14th Nov	Theory	
13	21st Nov	Theory	
14	28th Nov	Theory	
15	5th Dec	Theory	
16	12th Dec	Assessment Week *	
17	19th Dec	Christmas Period	
18	26th Dec	Christmas Period	
19	2nd Jan	Christmas Period	
20	9th Jan	Clinical	
21	16th Jan	Clinical	
22	23rd Jan	Clinical	
23	30th Jan	Clinical	
24	6th Feb	Clinical	
25	13th Feb	Clinical	
26	20th Feb	Clinical	
27	27th Feb	Clinical	
28	6th Mar	Study/Review	
29	13th Mar	Theory	
30	20th Mar	Theory	
31	27th Mar	Theory	
32	3rd Apr	Theory	
33	10th Apr	Theory	
34	17th Apr	Revision Week	
35	24th Apr	TRINITY WEEK	
36	1st May	Assessment Week *	
37	8th May	Clinical	
38	15th May	Clinical	
39	22nd May	Clinical	
40	29th May	Clinical	
41	5th Jun	Student Summer Vacation	
42	12th Jun		
43	19th Jun		
44	26th Jun		
45	3rd Jul		
46	10th Jul		
47	17th Jul		
48	24th Jul		
49	31st Jul		
50	7th Aug		
51	14th Aug		
52	21st Aug		
1	28th Aug	Reassessment Week *	
2	4th Sept	Orientation/Theory	
3	11th Sept	Clinical	
4	18th Sept	Clinical	
5	25th Sept	Clinical	
6	2nd Oct	Clinical	
7	9th Oct	Clinical	
8	16th Oct	Clinical	
9	23rd Oct	Study/Review	
10	30th Oct	Theory	
11	6th Nov	Theory	
12	13th Nov	Theory	
13	20th Nov	Theory	
14	27th Nov	Theory	
15	4th Dec	Clinical	
16	11th Dec	Assessment Week *	
17	18th Dec	Christmas Period	
18	25th Dec	Christmas Period	
19	1st Jan	Christmas Period	
20	8th Jan	Theory	
21	15th Jan	Theory	
22	22nd Jan	Theory	
23	29th Jan	Theory	
24	5th Feb	Theory	
25	12th Feb	Theory	
26	19th Feb	Theory	
27	26th Feb	Theory	
28	4th Mar	Clinical	
29	11th Mar	Clinical	
30	18th Mar	Clinical	
31	25th Mar	Clinical	
32	1st Apr	Clinical	
33	8th Apr	Clinical	
34	15th Apr	Revision Week	
35	22nd Apr	TRINITY WEEK	
36	29th Apr	Assessment Week *	
37	6th May	Clinical	
38	13th May	Clinical	
39	20th May	Clinical	
40	27th May	Clinical	
41	3rd Jun	Student Summer Vacation	
42	10th Jun		
43	17th Jun		
44	24th Jun		
45	1st Jul		
46	8th Jul		
47	15th Jul		
48	22nd Jul		
49	29th Jul		
50	5th Aug		
51	12th Aug		
52	19th Aug		
1	26th Aug	Reassessment Week *	
2	2nd Sept	Orientation/Theory	
3	9th Sept	Clinical	

Theory
  Clinical Practice
  Internship
  Next academic year

Year 1	27	10	0
Year 2	19	14	0
Year 3	21	18	0
Year 4	9	6	36
<b>Total</b>	<b>76</b>	<b>48</b>	<b>36</b>

Additional/contingency days may be required outside of the formal assessment/reassessment weeks

^ Foundation Scholarship Examinations

\* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks

<b>NMBI Requirements:</b> Theory - no fewer than 63 weeks Practice - no fewer than 45 weeks Internship - no fewer than 36 weeks	<b>Year Planner:</b> Theory - 76 weeks Practice - 48 weeks Internship - 36 weeks
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# B.Sc. Midwifery – Senior Sophister Year Planner 2024/2025

Year	Week	Start Date	End Date	Activity
2021-2022	1	30th Aug	6th Sept	Reassessment Week *
	2	6th Sept	13th Sept	Marking/Resus Week
	3	13th Sept	20th Sept	Orientation
	4	20th Sept	27th Sept	Theory
	5	27th Sept	4th Oct	Theory
	6	4th Oct	11th Oct	Theory
	7	11th Oct	18th Oct	Theory
	8	18th Oct	25th Oct	Study/Review
	9	25th Oct	1st Nov	Theory
	10	1st Nov	8th Nov	Theory
	11	8th Nov	15th Nov	Theory
	12	15th Nov	22nd Nov	Theory
	13	22nd Nov	29th Nov	Theory
	14	29th Nov	6th Dec	Theory
	15	6th Dec	13th Dec	Assessment Week *
	16	13th Dec	20th Dec	Christmas Period
17	20th Dec	27th Dec	Christmas Period	
18	27th Dec	3rd Jan	Christmas Period	
19	3rd Jan	10th Jan	Theory/Assessment Week	
20	10th Jan	17th Jan	Theory	
21	17th Jan	24th Jan	Theory	
22	24th Jan	31st Jan	Theory	
23	31st Jan	7th Feb	Theory	
24	7th Feb	14th Feb	Theory	
25	14th Feb	21st Feb	Theory	
26	21st Feb	28th Feb	Theory	
27	28th Feb	7th Mar	Clinical	
28	7th Mar	14th Mar	Clinical	
29	14th Mar	21st Mar	Clinical	
30	21st Mar	28th Mar	Clinical	
31	28th Mar	4th Apr	Clinical	
32	4th Apr	11th Apr	Clinical	
33	11th Apr	18th Apr	Revision Week	
34	18th Apr	25th Apr	TRINITY WEEK	
35	25th Apr	2nd May	Assessment Week *	
36	2nd May	9th May	Clinical	
37	9th May	16th May	Clinical	
38	16th May	23rd May	Clinical	
39	23rd May	30th May	Clinical	
40	30th May	6th Jun	Student Summer Vacation	
41	6th Jun	13th Jun		
42	13th Jun	20th Jun		
43	20th Jun	27th Jun		
44	27th Jun	4th Jul		
45	4th Jul	11th Jul		
46	11th Jul	18th Jul		
47	18th Jul	25th Jul		
48	25th Jul	1st Aug		
49	1st Aug	8th Aug		
50	8th Aug	15th Aug		
51	15th Aug	22nd Aug		
52	22nd Aug	29th Aug	Reassessment Week *	
1	29th Aug	5th Sept	Orientation/Theory	
2	5th Sept	12th Sept	Clinical	
2022-2023	1	28th Aug	4th Sept	Reassessment Week *
	2	4th Sept	11th Sept	Orientation/Theory
	3	11th Sept	18th Sept	Clinical
	4	18th Sept	25th Sept	Clinical
	5	25th Sept	2nd Oct	Clinical
	6	2nd Oct	9th Oct	Clinical
	7	9th Oct	16th Oct	Clinical
	8	16th Oct	23rd Oct	Study/Review
	9	23rd Oct	30th Oct	Theory
	10	30th Oct	6th Nov	Theory
	11	6th Nov	13th Nov	Theory
	12	13th Nov	20th Nov	Theory
	13	20th Nov	27th Nov	Theory
	14	27th Nov	4th Dec	Theory
	15	4th Dec	11th Dec	Assessment Week *
	16	11th Dec	18th Dec	Christmas Period
17	18th Dec	25th Dec	Christmas Period	
18	25th Dec	1st Jan	Christmas Period	
19	1st Jan	8th Jan	Clinical	
20	8th Jan	15th Jan	Clinical	
21	15th Jan	22nd Jan	Clinical	
22	22nd Jan	29th Jan	Clinical	
23	29th Jan	5th Feb	Clinical	
24	5th Feb	12th Feb	Clinical	
25	12th Feb	19th Feb	Clinical	
26	19th Feb	26th Feb	Clinical	
27	26th Feb	4th Mar	Study/Review	
28	4th Mar	11th Mar	Theory	
29	11th Mar	18th Mar	Theory	
30	18th Mar	25th Mar	Theory	
31	25th Mar	1st Apr	Theory	
32	1st Apr	8th Apr	Theory	
33	8th Apr	15th Apr	Revision Week	
34	15th Apr	22nd Apr	TRINITY WEEK	
35	22nd Apr	29th Apr	Assessment Week *	
36	29th Apr	6th May	Clinical	
37	6th May	13th May	Clinical	
38	13th May	20th May	Clinical	
39	20th May	27th May	Clinical	
40	27th May	3rd Jun	Student Summer Vacation	
41	3rd Jun	10th Jun		
42	10th Jun	17th Jun		
43	17th Jun	24th Jun		
44	24th Jun	1st Jul		
45	1st Jul	8th Jul		
46	8th Jul	15th Jul		
47	15th Jul	22nd Jul		
48	22nd Jul	29th Jul		
49	29th Jul	5th Aug		
50	5th Aug	12th Aug		
51	12th Aug	19th Aug		
52	19th Aug	26th Aug	Reassessment Week *	
1	26th Aug	2nd Sept	Orientation/Theory	
2	2nd Sept	9th Sept	Theory	
2023-2024	1	26th Aug	2nd Sept	Reassessment Week *
	2	2nd Sept	9th Sept	Orientation/Theory
	3	9th Sept	16th Sept	Theory
	4	16th Sept	23rd Sept	Theory
	5	23rd Sept	30th Sept	Theory
	6	30th Sept	7th Oct	Theory
	7	7th Oct	14th Oct	Theory
	8	14th Oct	21st Oct	Study/Review
	9	21st Oct	28th Oct	Clinical
	10	28th Oct	4th Nov	Clinical
	11	4th Nov	11th Nov	Clinical
	12	11th Nov	18th Nov	Clinical
	13	18th Nov	25th Nov	Clinical
	14	25th Nov	2nd Dec	Clinical
	15	2nd Dec	9th Dec	Assessment Week *
	16	9th Dec	16th Dec	Christmas Period
17	16th Dec	23rd Dec	Christmas Period	
18	23rd Dec	30th Dec	Christmas Period	
19	30th Dec	6th Jan	Theory	
20	6th Jan	13th Jan	Theory	
21	13th Jan	20th Jan	Theory	
22	20th Jan	27th Jan	Theory	
23	27th Jan	3rd Feb	Theory	
24	3rd Feb	10th Feb	Theory	
25	10th Feb	17th Feb	Theory	
26	17th Feb	24th Feb	Theory	
27	24th Feb	3rd Mar	Clinical	
28	3rd Mar	10th Mar	Clinical	
29	10th Mar	17th Mar	Clinical	
30	17th Mar	24th Mar	Clinical	
31	24th Mar	31st Mar	Clinical	
32	31st Mar	7th Apr	Clinical	
33	7th Apr	14th Apr	Revision Week	
34	14th Apr	21st Apr	TRINITY WEEK	
35	21st Apr	28th Apr	Assessment Week *	
36	28th Apr	5th May	Clinical	
37	5th May	12th May	Clinical	
38	12th May	19th May	Clinical	
39	19th May	26th May	Clinical	
40	26th May	2nd Jun	Student Summer Vacation	
41	2nd Jun	9th Jun		
42	9th Jun	16th Jun		
43	16th Jun	23rd Jun		
44	23rd Jun	30th Jun		
45	30th Jun	7th Jul		
46	7th Jul	14th Jul		
47	14th Jul	21st Jul		
48	21st Jul	28th Jul		
49	28th Jul	4th Aug		
50	4th Aug	11th Aug		
51	11th Aug	18th Aug		
52	18th Aug	25th Aug	Reassessment Week *	
1	25th Aug	1st Sept	Orientation/Theory	
2	1st Sept	8th Sept	Clinical	
2024-2025	1	26th Aug	2nd Sept	Reassessment Week *
	2	2nd Sept	9th Sept	Orientation/Theory
	3	9th Sept	16th Sept	Clinical
	4	16th Sept	23rd Sept	Clinical
	5	23rd Sept	30th Sept	Clinical
	6	30th Sept	7th Oct	Clinical
	7	7th Oct	14th Oct	Clinical
	8	14th Oct	21st Oct	Study/Review
	9	21st Oct	28th Oct	Theory
	10	28th Oct	4th Nov	Theory
	11	4th Nov	11th Nov	Theory
	12	11th Nov	18th Nov	Theory
	13	18th Nov	25th Nov	Theory
	14	25th Nov	2nd Dec	Revision Week
	15	2nd Dec	9th Dec	Assessment Week *
	16	9th Dec	16th Dec	Christmas Period
17	16th Dec	23rd Dec	Christmas Period	
18	23rd Dec	30th Dec	Christmas Period	
19	30th Dec	6th Jan	Internship Clinical	
20	6th Jan	13th Jan	Internship Clinical	
21	13th Jan	20th Jan	Internship Clinical	
22	20th Jan	27th Jan	Internship Clinical	
23	27th Jan	3rd Feb	Internship Clinical	
24	3rd Feb	10th Feb	Internship Clinical	
25	10th Feb	17th Feb	Internship Clinical	
26	17th Feb	24th Feb	Internship Clinical	
27	24th Feb	3rd Mar	Internship Clinical	
28	3rd Mar	10th Mar	Internship Clinical	
29	10th Mar	17th Mar	Internship Clinical	
30	17th Mar	24th Mar	Internship Clinical	
31	24th Mar	31st Mar	Internship Clinical	
32	31st Mar	7th Apr	Internship Clinical	
33	7th Apr	14th Apr	Internship Clinical	
34	14th Apr	21st Apr	Internship Clinical	
35	21st Apr	28th Apr	Internship Clinical	
36	28th Apr	5th May	Internship Clinical	
37	5th May	12th May	Internship Clinical	
38	12th May	19th May	Internship Clinical	
39	19th May	26th May	Internship Clinical	
40	26th May	2nd Jun	Student Summer Vacation	
41	2nd Jun	9th Jun		
42	9th Jun	16th Jun		
43	16th Jun	23rd Jun		
44	23rd Jun	30th Jun		
45	30th Jun	7th Jul		
46	7th Jul	14th Jul		
47	14th Jul	21st Jul		
48	21st Jul	28th Jul		
49	28th Jul	4th Aug		
50	4th Aug	11th Aug		
51	11th Aug	18th Aug		
52	18th Aug	25th Aug	Reassessment Week *	
1	25th Aug	1st Sept	Orientation/Theory	
2	1st Sept	8th Sept	Clinical	

Theory
  Clinical Practice
  Internship
  Next academic year

Year 1	27	10	0
Year 2	19	14	0
Year 3	21	18	0
Year 4	9	6	36
<b>Total</b>	<b>76</b>	<b>48</b>	<b>36</b>

Additional/contingency days may be required outside of the formal assessment/reassessment weeks

^ Foundation Scholarship Examinations

\* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks

<b>NMBI Requirements:</b> Theory - no fewer than 58 weeks Practice - no fewer than 45 weeks Internship - no fewer than 36 weeks	<b>Year Planner:</b> Theory - 76 weeks Practice - 48 weeks Internship - 36 weeks
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# B.Sc. Children's and General – Senior Sophister Year Planner 2024/2025

Year	Week	Start Date	End Date	Activity
2021-2022	1	30th Aug	5th Sept	Reassessment Week *
	2	6th Sept	13th Sept	Making/Results week
	3	13th Sept	20th Sept	General
	4	20th Sept	27th Sept	Orientation
	5	27th Sept	4th Oct	Theory
2022-2023	1	26th Aug	1st Sept	Reassessment Week *
	2	5th Sept	12th Sept	Orientation/Making/Result week
	3	12th Sept	19th Sept	Child
	4	19th Sept	26th Sept	Child
	5	26th Sept	3rd Oct	Child
2023-2024	1	26th Aug	1st Sept	Reassessment Week *
	2	4th Sept	11th Sept	Orientation/Theory
	3	11th Sept	18th Sept	Theory
	4	18th Sept	25th Sept	Theory
	5	25th Sept	2nd Oct	Theory
2024-2025	1	26th Aug	1st Sept	Reassessment Week *
	2	5th Sept	12th Sept	Orientation/Theory
	3	12th Sept	19th Sept	Child Theory
	4	19th Sept	26th Sept	Child Theory
	5	26th Sept	3rd Oct	Child
2025-2026	1	26th Aug	1st Sept	Reassessment Week *
	2	1st Sept	8th Sept	Orientation/Theory
	3	8th Sept	15th Sept	Child Theory
	4	15th Sept	22nd Sept	Child Theory
	5	22nd Sept	29th Sept	Child

Year	Theory	Clinical Practice	Internship	Next academic year
Year 1	29	10	0	
Year 2	21	16	0	
Year 3	22	16	0	
Year 4	12	18	0	
Year 5	0	0	36	
<b>Total</b>	<b>84</b>	<b>60</b>	<b>36</b>	

Additional/contingency days may be required outside of the formal assessment/reassessment weeks

\* Foundation Scholarship Examinations

\* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks

NMBI Requirements:	Year Planner:
Theory - no fewer than 75 weeks	Theory - 84 weeks
Practice - no fewer than 59 weeks	Practice - 60 weeks
Internship - no fewer than 36 weeks	Internship - 36 weeks

## Appendix 3 Trinity Graduate Attributes

The Trinity Graduate Attributes represent the qualities, skills and behaviours 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). <https://student-learning.tcd.ie/assessments/graduate-attributes/>

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 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 teamwork 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.

Helpful resources to achieve the graduate attributes via LinkedIn Learning:

<https://www.tcd.ie/hr/learning-and-development/linkedin-learning/catalogues/lil-graduate-attributes.php>

## Appendix 4 Student Learning Development



Student Learning Development (SLD) supports Trinity students reach their academic potential. SLD offers a range of services including individual appointments, workshops and skills events.

These services are designed to develop your skills in areas such as academic writing, self and time management, exam and assessment skills for undergraduate students.

**SLD services** are detailed here: <https://student-learning.tcd.ie/services/>

**SLD** has developed a **Blackboard module** to provide you with a range of resources that will help you develop your independent learning and academic skills. These resources are available 24/7 from wherever you are.

In this module, you will find audio and video files, downloadable documents as well as interactive websites and useful links on topics such as Essay Writing, Critical Thinking, Thesis Writing, Exam Skills, Literature Reviewing and much more. You can also find copies of presentations for all the workshops that SLD run over the academic year.

**SLD's Blackboard module enrolment:** <https://student-learning.tcd.ie/blackboard/enrolment/>

**Student Learning Development**

Student Learning Development provides learning support to help Trinity students reach their academic potential. We work with students who are struggling with their studies as well as high achieving students who want to improve their performance. It can be a challenging experience coming to a university. The skills you need are different to those you used in second level education and may be different to skills you used in other universities, your work or home life.

This module has been designed by the Student Learning Development Team to provide you with a range of resources to help you with your studies. Take time to go through each of the sections in this module; the time you spend now in developing these vital skills will help you to be a more successful student in the future. These skills will also help you as you move from university into the post-university phase of your life.

You can see other services provided by SLD by clicking on 'SLD Services' in the left hand menu.

Browse the topics below or in the left-hand menu and if you can't find what you need, please contact us at [student.learning@tcd.ie](mailto:student.learning@tcd.ie).

### RESOURCE TOPICS

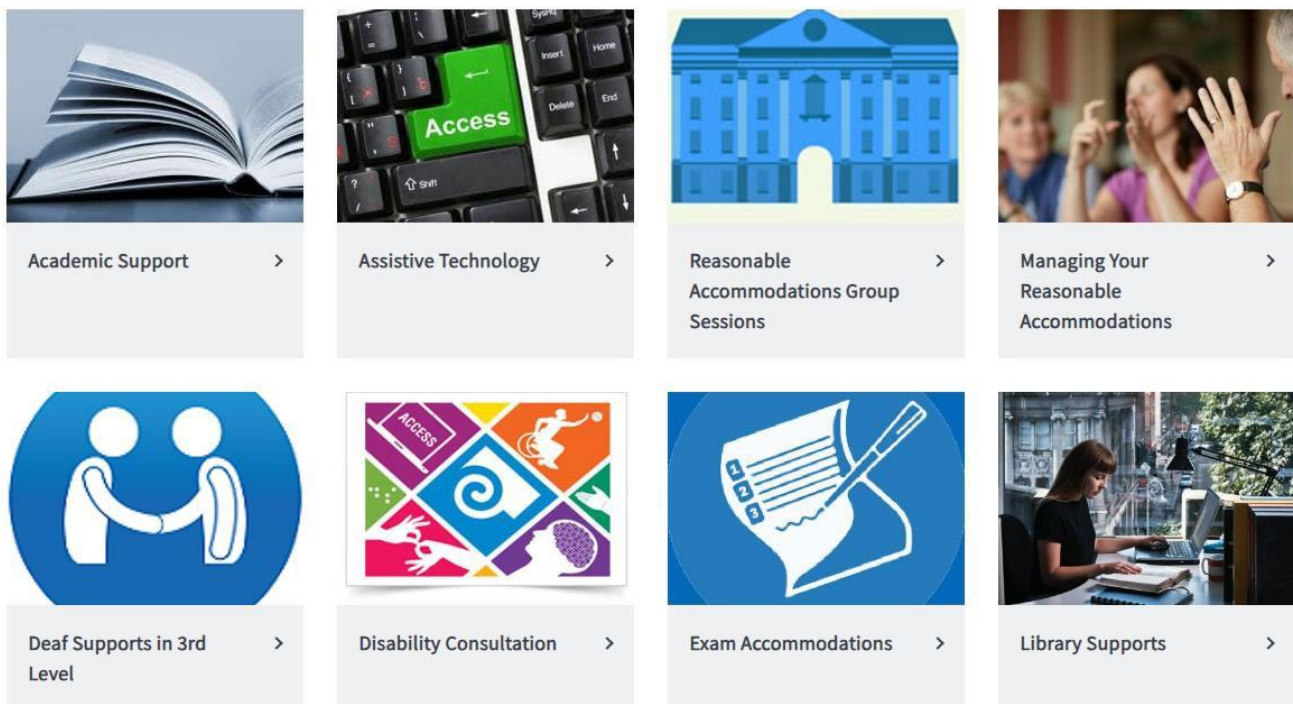
<b>EFFECTIVE STUDY SKILLS</b>	<b>SELF-MANAGEMENT SKILLS</b>	<b>WRITING SKILLS</b>	<b>MATHS &amp; STATS SKILLS</b>
Resources on: 1. Note-taking 2. Reading 3. Memory and Understanding 4. Group Work 5. Study Groups	Resources on: 1. Time Management and Organisation 2. Procrastination and Concentration 3. Stress Management 4. Motivation	Resources on: 1. Referencing and Plagiarism 2. Essay writing 3. Scientific writing 4. Thesis writing	Resources on: 1. Maths 2. Stats
<b>CRITICAL THINKING</b>	<b>PRESENTATION SKILLS</b>	<b>ASSESSMENTS &amp; EXAMS</b>	<b>POSTGRADUATE SKILLS</b>
Resources to: Help you develop your critical thinking, reading and writing skills	Resources on Presentation: 1. Planning 2. Preparing 3. Practising 4. Presenting	Resources on: 1. Types of TCD assessments & exams 2. Expectations 3. How to do well 4. Online assessments	Resources on: 1. Planning & Managing your PhD 2. Thesis Writing 3. Viva Preparation 4. Getting Published

## Appendix 5 Trinity Disability Service

### Support Provision for Students with Disabilities

Trinity College's **Disability Service** (<https://www.tcd.ie/disability/>) 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.

The range of **supports and resources** provided by Trinity Disability Services are detailed here and illustrated below: <https://www.tcd.ie/disability/support-and-resources/>



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](https://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.

## **Student responsibilities for School assessments/course tests**

- Students are required to initiate contact with the School and request reasonable accommodations as **per their LENS report** for particular assessments for School/ Department administered assessments. 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 accommodations, the Disability Service will issue a PLENS report. In the background section of the PLENS the following text is included:

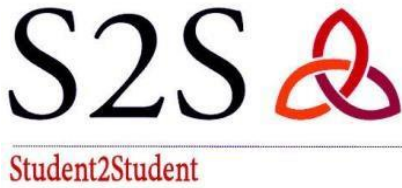
Student is encouraged to discuss any disability supports required on placement/internship with the Academic contact and/or Placement/Internship Co-ordinator of their course. Student can be referred back to Disability Service for placement/internship planning supports - Level 2 - Placement/Internship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

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/support-and-resources/placementinternship-planning/>

## Appendix 6 Student 2 Student



S2S is a **student-led initiative** designed to ensure any student in Trinity can get information and support from another student, find a friendly face to have a chat, talk things through or just ask a few questions when you are not sure who to approach.

From the moment you arrive in College right through to your end of year exams Student 2 Student (S2S) Mentors are available to make sure your first year is a great foundation for the rest of your time in Trinity.

You will meet your S2S Mentors in Freshers' Week and they will introduce you to other people in your course. They will keep in regular touch with you throughout your first year and invite you to events on and off campus.

S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

Please see how mentoring works, here: <https://student2student.tcd.ie/mentoring/>

### Contact:

<https://student2student.tcd.ie/contact/>

If you would like to contact the S2S office, or if you would like to request a Peer Supporter, you can email [student2student@tcd.ie](mailto:student2student@tcd.ie).

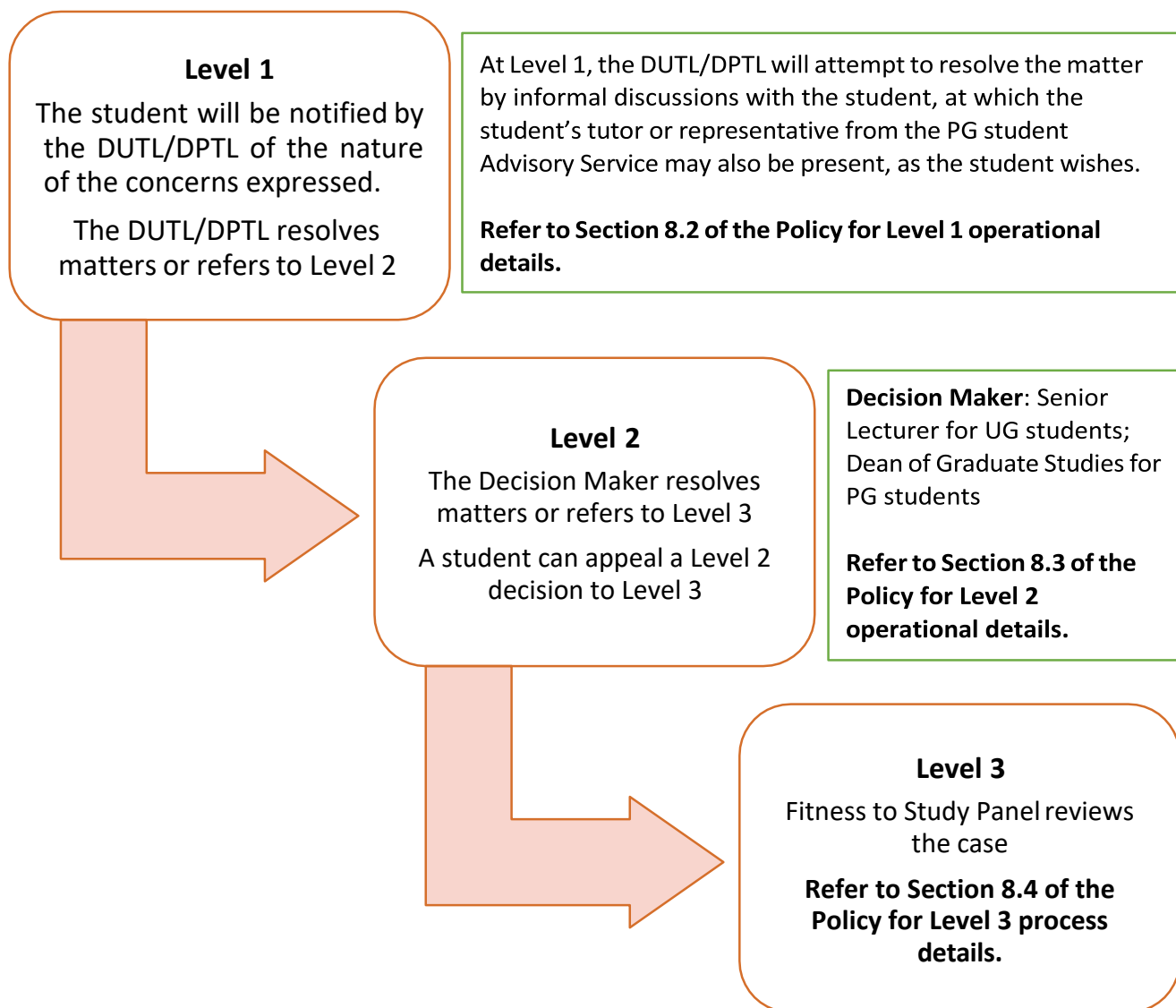


## Appendix 7 Fitness to Study

The following reporting pathways should be used as a guide in considering a Fitness to Study case and should be used in consultation with the College Fitness to Study Policy available at:

<https://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/Fitness%20to%20Study%20Policy.pdf>

The Relevant Person is notified where a concern regarding a student's Fitness to Study arises. The Relevant Person is the Director of Undergraduate Teaching and Learning (DUTL) for undergraduate students or the Director of Postgraduate Teaching and Learning (DPTL) for postgraduate students



For all Levels, the DUTL/ DPTL, the Decision Maker, and the Fitness to Study Panel, may seek the advice of the Fitness to Study Advisory Group. These requests should be made to the Dean of Students.

## Appendix 8 Support Structures for Students on Clinical Placement

*This algorithm sets out the supports available to students while on clinical placement for students who wish to raise an issue of concern or for students who are experiencing emotional distress*

### Student wishes to speak about an issue of concern

- Student identifies and speaks to an appropriate support person about the issue of concern
- Student is assured that concern will be taken seriously and confidentiality will be maintained

#### Key Supports

- Preceptor
  - Clinical Placement Coordinator
  - Link Lecturer (midwifery only)
  - College Tutor/Senior Tutor (TCD)
  - Postgraduate Advisory Service (TCD)
- May need to escalate to other supports

#### Other Supports

- CMM1/CNM 1
- CMM2/CNM2
- CMM3/CNM3
- Practice Development Coordinator
- Relevant year course Coordinator (TCD)

### Student and support person discuss issue of concern

- Issue is resolved or unresolved
- Student advised of supports available to them in TCD and HSP

Senior Tutors Office: Tel 01-8962004 or email [stosec@tcd.ie](mailto:stosec@tcd.ie) or [senior.tutor@tcd.ie](mailto:senior.tutor@tcd.ie)

Student Counselling: Tel 01-8961407 or email [student-counselling@tcd.ie](mailto:student-counselling@tcd.ie)

**Treatment of student in crisis:** The counsellor will speak with the student over the telephone. In the event of a risk being identified, a plan will be agreed with the student and appropriate contact made with other support services and next of kin or another identified person. Student counselling can offer the student an emergency appointment in College or arrange an emergency appointment in their local area.

**Out of hours support:** College Emergency Number 01-8961999; Niteline every night of Term 9pm-2.30am. [www.niteline.ie](http://www.niteline.ie) or Tel: 1800793793. See also [https://www.tcd.ie/Student\\_Counselling/support-services/after-hours/](https://www.tcd.ie/Student_Counselling/support-services/after-hours/) for a range of other out of hours, internal and external supports.

#### Issue Resolved

Reiterate supports available to student:

- College Services (TCD)
- Student Union (TCD)
- Employee Assistance Programme (HSE)

#### Issue resolved – process ends

#### Towards Resolution

- Action(s) taken relevant to the issue
- Action(s) align with other mechanisms and policies in the HSP and/or TCD, i.e. the Dignity & Respect at Work Policy
- Progress plan updating persons involved is implemented until resolution achieved

#### Issue Unresolved

Issue reported to:

- Director of Midwifery/ Director of Undergraduate Teaching & Learning, TCD
- Director of Midwifery/ Nursing (HSP)

Policy relating to the issue of concern initiated, if appropriate, including the relevant Dignity & Respect at Work Policy in the HSP and/or TCD. Nurse Practice Development will inform the Director of Undergraduate Teaching & Learning DUTL, School of Nursing and Midwifery, Trinity College Dublin, when policy is initiated.

Reiterate supports available to student:

- College Services (TCD)
- Student Union (TCD)
- Employee Assistance Programme (HSE)

## Appendix 9 Assessment Criteria Grid

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

### Conforming to instructions/clarity of objectives

% Grade	Grade Class- ification	1. Conforming with instructions (e.g. word length)	2. Attention to purpose	3. Referencing	4. Clarity of objectives and focus of work
		Descriptions			

70+	I	Work has been submitted within time boundaries and within prescribed parameters.	Purpose of the assignment addressed comprehensively and imaginatively.	Referencing is mainly accurate.	Objectives clearly defined and comprehensively addressed throughout work.
65-69	II.1		Addressed the purpose of the assignment coherently with some attempt to demonstrate imagination.	Referencing is mainly accurate.	Objectives defined and addressed throughout work.
60-64	II.2		Has addressed the main purpose of the assignment.		Objectives outlined and addressed at the end of the work.
50-59	III	Deviates slightly from the required parameters.	Some of the work is focused on the aims and themes of the assignment.	Some attempt at referencing with some inaccuracies.	Provides generalised objectives and focused the work on the topic area.
Fail	F	Deviates significantly from the required parameters.	Fails to address the task set.	Referencing is absent/unsystematic and/or many inaccuracies.	No information provided.

<b>Content and knowledge of subject</b>						
% Grade	Grade Class- ification	1. Content and range	2. Use of literature/evidence of reading	3. Knowledge of theory	4. Subject's limitations and boundaries/relation to other frameworks	5. Context in which subject is used
		<b>Descriptions</b>				
70+	I	Comprehensive/detailed knowledge of topic. In depth awareness of provisional nature of knowledge.	Has developed and justified using own ideas based on a wide range of sources which are critically analysed.	Assignment demonstrates integration and innovation in the selection and handling of theory.	Subject boundaries and relationships with other disciplines/frameworks explored/tested. Examples provided.	Takes account of complex context and selects appropriate technique.
65-69	II.1	Reasonable knowledge of topic and an awareness of a	Critically appraises the literature from variety of	Insightful and appropriate selection of theory in key areas.	Some boundaries explored and relevance of relationships with other	Takes some account of context and selects some

		variety of ideas/contexts/frameworks.	sources, developing own ideas in the process.		disciplines and frameworks recognised.	appropriate techniques.
60-64	II.2	Evidence of factual and/or conceptual knowledge base and appropriate terminology.	Clear evidence and application of readings relevant to the subject; uses indicative texts.	Most key theories are included in the work in an appropriate manner.	Awareness of subject boundaries. Some connections with other disciplines/frameworks identified.	Recognises defined context and uses standard techniques for that context.
50-59	III	Evidence of limited knowledge of topic and some use of appropriate terminology.	Literature presented uncritically, in a descriptive way and indicates limitations of understanding.	Selection of theory is appropriate but some key aspects absent.	Limited awareness of subject boundaries and/or relationships with other disciplines/frameworks identified.	Context acknowledged but not really taken into account.
Fail	F	Lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology.	Either no evidence of literature being consulted or irrelevant to the assignment set.	Inaccurate or inappropriate choice of theory.	Lacks awareness of subject boundaries or relationships.	Context not recognised as relevant.

<b>Thinking/ analysis/conclusions</b>					
<b>% Grade</b>	<b>Grade</b>	<b>1. Analysis</b>	<b>2. Conceptualisation</b>	<b>3. Critical reasoning</b>	<b>4. Reflection/evaluation</b>
	<b>Class-ification</b>	<b>Descriptions</b>			
70+	I	Analyses new and/or abstract data and situations without guidance. Uses a range of techniques.	Recognises consistency and reconcile inconsistency between information using cognitive and hypothesising skills.	Consistently demonstrates application of critical analysis well integrated in the text.	Critically reviews evidence, supports conclusions/recommendations. Investigates contradictory information with possible rationale.
65-69	II.1	Analyses range of data with minimum guidance, applies theories, compares methods for obtaining data.	Consistent understanding demonstrated in a logical, coherent and lucid manner.	Clear application of theory through critical analysis/critical thought of the topic area.	Selects appropriate evaluation techniques. Evaluates the relevance and significance of data collected.

60-64	II.2	Can analyse with guidance using given classification/principles.	Demonstrated understanding in a style which is mostly logical, coherent and flowing.	Demonstrates application of theory through critical analysis of the topic area.	Can evaluate the reliability of data using defined techniques and/or tutor guidance.
50-59	III	Analyses limited range of data with guidance using classifications.	Attempts to demonstrate logical/coherent understanding of subject. Some points confused/undeveloped.	Some evidence of critical thought/critical analysis and rationale for work.	Limited and only partially accurate evaluation of data using defined techniques and/or tutor guidance.
Fail	F	Fails to analyse information.	Understanding of assignment unclear. Lacks logical/coherent structure. Subject is confused/undeveloped.	Lacks critical thought/analysis/reference to theory.	Fails to evaluate or use techniques of evaluation, or evaluations are totally invalid.

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

#### Methodology/ies

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

<b>Practical/Interpersonal Skills</b>						
<b>% Grade</b>	<b>Grade Classification</b>	<b>1. Performance Skills</b>	<b>2. Client Satisfaction</b>	<b>3. Data/information gathering/processing</b>	<b>4. Imagination/Creativity</b>	<b>5. Originality</b>
		<b>Descriptions</b>				
70+	I	Confidently/consistently performs complex skills. Choose appropriate response and evaluates own and others' performance.	Understood Clients problems/needs. Developed specific realistic objectives to meet these.	Selects and processes information with confidence and imagination.	Uses imagination, and appropriate creative techniques to explore many perspectives and enhance thinking.	Uses creative and lateral thinking to develop and present original ideas which have been critically evaluated.
65-69	II.1	When given a complex task can choose and perform an appropriate set of actions. Can evaluate own performance.	Understood clients needs but has developed unrealistic objectives.	Selects and processes information with confidence and imagination.	Uses imagination to go beyond boundaries and applies creative techniques	By taking a variety of perspectives presents an original idea which has been evaluated.
60-64	II.2	Performs basic skills with awareness of the necessary techniques and potential uses and hazards. Needs external evaluation.	Has developed objectives which for the most part meet the clients needs.	Makes a selection from information and applies processing tools.	Uses imagination and a limited range of creative techniques.	Use imagination to produce an idea with elements of originality.

50-59	III	Able to perform basic skills with guidance on the necessary technique. Needs external evaluation.	Uses objectives given by the client without reflection on how appropriate or realistic they are.	Collects some information and makes some use of processing tools.	Shows little imagination. Aware of some creative techniques and uses them with limited success.	Originality is marginal to the basic idea.
Fail	F	Fails to perform even basic skills.	Little or no attempt to ascertain clients needs and develop a workable brief.	Random information gathering. Inappropriate use of processing tools.	Lacks imagination. Does not demonstrate creative skills.	No real attempt at originality.

**Practical/Interpersonal Skills (Continued)**

% Grade	Grade Classification	6. Self-criticism (include. reflection on practice)	7. Independence/Autonomy (include. planning and managing learning)	8. Self-Presentation	9. Time management/self-management	10. Interactive and group skills (include. Teamwork, Negotiation/micro-politics & empathy)
		Descriptions				
70+	I	Confident in application of own criteria of judgement and in challenge of received opinion in action and can reflect on action.	With minimum guidance can manage own learning using full range of resources. Seeks and utilises feedback.	Adopts a style of self-presentation and selects from a range of appropriate interpersonal skills relevant to the context.	Plans well ahead, sets self-determined deadlines, and uses contingency planning.	Interacts effectively within a learning/professional group. Recognises, supports, is proactive in leadership. Negotiates and handles conflict.
65-69	II.1	Evaluate own strengths and weaknesses; can challenge received opinion and begins to develop own criteria/judgement.	Identifies strengths of learning needs and follows activities to improve performance. Is autonomous in straight forward study tasks.	Is flexible in the style of presentation adopted and interpersonal skills used.	Always meets deadlines. Plans management of work and monitors progress against plan.	Interacts effectively within a learning group. Contributes and responds to ideas with modified responses where appropriate.
60-64	II.2	Is largely dependent on criteria set by others but begins to recognise own strengths and weaknesses.	Can work independently within a relevant ethos and can access and use a range of learning resources.	Can adopt both a formal and informal style, and uses basic interpersonal skills appropriately.	Almost always meets deadlines. Makes plans and implements them in a satisfactory manner.	Meets obligations to others (tutors and/or peers). Offers and/or supports initiatives. Recognises/assesses alternative options.



50-59	III	Dependent on criteria set by others. Begins to recognise own strengths and weakness.	Undertakes clearly directed work independently, with some guidance, and using standard learning resources.	Uses formal and informal styles, and uses basic interpersonal skills but not always matching the needs of the situation.	Usually meets important deadlines, but often despite lack of planning.	Makes efforts to develop interactive skills. Uses basic interactive skills appropriately.
Fail	F	Fails to meaningfully undertake the process of self criticism.	Unable to work independently, needing significant guidance on methods and resources.	No obvious sense of self and/or interpersonal skills and/or skills used inappropriately.	Rarely meets deadlines. Unable to make and implement plans.	Has problems working with others/avoids work with others. Does not contribute or contributes inappropriately in groups.

**Practical/Interpersonal Skills (Continued)**

% Grade	Grade Classification	11. Communication and Presentation (appropriate to discipline)	12. Critical review (to be used in peer assessment)	13. Initiative (imagination, leadership, taking action, independence)	14. Rationale
		Descriptions			
70+	I	Can engage effectively in debate in a professional manner and produce detailed and coherent project reports.	Assesses/examines the work of others using broad ranging criteria. Provides commentary on marks and further development.	Uses imagination to assess the needs of the situation and underlay a series of actions to achieve goals.	Uses all available data to evaluate the options. Clear criteria are applied to demonstrate reasons for final decision/choice/outcome.
65-69	II.1	Communicates effectively using an appropriate format. Reports in clear/concise manner with relevant information & format.	Assesses and studies work of others and judge against criteria, areas for improvements.	Can assess needs of the situation and takes action towards goals.	Uses data to evaluate options and selections of final outcome clearly follows from evaluation.
60-64	II.2	Communicates effectively using appropriate format. Reports practical procedures in a clear/concise manner with relevant information.	Examines work of others and identifies its strengths and weaknesses.	With guidance can assess needs of situation and take action necessary to achieve goals.	Uses data to evaluate some options and selection of final outcome is linked to the evaluation.
50-59	III	Some communication is effective appropriate format. Reports practical procedures in a structured way.	Comments in general terms on the work of others.	With guidance undertakes tasks that require some imagination/independence.	Presents benefits and disadvantages of some potential outcomes but

					without sufficient clarity/rationale.
Fail	F	Communication is unstructured and unfocussed and/or in a format inappropriate to the discipline.	Unable to make reasoned comment on the work of others.	Unable to undertake tasks beyond routine and standardised.	Little explanation of how the final outcome/choice was made OR no indication of final outcome/choice.

## Appendix 10 Postgraduate Courses

Take the opportunity to study at the TCD School of Nursing & Midwifery which is ranked 1st in Ireland and 26th in the World in the QS World University Subject Rankings 2024, where your world-class education will be matched with an unrivalled student experience.

The screenshot displays a website page for postgraduate study. At the top, a banner features the text "Postgraduate Study" and "Have a question about one of our postgraduate programmes? Email a member of our team at PGT.Nursing.Midw@tcd.ie". Below this, a section titled "Discover Our Postgraduate Courses" includes a paragraph about the school's ranking and student experience. A grid of six course categories is shown, each with a representative image and a right-pointing arrow: "Taught Masters / Postgraduate Diploma", "Postgraduate / Professional Certificate", "Higher Diplomas", "MSc in Science and PhD by Research", "Micro-credentials", and "Online Courses". On the right side, a vertical navigation menu lists various options: "Postgraduate", "Meet the Team", "About Us", "Taught Masters Courses", "Postgraduate Certificates", "Higher Diplomas", "Online Courses", "Transcripts", "Extension Request Form", "Timetable Overview", "Contact us", and "Current Students".

**Postgraduate Study**  
Have a question about one of our postgraduate programmes? Email a member of our team at PGT.Nursing.Midw@tcd.ie

**Discover Our Postgraduate Courses**

Take the opportunity to study at the School of Nursing & Midwifery, Trinity College Dublin, which is ranked 26th in the QS World University Subject Rankings 2024, where your world-class education will be matched with an unrivalled student experience.

- Taught Masters / Postgraduate Diploma
- Postgraduate / Professional Certificate
- Higher Diplomas
- MSc in Science and PhD by Research
- Micro-credentials
- Online Courses

**Postgraduate**

- Meet the Team
- About Us
- Taught Masters Courses
- Postgraduate Certificates
- Higher Diplomas
- Online Courses
- Transcripts
- Extension Request Form
- Timetable Overview
- Contact us
- Current Students

<https://www.tcd.ie/nursing-midwifery/postgraduate/>

## Appendix 11 Trinity Careers Service

Visit the Careers Services webpage to access the following services: <https://www.tcd.ie/Careers/students/>

Careers Fairs and Events →	EVOLVE with online careers support →	How we can support you →
Explore career options →	How to find work →	Applications and Interviews →
Online tools > Profiling for Success, Firsthand and Devex	Mentoring →	Awards and Scholarships →
Postgraduate focus →	International students →	Students with disabilities →

**MyCareer** is the way to connect with the Trinity Careers Service - personalise your profile so you hear about everything that is happening of interest to you: <https://www.tcd.ie/Careers/mycareer/students.php>



**Login. Only two steps - it's easy! Find us on [tcd.ie/careers](https://www.tcd.ie/careers) or MyDayApp**

**STEP 1** Login to MyCareer (using your Trinity username and password)

**STEP 2** Update your profile with your email preferences, job and study areas of interest and your career readiness



Careers Advisory Service

**Contact:** <https://www.tcd.ie/Careers/contact/>

Trinity Careers Service, 7-9 South Leinster Street, Dublin 2

Email: [careers@tcd.ie](mailto:careers@tcd.ie) ; Tel: 01 896 1721