



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Nursing and Midwifery

Courses Handbook 2025/26

Bachelor in Science (Midwifery)
(B.Sc. (A. Obs.))
Bachelor in Science (Nursing)
(B.Sc. (Cur.))
Bachelor in Science Children's
and General Nursing Integrated

Junior Fresh
Senior Fresh
Junior Sophister
Senior Sophister



School of Nursing and Midwifery, Trinity College Dublin, 24 D'Olier Street, Dublin 2

Tel: + 353 (0)1 896 2692

Email: nursing.midwifery@tcd.ie | Web: nursing-midwifery.tcd.ie/



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.

July 2025

All rights reserved: nursing.midwifery@tcd.ie

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

CONTENTS

| | |
|--|----|
| 1 Welcome..... | 8 |
| 2 Course Structure | 10 |
| 3 Registration..... | 10 |
| 4 European Credit Transfer System (ECTS) | 12 |
| 5 Support services for students | 12 |
| 5.1 Essential Resources | 13 |
| 5.2 Academic Support | 13 |
| 5.3 Health and Wellbeing Support | 13 |
| 5.4 Getting Involved | 13 |
| 5.5 Financial Support..... | 14 |
| 5.6 Administrative Support | 14 |
| 6 Timetables | 16 |
| 7 Tutorial Groups | 16 |
| 8 Professional Conduct, Social Media Guidance and Disciplinary Issues..... | 16 |
| 8.1 Code of Professional Conduct and Ethics..... | 16 |
| 8.2 Social Media Guidance | 16 |
| 8.3 Disciplinary Issues | 17 |
| 9 Attendance | 18 |
| 9.1 Attendance at Theory | 18 |
| 9.2 Attendance at Mandatory Clinical Skills Training..... | 19 |
| 9.3 Attendance in Practice Placement | 19 |
| 9.3.1 Prerequisites..... | 19 |
| 9.3.2 Making up time after absences | 20 |

| | | |
|---------|---|----|
| 9.3.3 | Deadline for completing clinical placements | 20 |
| 10 | Participation and etiquette | 21 |
| 10.1 | Participation | 21 |
| 10.2 | Classroom and practice etiquette..... | 21 |
| 10.3 | Consumption of food and beverages in classrooms..... | 22 |
| 10.4 | Misconduct and noise in rooms..... | 22 |
| 11 | Interruptions to the course | 22 |
| 11.1 | Professional Reorientation for Off-Books Students | 23 |
| 11.2 | Pregnancy and parenting | 23 |
| 11.3 | Medical Evidence..... | 24 |
| 12 | Assessments | 24 |
| 12.1 | Assignments..... | 25 |
| 12.1.1 | Format of assignments | 25 |
| 12.1.2 | Extension of the coursework submission date..... | 26 |
| 12.2 | Examinations as part of continuous assessment | 26 |
| 12.3 | Formal Assessment Sessions: | 26 |
| 12.3.1 | Annual Assessment Session:..... | 26 |
| 12.3.2 | Reassessment Session: | 26 |
| 12.3.3 | Assessment timetables | 27 |
| 12.3.4 | College guidelines for examinations and assessments | 27 |
| 12.3.5 | Assessment fees..... | 27 |
| 12.3.6 | Past examination papers | 27 |
| 12.3.7 | Deferrals | 28 |
| 12.3.8 | Assessment of professional practice | 28 |
| 12.3.9 | Meeting the requirements for the assessment process..... | 28 |
| 12.3.10 | Professional and ethical behaviour..... | 28 |
| 13 | Academic Integrity and Referencing Guide | 29 |

| | | |
|--------|--|----|
| 13.1 | Academic Integrity..... | 29 |
| 13.2 | Generative AI | 30 |
| 13.3 | Referencing Guide: APA 7th Style | 30 |
| 14 | Practice Placements..... | 31 |
| 14.1 | General regulations for practice placements | 31 |
| 14.2 | Placement Arrangements and Student Responsibilities | 31 |
| 14.3 | T-CAD and Assessment Submission..... | 32 |
| 14.4 | Covid Leave for Academic Year 2025/2026..... | 32 |
| 14.5 | Breaches of Conduct while on clinical placement..... | 32 |
| 14.6 | Disciplinary process related to clinical placements..... | 33 |
| 14.7 | Assessment, Repetition of Placements and Reassessment | 33 |
| 14.7.1 | Junior Fresh, Senior Fresh, Junior Sophister nursing and midwifery students and Senior Sophister CGIDP students: | 33 |
| 14.7.2 | All students who are off books with assessment (OBA) with clinical placements to complete:..... | 34 |
| 14.7.3 | Nursing: Senior Sophister Year and Internship | 34 |
| 14.7.4 | Midwifery: Senior Sophister Year and Internship | 36 |
| 15 | Compensation at the Court of Examiners..... | 38 |
| 15.1 | Compensation in Junior Fresh year | 39 |
| 15.2 | Compensation in Senior Fresh year | 40 |
| 15.3 | Compensation in Junior Sophister year | 41 |
| 15.4 | Compensation in Senior Sophister/Final year | 42 |
| 16 | Issuing of Assessment Results..... | 42 |
| 17 | Student Appeals..... | 42 |
| 18 | Feedback on Assessments | 43 |
| 19 | Reassessment | 43 |
| 20 | Repetition of an Academic Year..... | 44 |

| | |
|---|----|
| 21 Award of Honours Degree and Classification..... | 44 |
| 21.1 Award of Ordinary Bachelor's degree (Level 7) | 45 |
| 22 Transcripts | 45 |
| 23 Prizes and Awards..... | 46 |
| 23.1 Nursing Prizes and Awards | 46 |
| 23.2 Midwifery Prizes and Awards | 50 |
| 24 Foundation Scholarships..... | 54 |
| 24.1 Important clinical allocation information regarding students applying for Foundation Scholarship Examinations:..... | 54 |
| 25 Erasmus..... | 55 |
| 26 University Regulations, Policies and Procedures | 55 |
| 27 Confidentiality Guidelines | 56 |
| 27.1 Confidentiality guidelines while on clinical placement..... | 56 |
| 27.2 Presentations and/or written assignments based on students' clinical placement experiences | 57 |
| 27.3 Visual Images | 58 |
| 28 Data Protection..... | 58 |
| 29 Alumni..... | 58 |
| 30 Emergency Procedure and Security | 59 |
| 30.1 Security and safety of personal belongings | 59 |
| 31 Appendices | 60 |
| 31.1 Appendix 1: Assessment Schedules | 60 |
| 30.2 Appendix 2 Year Planners..... | 64 |
| 31.2 Appendix 3 Trinity Graduate Attributes..... | 67 |
| 31.3 Appendix 4 Student Learning Development | 69 |
| 31.4 Appendix 5 Trinity Disability Service..... | 70 |
| 31.5 Appendix 6 Student 2 Student..... | 72 |

| | | |
|-------|---|----|
| 31.6 | Appendix 7 Fitness to Study | 73 |
| 31.7 | Appendix 8 Support Structures for Students on Clinical Placement..... | 74 |
| 31.8 | Appendix 9 Assessment Criteria Grid..... | 75 |
| 31.9 | Appendix 10 Postgraduate Courses | 85 |
| 31.10 | Appendix 11 Trinity Careers Service | 87 |

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.

All queries relating to the nursing or midwifery programmes can be emailed to the **undergraduate administrative** team at: mnugrad@tcd.ie

All queries relating to **practice placement/clinical allocations** should be emailed directly to: TCDAllocations@tcd.ie

Always include your year and student number in all correspondence with the course team.

| Role | Name | Contact |
|--|---------------------|--|
| Director of Undergraduate Teaching and Learning | Dr Jan De Vries | devriej@tcd.ie |
| Director of Midwifery Programmes | Dr Vivienne Brady | bradyvi@tcd.ie |
| Junior Fresh (First Year) Course Coordinator | Sinead Plunkett | sinead.plunkett@tcd.ie |
| Senior Fresh (Second Year) Course Coordinator | Fiona Murphy | fmurphy5@tcd.ie |
| Junior Sophister (Third Year) Course Coordinator | Dr Melissa Corbally | m.corbally@tcd.ie |
| Senior Sophister (Fourth Year) Course Coordinator | Dr Louise Gallagher | gallagl8@tcd.ie |
| Undergraduate Education Manager | Karen Smith | ksmith3@tcd.ie |
| Executive Officer Junior Fresh | Bethan Rees | reesb@tcd.ie |
| Executive Officer Senior Fresh | Tamara Pullen-Byrne | pullent@tcd.ie |
| Executive Officer Junior Sophister | Kellyann Sturdy | sturdyk@tcd.ie |
| Executive Officer Senior Sophister | Ken Coogan | coogank@tcd.ie |
| Senior Executive Officer | Erica Connolly | connoler@tcd.ie |
| Senior Executive Officer | Kimberly Herlihy | herlihki@tcd.ie |
| Clinical Allocations Officer and Head of International Student Clinical Placements | Pádraig Dunne | dunnep5@tcd.ie |
| Clinical Allocations Administrative Officer (Junior Fresh) | Mary Kelly | kellym1@tcd.ie |
| Clinical Allocations Administrative Officer (Senior Fresh) | Christina Pieri | mcpartc@tcd.ie |
| Clinical Allocations Administrative Officer (Junior Sophister) | Mary Kelly | kellym1@tcd.ie |
| Clinical Allocations Administrative Officer (Senior Sophister) | Christina Pieri | mcpartc@tcd.ie |
| Clinical Allocations Executive Officer | Gabriela Mandolesi | mandoleg@tcd.ie |
| Clinical Allocations Executive Officer | Pamela Tracey | traceypa@tcd.ie |
| Director of Global Relations | Jacqueline Whelan | whelanj1@tcd.ie |

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 profession 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, required by both the College and the affiliated Health Service Provider, must be successfully completed before students can begin 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 Ultra | https://mymodule.tcd.ie |
| MyZone (Student Email) | https://myzone.tcd.ie/ |
| Student Information and Timetabling System (SITS) | https://my.tcd.ie |

5.2 ACADEMIC SUPPORT

| | |
|---|---|
| *Student Learning Development; Appendix 4 | http://student-learning.tcd.ie/ |
| The Library | http://www.tcd.ie/library/ |
| Disability Service; Appendix 5 | http://www.tcd.ie/disability/ |
| Careers Service | http://www.tcd.ie/Careers/ |

5.3 HEALTH AND WELLBEING SUPPORT

| | |
|------------------------------------|---|
| Student Counselling | http://www.tcd.ie/Student_Counselling/ |
| Health Centre | http://www.tcd.ie/collegehealth/ |
| Sport | http://www.tcd.ie/Sport/ |
| Healthy Trinity | http://www.tcd.ie/healthytrinity/ |
| Equality, Diversity and Inclusion | https://www.tcd.ie/equality/ |
| Student2Student; Appendix 6 | http://student2student.tcd.ie/ |
| Chaplaincy | http://www.tcd.ie/Chaplaincy/ |

5.4 GETTING INVOLVED

| | |
|-----------------|---|
| Students' Union | http://www.tcdsu.org/ |
| Clubs | http://www.tcd.ie/Sport/student-sport/ |

| | |
|--------------------------|---|
| Societies | http://trinitysocieties.ie/ |
| Volunteering | http://www.tcd.ie/civicengagement/ |
| Entrepreneurship/Tangent | https://www.tcd.ie/portal/entrepreneurship/ |

5.5 FINANCIAL SUPPORT

| | |
|----------------------------------|--|
| Senior Tutor's Office | https://www.tcd.ie/seniortutor/ |
| Students' Union Welfare Loans | http://www.tcdsu.org/welfare-equality |
| Bursaries/Prizes (Undergraduate) | http://www.tcd.ie/calendar/undergraduate-studies/ (Part D: Prizes and other awards) |
| Scholarships | http://www.tcd.ie/study/undergraduate/scholarships-funding/ |

5.6 ADMINISTRATIVE SUPPORT

| | |
|-------------------------------------|---|
| Undergraduate Administrative Office | mnugrad@tcd.ie |
| * Your Tutor | http://www.tcd.ie/seniortutor/ |
| Academic Registry | http://www.tcd.ie/academicregistry/ |

* Further details below.

*Blackboard Ultra

Blackboard Ultra 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 Ultra 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 Ultra enrolment' link on the left for instructions on how to enrol: <https://www.tcd.ie/sld/learning-resources/>

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).

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 Ultra <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.

7 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 Ultra 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

8 PROFESSIONAL CONDUCT, SOCIAL MEDIA GUIDANCE AND DISCIPLINARY ISSUES

8.1 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 2025).

8.2 SOCIAL MEDIA GUIDANCE

The Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2025) incorporates guidance on Social Media and Social Networking (p36; [NMBI Professional Guidance On Social Media](#)). In addition, students must adhere to [Trinity College's Policy on Social Networking and Social Media](#).

You must maintain professional boundaries and respect the legal rights of others, including their right to privacy.

You must not take photos or videos in the workplace unless part of approved professional training or education.

It is important to please ensure that you keep your personal and professional lives separate online to maintain appropriate boundaries.

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

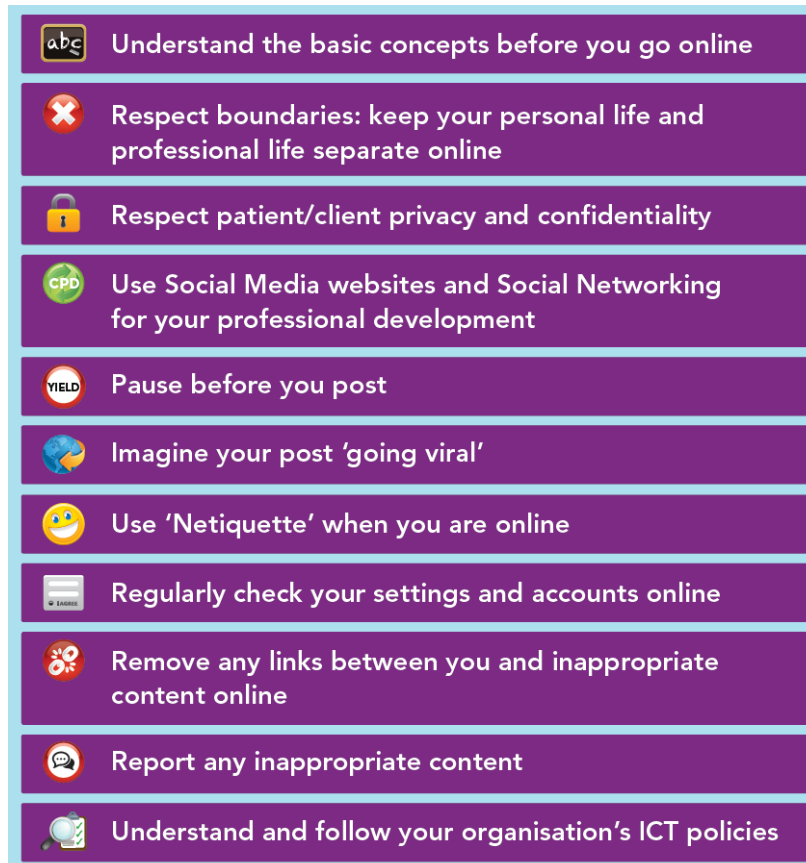


Image taken from: <https://www.nmbi.ie/nmbi/media/NMBI/Publications/Tips-on-social-media-and-social-networking-for-nurses-midwives.pdf?ext=.pdf>

8.3 DISCIPLINARY ISSUES

The regulations for all Trinity College students are set out in the in the University of Dublin [Calendar](#).

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**.

9 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.

9.1 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) **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.

9.2 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 Ultra 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.

9.3 ATTENDANCE IN PRACTICE PLACEMENT

Please note that 100% attendance is required for practice placement. Support personnel and structures are available to students during their practice placements, as outlined in **Appendix 8**.

9.3.1 Prerequisites

Students must comply with the Health Service Provider's requirements for health screening, vaccinations, completion of mandatory clinical skills, registration with the

NMBI and Garda vetting before starting their practice placement. Failure to meet all of these requirements may result in the student being refused access to the placement.

Students **must complete mandatory online courses via HSeLand** before proceeding to clinical placement (www.hseland.ie). These online courses will be outlined to students when commencing the programme at the start of the academic year.

9.3.2 Making up time after absences

Students must follow the Health Service Provider's procedures for reporting absences from practice. Any time missed during placement must be made up during the summer vacation period.

9.3.3 Deadline for completing clinical placements

a. Junior Fresh, Senior Fresh, Junior Sophister nursing and midwifery students and Senior Sophister CGIDP students:

Permission to make up time in practice placements is granted at the discretion of the Court of Examiners. Students who incur absences or owe time in practice placements should refer to the shared guidelines available in the Allocations folder on Blackboard Ultra for detailed information. All time owing must be repaid during the summer vacation period.

To progress to the next academic year, all clinical placement hours, including time owed due to absences, must be fully completed by **Week 52**, as outlined in the academic year planner.

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.

b. Senior Sophister nursing and midwifery students (on-books):

Senior Sophister nursing and midwifery students who do not complete clinical placement by the Reassessment session may not be eligible to graduate in the Winter Commencement Ceremony. Deadlines for graduation are determined annually by Academic Registry.

Senior Sophister students must complete all clinical placement requirements by 30th November. Incomplete students after 30th November will be recorded as "Off Books Taking Assessment" and will not be processed until the following Court of Examiners in May, incurring the standard College examination fee.

- c. ***All nursing and midwifery students who are off books with assessment (OBA)*** with clinical placements to complete, must complete and pass all placements by **Week 52** in the off-books year.

10 PARTICIPATION AND ETIQUETTE

10.1 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.

10.2 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/>

10.3 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.

10.4 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.

11 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.

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](#).

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

11.1 PROFESSIONAL REORIENTATION FOR OFF-BOOKS STUDENTS

Students who have been off-books for any period, with the approval of the Senior Lecturer, must complete a **professional reorientation programme** before progressing to the next academic year.

The programme includes two components:

1. Clinical Skills Reorientation

Delivered by the School's Clinical Skills team at the Clinical Skills Centre.

Off-books students should contact **Sinéad Buckley** (bucklesi@tcd.ie) during the summer of their off-books year to schedule the reorientation (held in August) and to discuss their individual requirements.

2. Health Service Provider Reorientation

Completed after the Clinical Skills component, this stage is delivered by the Health Service Provider and requires students to undertake **a minimum of one week per year spent off-books**.

11.2 PREGNANCY AND PARENTING

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 appropriate clinical placements can be arranged for the student.

The School of Nursing and Midwifery is committed to supporting student parents, including mothers who wish to continue breastfeeding upon returning to their studies. Where possible, appropriate arrangements and facilities will be provided to enable breastfeeding or expressing breast milk during lectures within the School. If you are pregnant and planning to return to your studies while breastfeeding, please contact your designated Course Coordinator for information on available supports.

Further information on the Supports for Student Parents, Student Carers and Students Experiencing Pregnancy can be found [here](#).

Further information on the supports for breastfeeding mothers is available [here](#).

11.3 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](#) for further information.

12 ASSESSMENTS

Students are assessed by a variety of methods e.g., examinations, projects, assignments, OSCEs, workbooks, simulated case studies and practice placements.

The Assessment Schedule is provided in **Appendix 1 Assessment Schedules** and an **Assessment Criteria Grid** is available on Blackboard Ultra 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 website](#).

Students who have received permission not to submit an assessment during the Annual Session will be recorded as 'Absent' and must resubmit the assessment during the Reassessment Session.

If a student is absent from the Reassessment Session, there is no automatic right to a second attempt. In such cases, the student will fail the year and be required to repeat it in full. Please note that Senior Sophister students are not permitted to repeat the Senior Sophister year.

Students who miss an assessment without prior 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 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.

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.

All assignments must be submitted electronically as a Word or PDF document by the designated deadline.

Submissions must be made via Blackboard Ultra.

Instructions for electronic submission will be provided by the module leader or the 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.

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”.

12.2 EXAMINATIONS AS PART OF CONTINUOUS ASSESSMENT

Students may be required to undertake examinations throughout their programme 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.

12.3 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.

12.3.1 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.

12.3.2 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 an unsuccessful 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.

12.3.3 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).

12.3.4 College guidelines for examinations and assessments

Please refer to the [Examinations & Timetables Office website](#) for procedures and regulations relating to examinations.

12.3.5 Assessment fees

Please contact [Academic Registry](#) regarding assessment fees.

12.3.6 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/past-papers/annual/>

12.3.7 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.

12.3.8 Assessment of professional practice

The regulations relate to both continuous and episodic assessments of professional practice including the professional practice of nursing, midwifery and teaching.

12.3.9 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.

12.3.10 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 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](#).

In addition, **students are required to complete an online tutorial 'Ready, Steady, Write' on avoiding plagiarism, which** is located at:

https://www.tcd.ie/library/support/plagiarism/story_html5.html

When you submit coursework, you may be asked to confirm that you have read and understand the plagiarism provisions in the General Regulations of the University Calendar and that you have completed the online 'Ready, Steady, Write' tutorial:

<https://libguides.tcd.ie/academic-integrity/declaration>.

13.2 GENERATIVE AI

Generative AI (GenAI) is a subfield of Artificial Intelligence focused on creating new content, such as text, images, or code. This technology is rapidly transforming the landscape of higher education. However, there are a number of concerns such as issues of plagiarism, ethics, bias in algorithms, and the potential for misuse of GenAI-created content and these need to be addressed. Trinity College has issued a statement on integrity for students and staff and at the heart of this statement is the need for honesty, transparency and accountability. Aligned with the [*College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research \(2025\)*](#), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per [*Library guidelines on acknowledging and referencing GenAI*](#). From an academic integrity perspective, **if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism**, which is defined as academic misconduct in accordance with College's [*Academic Integrity Policy*](#). When submitting assignments and other coursework, students may be asked to make a declaration that the work submitted is their own original work and that any sources used in the preparation of that work have been acknowledged. While there may be some legitimate uses for GenAI to support your learning, **presenting the output of GenAI tools as your own work, without acknowledgement, violates the principles of academic integrity and is academic misconduct**. Put simply, you cannot prompt a GenAI tool (such as ChatGPT, GPT-4, Bard, Duet AI etc.), to write all or part of your assignment and submit it as if it were your own work. You can read the full Trinity College Dublin statement on Integrity [here](#). Further resources are available [here](#).

13.3 REFERENCING GUIDE: APA 7TH STYLE

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

To support referencing, students should refer to the following [Libguide](#).

14 PRACTICE PLACEMENTS

14.1 GENERAL REGULATIONS FOR PRACTICE PLACEMENTS

Students of the School of Nursing and Midwifery are expected to adhere to the following while on practice placements:

- The **Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (2025)** ([NMBI Code](#))
- The **disciplinary rules of the Health Service Provider** where the placement occurs
- The **student conduct regulations of Trinity College Dublin** (see *General Regulations and Information*, Section III: *Conduct and College Regulations*)

Patient-Centred Practice

During placements, students must prioritise the interests, safety, confidentiality, and privacy of patients, clients, or women over their own educational needs.

Students are required to attend 100% of their practice placement.

- All medical-related absences must be supported by a medical certificate.
- Any non-medical absence must be fully explained via email to the relevant Administrative Officer in the Clinical Allocations Office: TCDAllocations@tcd.ie.

Excessive absences, including sick leave, will be reviewed by the Student Cases Committee in the School of Nursing and Midwifery.

14.2 PLACEMENT ARRANGEMENTS AND STUDENT RESPONSIBILITIES

Placements are organised and monitored by the Clinical Allocations Office, in partnership with the relevant Health Service Providers.

Students must:

- Confirm placement details on the ARC system before the scheduled start date
- Record attendance via the Timesheet Management System (TMS)
- Submit Clinical Assessments via the T-CAD system

Important: Placement details may change up to the **Friday before placement begins.**

For queries, students should contact:

TCDAllocations@tcd.ie or visit the [ARC System Placement Information](#)

14.3 T-CAD AND ASSESSMENT SUBMISSION

Students must ensure their T-CAD assessments are fully completed by both the student and their preceptor before the placement ends. The following must be strictly adhered to:

- TMS timesheets are submitted electronically each week
- T-CAD forms are submitted before the end of each placement
- Placement guidelines and attendance requirements are followed

Failure to submit T-CAD assessments on time will result in the assessment being marked as:

- Absent (Fail) or
- AR (Absent – Reassess at Reassessment Session)

14.4 COVID LEAVE FOR ACADEMIC YEAR 2025/2026

Nursing and Midwifery students with COVID-19 symptoms must immediately notify the practice development team at their hospital. COVID-19 and sick leave should be reported via the Time Management System (TMS) and to the hospital **Student Allocations Liaison Officer (SALO), who approves COVID-19 leave only.**

Confirmed COVID-19 cases do not require repayment of leave (up to 5 days per year), unless clinical assessments or competencies remain incomplete. These procedures follow NMBI guidelines.

Note: All absences, regardless of reason, must be made up during the vacation period to progress to the next year.

Midwifery students only: If placement is complete except for 100% attendance, students have a 2-week grace period to make up missed time by arranging with the Manager and Clinical Placement Coordinator.

14.5 BREACHES OF CONDUCT WHILE ON CLINICAL PLACEMENT

Health Service Providers have the right to refuse a student access to a practice area:

- While an alleged breach of conduct is being investigated

- If a breach has been confirmed

Where access is permanently refused following completion of disciplinary procedures, the student will not be permitted to continue in the course.

Breaches of professional or institutional standards, including those related to the NMBI Code, Health Service Provider rules, or College regulations may result in:

- Temporary or permanent suspension from practice placements
- Expulsion from the course

14.6 DISCIPLINARY PROCESS RELATED TO CLINICAL PLACEMENTS

1. Breaches will first be referred to the Director of Undergraduate Teaching and Learning.
2. If College regulations are involved, the case will be referred to the Junior Dean and the Director of Nursing or Director of Midwifery will be notified to determine whether the student may continue in practice during the investigation.
3. Breaches of the NMBI Code or Health Service Provider rules will also be treated as breaches of College regulations and may be referred to the School of Nursing and Midwifery Fitness to Practise Committee following review.

Note: A student suspended from a placement for any period is deemed not to have completed the placement. The missed time must be made up during the vacation period.

14.7 ASSESSMENT, REPETITION OF PLACEMENTS AND REASSESSMENT

14.7.1 Junior Fresh, Senior Fresh, Junior Sophister nursing and midwifery students and Senior Sophister CGIDP students:

Practice placements occur throughout each year of the nursing and midwifery courses. Assessment is carried out using standardised tools, and students must:

- Achieve required levels to pass
- Pass each practice placement (there is no compensation possible through other assessments)

Students who fail a placement may be **permitted to repeat it once**, but not more than once per academic year.

The results of practice placement assessments will be published following the Court of Examiners.

Students who fail any placement will receive a Fail at the Annual Assessment Session.

At the Court of Examiners' discretion, students may be offered the opportunity to repeat the placement during the summer months.

Failed placements cannot be carried over into the next academic year.

To progress to the next academic year, all clinical placement hours, including repeat placements or time owed due to absences, must be fully completed by **Week 52**, as outlined in the academic year planner.

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.

Failure to meet the Week 52 deadline will result in a Fail outcome at the Reassessment Session of the Court of Examiners.

14.7.2 All students who are off books with assessment (OBA) with clinical placements to complete:

Junior Fresh, Senior Fresh, Junior Sophister nursing and midwifery students and Senior Sophister CGIDP students must complete and pass all placements by **Week 52** in the off-books year.

14.7.3 Nursing: Senior Sophister Year and Internship

In the Senior Sophister year, nursing students will complete:

- A 6-week supernumerary practice placement, during which they are not considered employees.
- A 36-week internship/rostered placement, where their status changes to that of an employee.

Assessment and Progression Criteria

- Practice placement is a mandatory component and must be passed. It cannot be compensated by other forms of assessment.
- If a student does not meet the required standard in a practice placement, they may be granted one repeat opportunity in the academic year.
- Supernumerary placement failure:
 - If the final year supernumerary placement is failed, one repeat opportunity will be allowed at the start of the internship, resulting in an extension of the internship.
 - Failure of the second attempt results in an exit from the programme.
- Internship component failures:

- Two failed placements during the internship results in an exit from the programme.
- Failure of the final internship placement or the final Year 5 placement (Children's and General Integrated Degree Programme - CGIDP) also constitutes an exit point from the degree programme.
- Senior Sophister nursing and midwifery students who do not complete clinical placement by the Reassessment session may not be eligible to graduate in the Winter Commencement Ceremony. Deadlines for graduation are determined annually by Academic Registry.
- Senior Sophister nursing students must complete all clinical placement requirements by 30th November. Incomplete students after 30th November will be recorded as "Off Books Taking Assessment" and will not be processed until the following Court of Examiners in May, incurring the standard College examination fee.
- Senior Sophister nursing students who are off books with assessment (OBA) with clinical placements/Internship to complete, must complete and pass all placements by Week 52 in the off-books year.

Attendance, Interruptions, and Leave

- Students must make up any interruption of more than 24 hours during internship placements, regardless of the individual Health Service Provider's policies.
- Types of leave to be made up include sick leave, maternity/parenting leave, compassionate leave, special leave or any other non-annual/public holiday leave exceeding 24 hours.
- Any student absent from practice placement must:
 - Submit medical certificates to the TCD Allocations Office: TCDAllocations@tcd.ie
 - Ensure all missed time is made up prior to completing the internship.

COVID-19 Specific Guidelines

- Students with COVID-19 illness during the internship should contact the Student Allocations Liaison Officer in their Health Service Provider.

Reassessment examinations during Internship

- Students taking reassessment examinations are strongly advised to:
 - Cease placement for up to two weeks prior to the week of the reassessment.
 - If choosing not to do so, they must formally notify the hospital Student Allocations Liaison Officer.

- Time missed during this period is considered time owing and must be made up in full.

Concerns Regarding Completion of Internship

- If a student becomes aware that they may be unable to complete their internship, they must:
 - Notify their College Tutor immediately.
 - Inform the Course Coordinator and Clinical Allocations Office as soon as possible: TCDAllocations@tcd.ie

Remuneration and Contracts

- Salary and entitlements are determined by the individual Health Service Provider.
- Students may not be paid for repeating placements or making up time. This is at the discretion of the provider.
- Prior to starting the internship, students must sign a contract with their associated Health Service Provider.
 - Students are advised to read these contracts carefully, especially the sections related to sick leave, COVID-19 leave and symptom management, and salary and entitlements
- Contracts may vary between Health Service Providers.

14.7.4 Midwifery: Senior Sophister Year and Internship

In the Senior Sophister year, midwifery students will complete:

- A 6-week supernumerary practice placement, during which they are not considered employees.
- A 36-week internship/rostered placement, where their status changes to that of an employee.

Supernumerary Placement (6 Weeks)

- Students will gain experience across a range of practice areas, including core midwifery and specialist placements.
- These placements serve to prepare students for the internship phase and are not part of the paid employment period.

Internship/Rostered Placement (36 Weeks)

- Students will rotate through core midwifery areas: antenatal care, intranatal (labour and birth) care, postnatal care.

- Students must be deemed competent in all core areas by the end of the Senior Sophister year.
- Each internship placement is a minimum of 8 weeks in duration, with one exception:
 - When a summative placement follows a formative placement in the same area, the summative placement will be 6 weeks.
- In the event of a failed placement, any repeat placement will be 6 weeks in duration.
- While on placement, students will complete an Assessment of Midwifery Competence, which may be formative or summative.
- Senior Sophister nursing and midwifery students who do not complete clinical placement by the Reassessment session may not be eligible to graduate in the Winter Commencement Ceremony. Deadlines for graduation are determined annually by Academic Registry.
- Senior Sophister midwifery students must complete all clinical placement requirements by 30th November. Incomplete students after 30th November will be recorded as “Off Books Taking Assessment” and will not be processed until the following Court of Examiners in May, incurring the standard College examination fee.
- Senior Sophister midwifery students who are off books with assessment (OBA) with clinical placements/Internship to complete, must complete and pass all placements by Week 52 in the off-books year.

Attendance, Interruptions, and Leave

- Students must make up any interruption of more than 24 hours during internship placements, regardless of the individual Health Service Provider’s policies.
- Types of leave to be made up include sick leave, maternity/parenting leave, compassionate leave, special leave or any other non-annual/public holiday leave exceeding 24 hours.
- Any student absent from practice placement must:
 - Submit medical certificates to the TCD Allocations Office: TCDAllocations@tcd.ie
 - Ensure all missed time is made up prior to completing the internship.

COVID-19 Specific Guidelines

- Students with COVID-19 illness during the internship should contact the Midwifery Student Allocations Liaison Officer in their affiliated hospital.

Reassessment examinations during Internship

- Students taking reassessment examinations are strongly advised to:

- Cease placement for up to two weeks prior to the week of the reassessment.
- If students choose not to avail of this, they must formally notify their Midwifery Student Allocations Liaison Officer in their affiliated hospital.
- Time missed during this period is considered time owing and must be made up in full.

Concerns Regarding Completion of Internship

- If a student becomes aware that they may be unable to complete their internship, they must:
 - Notify their College Tutor immediately.
 - Inform the Course Coordinator and Clinical Allocations Office (TCDAAllocations@tcd.ie) without delay.

Remuneration and Contracts

- Salary and entitlements are determined by the individual Health Service Provider.
- Students may not be paid for repeating placements or making up time. This is at the discretion of the provider.
- Prior to starting the internship, students must sign a contract with their affiliated hospital.
 - Students are advised to read these contracts carefully, especially the sections related to sick leave, COVID-19 leave and symptom management, and salary and entitlements
- Contracts may vary between 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 Ultra 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 Ultra 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 Ultra 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 Ultra (<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](#) 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. All correspondence regarding feedback will be available on Blackboard Ultra 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.

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 |
| ➤ | 60-69% | II.1 | Second Class Honour ^{1st} Division |
| ➤ | 50-59% | II.2 | Second Class Honour ^{2nd} Division |

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 1st 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 |
|--|--|
| Hannah McDowall Nursing Scholarship | <p>Named in honour of the late Nurse Hannah McDowall (1976-2001), the Adelaide Health Foundation 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.</p> <p>Value: €500 from September 2025</p> |

| | |
|---|--|
| School of Nursing & Midwifery Student Awards | <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> |
| First Class Book Prize | <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 Fresh Prizes and Awards – Nursing:

| | |
|---|---|
| School of Nursing & Midwifery Student Awards | <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> |
| | Value: Book voucher €100. |
| First Class Book Prize | <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> |

Junior Sophister Prizes and Awards – Nursing:

| | |
|---|--|
| School of Nursing & Midwifery Student Awards | <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> |
| First Class Book Prize | <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:

| | |
|--|--|
| Gold Medal (B.Sc. (Cur.) Nursing Only) | <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> |
| School of Nursing & Midwifery Student Awards | <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> |
| Seville Award (B.Sc. (Cur.) General Nursing Only) | <p>The Seville Award has been created to mark the contribution to nursing and to patient care of Miss Yvonne Seville, who was appointed Matron of the Adelaide Hospital in 1993 and oversaw the patient and nursing move to TUH in 1998.</p> <p>The objective of the Seville Award is to recognise that the role of nursing is at the heart of Patient Care. It will be awarded to a 4th Year General Nursing Internship student at Tallaght University Hospital</p> |

| | |
|--|--|
| | <p>(TUH), deemed to have displayed commitment and excellence in compassionate care for the patient and their family.</p> <p>This award highlights the importance of listening, empathy and respect in nursing care, keeping the patient and their families at the heart of nursing.</p> <p>4th Year General Nursing Internship students, studying BSc. Gen Nursing at TUH are eligible for this award.</p> <p>This annual award carries a value of €500.</p> |
|--|--|

| | |
|---|--|
| <p>Margaret Huxley Prize, St. James's Hospital</p> | <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> |
| <p>Meath Hospital General Nursing Final Year Student Award</p> | <p>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.</p> <p>The successful general nursing student will receive the Meath Hospital Silver Medal.</p> |

| | |
|---|--|
| St. Patrick's Mental Health Services Award | <p>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.</p> <p>The prize will be presented at the presentation of certificates and hospital badges in St. Patrick's Mental Health Services.</p> <p>Value: €200.</p> |
| First Class Book Prize | <p>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.</p> <p>Book prizes may be collected from the Academic Registry by the award holder in person.</p> |

Year 5 Prizes and Awards – CGIDP Only

| | |
|-------------------|--|
| Gold Medal | <p>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.</p> |
|-------------------|--|

23.2 MIDWIFERY PRIZES AND AWARDS

Junior Fresh Prizes and Awards – Midwifery:

| Prize | Criteria |
|---|--|
| School of Nursing & Midwifery Student Awards | <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.</p> <p>Value: Book voucher €100.</p> |
| First Class Book Prize | <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 Fresh Prizes and Awards – Midwifery:

| | |
|---|--|
| School of Nursing & Midwifery Student Awards | <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.</p> <p>Value: Book voucher €100.</p> |
| First Class Book Prize | <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> |

Junior Sophister Prizes and Awards – Midwifery:

| | |
|---|--|
| School of Nursing & Midwifery Student Awards | <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.</p> <p>Value: Book voucher €100.</p> |
| First Class Book Prize | <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 – Midwifery:

| | |
|---|--|
| School of Nursing & Midwifery Student Awards | <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.</p> |
|---|--|

| | |
|-------------------|---|
| | Value: Book voucher €100. |
| Gold Medal | Overall mark of 75% and above in Award of Degree. Students must pass all modules and clinical placements on first attempt in JS and SS years. |

| | |
|-----------------------------------|--|
| Dr Lorraine Andrews' Award | <p>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.</p> <p>Value: Medal and Bursary of €250</p> |
|-----------------------------------|--|

Senior Sophister Prizes and Awards – Midwifery:

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

Open to all Undergraduate Nursing and Midwifery Students:

| | |
|-------------------------------------|---|
| The Carole King Annual Award | <p>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.</p> <p>Application for the award is open to all undergraduate nursing and midwifery students.</p> |
|-------------------------------------|---|

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 [here](#).

24.1 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/trinity-edi/policy/dignity-and-respect-policy>
- **Equality Policy:**
<https://www.tcd.ie/equality/trinity-edi/policy/equality-policy/>
- **Equality, Diversity and Inclusion:**
<https://www.tcd.ie/equality>
- **Athena Swan at the School of Nursing and Midwifery:**
<https://www.tcd.ie/nursing-midwifery/athena-swan/>

27 CONFIDENTIALITY GUIDELINES

27.1 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/woman's files or any patient/client/woman's 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.

27.2 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.

27.3 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 [here](#).

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 [here](#).
- You can also “Like” us on the School of Nursing and Midwifery **Facebook** page: www.facebook.com/TCD.Nursing.Midwifery
- Via our [Alumni webpage](#).

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.

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.

31 APPENDICES

31.1 APPENDIX 1: ASSESSMENT SCHEDULES

Assessment Schedule Junior Fresh

B.Sc. Midwifery
B.Sc. (Cur.) General/Mental Health/Intellectual Disability Nursing
B.Sc. Children's and General Nursing Integrated Degree Programme

Academic Year 2025/2026

| 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 | Unseen Formal 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 |
| | CCNP | 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 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 - Easy read information sheet (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 | Unseen Formal Examination - 2 hours 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

B.Sc. Midwifery
B.Sc. (Cur.) General/Mental Health/Intellectual Disability Nursing
B.Sc. Children's and General Nursing Integrated Degree Programme

Academic year 2025/2026

| 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 assessments: Part A: 1,500 word assignment (60%) - Week 16 Part B1: Completion of HSElands "Medication Management Module (pass/fail) - week 9 Part B2: Online MCQ examination (40%) - Week 16 | Semester 1 | Patricia Kavanagh | All components must be attempted to pass module. If overall mark is <50% - repeat Parts A and B2. | 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 |
| | CGDP | 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 | Róisín Reilly | Repeat assessment | Yes |
| | | MNU22015 | Physical Health and Pharmacology in Mental Health | 10 | Unseen Formal 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 Formal Examination - 3 hours (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 | Aisling O Halloran | 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

B.Sc. Midwifery
B.Sc. (Cur.) General/Mental Health/Intellectual Disability Nursing
B.Sc. Children's and General Nursing Integrated Degree Programme

Academic year 2025/2026

| 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 (same worksheets as Semester 1)). | Yes |
| | | MNU33011 | Nursing Care of the Deteriorating and Critical Ill Adult | 10 | Part A - Certificates of successful completion of: 1. National Early Warning System (NEWS) V2: Nursing/HSCP Focus (pass/fail) 2. Certificate of successful completion of Introduction to Sepsis Management for Adults including maternity (pass/fail) 3. Certificate of successful completion of Understanding Tracheostomies (anatomy, physiology, indications, procedures) (pass/fail) 4. Mandatory participation in 3hr timetabled simulation sessions (pass/fail) Part B - Case Study 2,500 words (100%) | Semester 2 | Catherine McCabe | Repeat failed component | Yes |
| | College | MNU33001 | Nursing Care of Children with Altered Health | 10 | Unseen Formal Examination (100%) | Semester 2 | Marianne Murphy | Repeat assessment | No |
| | Mental Health | MNU33014 | Working with People with Serious Mental Health Problems | 10 | Part 1 - Online Assessment (30%) Part 2 - Case Study and Podcast (70%) | 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 | Elish 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 | Unseen Formal Examination (100%) - 3 Hours OSCE (pass/fail) | 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 | 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 |
| | | MNU33020 | 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 Senior Sophister

B.Sc. Midwifery
B.Sc. (Cur.) General/Mental Health/Intellectual Disability Nursing
B.Sc. Children's and General Integrated Degree Programme

Academic Year 2025/26

| 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 2 | Anne-Marie Malone & Margaret McAdam | Repeat assessment | No |
| | CGIDP | MNU44001 | Applied Children's Nursing | 10 | Assessment 3,000 words | Semester 1 | Tracey O'Neill | 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 |

30.2 APPENDIX 2 YEAR PLANNERS

B.Sc. (Cur.) General/Mental Health/Intellectual Disability Nursing - Year Planner 2025/2026

Students should only refer to the confirmed planner for the year that they are actively in, as year planners can change throughout the lifecycle of the programme

| | 2025-2026 | Week | Junior Fresh (1st Year) | 2025-2026 | Week | Senior Fresh (2nd Year) | 2025-2026 | Week | Junior Sophister (3rd Year) | 2025-2026 | Week | Senior Sophister (4th Year) |
|--------|-----------|-------------------|----------------------------|--------------------|------|----------------------------|-----------|------|--------------------------------|-----------|------|--------------------------------|
| | Theory | Clinical Practice | Internship | Next academic year | | | | | | | | |
| Year 1 | 20 | 11 | 0 | | | | | | | | | |
| Year 2 | 19 | 14 | 0 | | | | | | | | | |
| Year 3 | 19 | 18 | 0 | | | | | | | | | |
| Year 4 | 10 | 6 | 36 | | | | | | | | | |
| Total | 68 | 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

NMBI Requirements:

- Theory - no fewer than 63 weeks
- Practice - no fewer than 45 weeks
- Internship - no fewer than 36 weeks

Year Planner:

- Theory - 68 weeks
- Practice - 49 weeks
- Internship - 36 weeks

© School of Nursing & Midwifery, University of Dublin 2025

B.Sc. Midwifery - Year Planner 2025/2026

Students should only refer to the confirmed planner for the year that they are actively in, as year planners can change throughout the lifecycle of the programme

| | 2025-2026 | 2025-2026 | 2025-2026 | 2025-2026 | 2025-2026 |
|------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Week | Week | Week | Week | Week |
| 2025-2026 | 28th Aug | 1st Sept | 8th Sept | 15th Sept | 22nd Sept |
| Week | 1 | 2 | 3 | 4 | 5 |
| Junior Fresh (1st Year) | Assessment Week * | Marking/Feedback Week | Marking/Feedback Week | Marking/Feedback Week | Marking/Feedback Week |
| 2025-2026 | 28th Aug | 1st Sept | 8th Sept | 15th Sept | 22nd Sept |
| Week | 1 | 2 | 3 | 4 | 5 |
| Senior Fresh (2nd Year) | Assessment Week * | Marking/Feedback Week | Marking/Feedback Week | Marking/Feedback Week | Marking/Feedback Week |
| 2025-2026 | 28th Aug | 1st Sept | 8th Sept | 15th Sept | 22nd Sept |
| Week | 1 | 2 | 3 | 4 | 5 |
| Junior Sophister (3rd Year) | Assessment Week * | Marking/Feedback Week | Marking/Feedback Week | Marking/Feedback Week | Marking/Feedback Week |
| 2025-2026 | 28th Aug | 1st Sept | 8th Sept | 15th Sept | 22nd Sept |
| Week | 1 | 2 | 3 | 4 | 5 |
| Senior Sophister (4th Year) | Assessment Week * | Marking/Feedback Week | Marking/Feedback Week | Marking/Feedback Week | Marking/Feedback Week |

Theory
Clinical Practice
Internship
Next academic year

| | | | |
|---------------|----|----|----|
| Year 1 | 22 | 13 | 0 |
| Year 2 | 19 | 14 | 0 |
| Year 3 | 19 | 16 | 0 |
| Year 4 | 10 | 6 | 36 |
| Total | 70 | 49 | 36 |

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

* Foundation Scholarship Examinations

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

NMBI Requirements:

Theory - no fewer than 58 weeks

Practice - no fewer than 45 weeks

Internship - no fewer than 36 weeks

Year Planner:

Theory - 70 weeks

Practice - 49 weeks

Internship - 36 weeks

© School of Nursing & Midwifery, University of Dublin 2025

B.Sc. Children's and General Nursing - Year Planner 2025/2026

Students should only refer to the confirmed planner for the year that they are actively in, as year planners can change throughout the lifecycle of the programme

[illegible]

31.2 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). Find more [here](#).

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/linked-in-learning/catalogues/lil-graduate-attributes.php>

31.3 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](#).

SLD has developed a **Blackboard Ultra 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 Ultra module enrolment: <https://www.tcd.ie/sld/learning-resources/>

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.

RESOURCE TOPICS

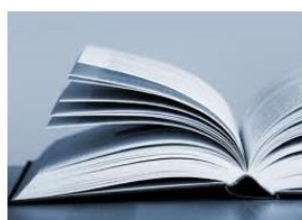
| | | | |
|--|---|---|--|
| EFFECTIVE STUDY SKILLS | SELF-MANAGEMENT SKILLS | WRITING SKILLS | MATHS & STATS SKILLS |
| Resources on: 1. Note-taking 2. Reading 3. Memory and Understanding 4. Group Work 5. Study Groups | Resources on: 1. Time Management and Organisation 2. Procrastination and Concentration 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 |
| CRITICAL THINKING | PRESENTATION SKILLS | ASSESSMENTS & EXAMS | POSTGRADUATE SKILLS |
| 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 |

31.4 APPENDIX 5 TRINITY DISABILITY SERVICE

Support Provision for Students with Disabilities

Trinity College's [Disability Service](#) 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:



Academic Support >



Assistive Technology >



Reasonable Accommodations Group Sessions >



Managing Your Reasonable Accommodations >



Deaf Supports in 3rd Level >



Disability Consultation >



Exam Accommodations >



Library Supports >

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

Examination accommodation and deadlines

Students should make requests as early as possible in the academic year.

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](#).

31.5 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](#).

Contact:

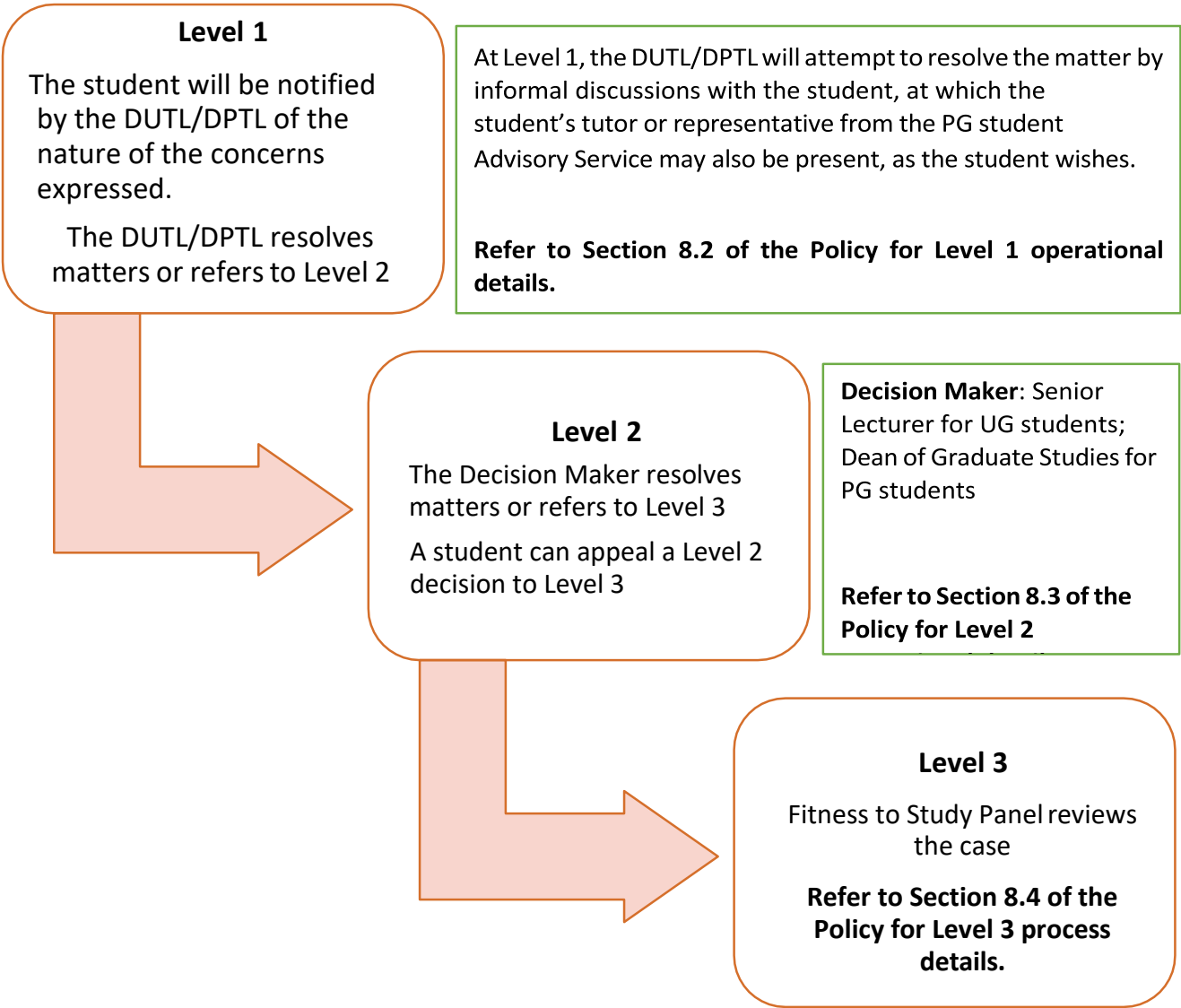
If you would like to contact the S2S office, or if you would like to request a Peer Supporter, you can email student2student@tcd.ie or find more contact information [here](#).

31.6APPENDIX 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:

[College Fitness To Study Policy](#)

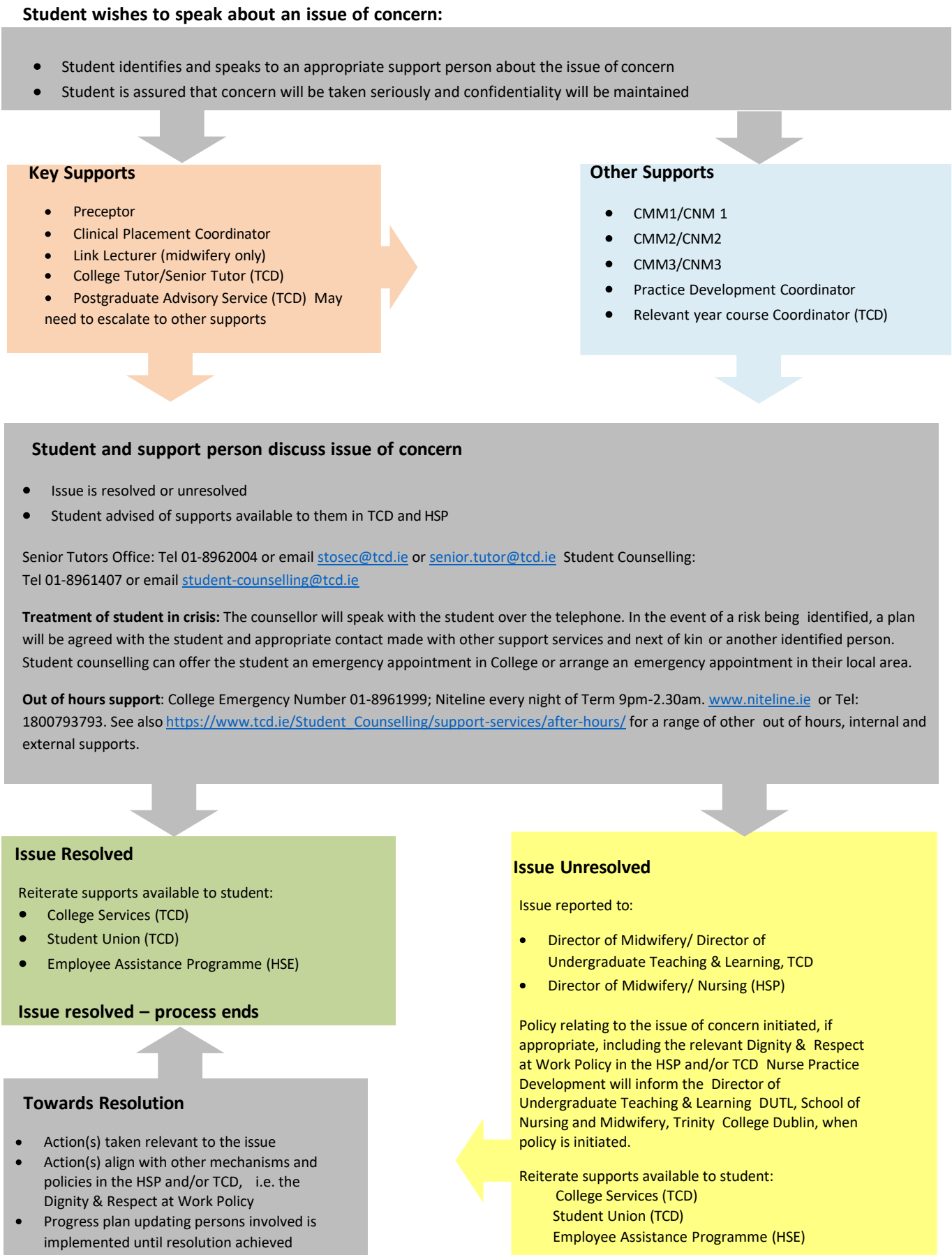
The Relevant Person is notified where a concern regarding a student’s Fitness to Study arises. The Relevant Person is the Director of Undergraduate Teaching and Learning (DUTL) for undergraduate students or the Director of Postgraduate Teaching and Learning (DPTL) for postgraduate students.



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.

31.7 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



31.8APPENDIX 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 | 1. Conforming with instructions (e.g. word length) | 2. Attention to purpose | 3. Referencing | 4. Clarity of objectives and focus of work |

| | Class- ification | 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. |

| Content and knowledge of subject | | | | | | |
|----------------------------------|------------------------------|---|---|---|--|---|
| % 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 |
| | | Descriptions | | | | |
| 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. |

| Thinking/ analysis/conclusions | | | | | |
|--------------------------------|------------------------------|--|--|---|--|
| % Grade | Grade Class- ification | 1. Analysis | 2. Conceptualisation | 3. Critical reasoning | 4. Reflection/evaluation |
| | | Descriptions | | | |
| 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 viewpoint. | 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 |

| | | Descriptions |
|-------|------|---|
| 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. |

| Practical/Interpersonal Skills | | | | | | |
|--------------------------------|-----------------------|---|---|--|--|--|
| % Grade | Grade Class-ification | 1. Performance Skills | 2. Client Satisfaction | 3. Data/information gathering/processing | 4. Imagination/Creativity | 5. Originality |
| | | Descriptions | | | | |
| 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 client's 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 client's 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. |

31.9 APPENDIX 10 POSTGRADUATE COURSES

Postgraduate Study at the School of Nursing & Midwifery

Transforming healthcare and creating a better future for all

Further your studies through postgraduate education at the School of Nursing & Midwifery, Trinity College Dublin. We are ranked 1st in Ireland and the European Union, and 20th in the world for Nursing in the QS World University Subject Rankings 2025 and offer a wide range of flexible postgraduate programmes.

Click on the image below or [here](#) to discover our postgraduate courses for nurses, midwives and allied healthcare professionals who wish to specialise and advance their career.



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Nursing & Midwifery

Postgraduate Prospectus 2025/26



If you are interested in studying a particular postgraduate programme, our friendly postgraduate team are here to answer any questions.

Get in touch with them by emailing pgt.nursing.midw@tcd.ie.

31.10 APPENDIX 11 TRINITY CAREERS SERVICE

| | | |
|--|--------------------------|-------------------------------|
| Careers Fairs and Events → | Map My Future → | 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 → |

Visit the Careers Services webpage to access the following services:

<https://www.tcd.ie/Careers/students/>

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

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

Trinity Careers Service, 7-9 South Leinster
Street, Dublin 2 Email: careers@tcd.ie ; Tel:
01 896 1721