School of Nursing and Midwifery

Bachelor in Science Midwifery
Senior Sophister
Course Handbook 2020-2021
Reception opening hours (currently restricted due to COVID-19)
Monday to Friday: 08.00-12.00 & 13.00-15.00

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

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

This course handbook should be read in conjunction with the University of Dublin Calendar. Contents are subject to change. Changes will be notified on Blackboard.
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In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in this programme handbook, the provisions of the General Regulations in the Calendar will prevail:

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

September 2020
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Important information on COVID-19 restrictions and modes of teaching and learning

Information contained in this Course Handbook relates to a standard year structure and delivery. The COVID-19 context has, and will, require a continuous adaptation and flexibility both in the delivery of content and student participation. We thank students for working with us in what is a dynamic and evolving COVID-19 context.

In order to offer taught programmes in line with government health and safety advice, teaching and learning in Semester 1 for your programme will follow a blended model that combines online and in-person elements to be attended on campus. This blended model will include offering online lectures for larger class groupings, as well as in-person classes for smaller groups: the differing modes of teaching and learning for particular modules are determined by your home School. Information on the modes of teaching and learning in Semester 2 will be available closer to the time.

Trinity will be as flexible as possible in facilitating late arrivals due to travel restrictions, visa delays, and other challenges arising from the COVID-19 pandemic. If you expect to arrive later than 7th September 2020 (for continuing students entering 2nd, 3rd, 4th years only), please alert your course coordinator as early as possible.

For those students not currently in Ireland, according to current government health and safety guidelines, please note that these students are expected to allow for a 14-day period of restricted movement after arrival and prior to commencement of their studies, and therefore should factor this into their travel plans.

For those students currently on the island of Ireland, we remind you of the Irish government’s advice that all non-essential overseas travel should be avoided. If you do travel overseas, you are expected to restrict your movements for 14 days immediately from your return, during which time you will not be permitted to come to any Trinity campus. Therefore, as you are required to be available to attend College from the beginning of the new teaching year on 7th September 2020 (for continuing students in 2nd, 3rd, 4th years only), please ensure you do not return from travel overseas any later than 23rd August 2020.
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1 **Introduction**

Welcome to the Bachelor in Science in Midwifery Honours Degree programme (B.Sc. Midwifery). The midwifery team wish you every success as you pursue your midwifery career and hope you will be successful in all aspects of the midwife registration education programme, and you enjoy the experience of studying with us in the School of Nursing and Midwifery, Trinity College Dublin, the University of Dublin and associated Health Service Providers, the Coombe Women and Infants University Hospital and the Rotunda Hospital.

This programme handbook is designed to provide students undertaking the B.Sc. Midwifery programme with information about the programme, so it is important that you read it carefully and understand the content. The handbook should be read in conjunction with all other Trinity College Dublin, the University of Dublin student information handbooks including the Trinity College Dublin, the University of Dublin Calendar (Part II) (Undergraduate Regulations).

If you have any queries regarding the programme please contact the Midwifery Senior Executive Officer (SEO) and Course Coordinator (CC) for your year.

For any clinical allocation (practice placement) queries please email the relevant Administrative Officer for your intake/year in the Allocations Office directly:

Mary Kelly kellym1@tcd.ie

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Midwifery</td>
<td>Dr Louise Gallagher / Ms Kathryn Muldoon</td>
</tr>
<tr>
<td>Director of Undergraduate Teaching and Learning</td>
<td>Dr Damien Brennan</td>
</tr>
<tr>
<td>Senior Sophister Course Coordinator</td>
<td>Ms Margaret Dunlea</td>
</tr>
<tr>
<td>Administrative Officer, Undergraduate</td>
<td>Karen Smith</td>
</tr>
<tr>
<td>Senior Executive Officer – Senior Sophister Midwifery</td>
<td>Lisa Battersby</td>
</tr>
<tr>
<td>Clinical Allocations Officer</td>
<td>Erasmus Lead</td>
</tr>
<tr>
<td>Senior Sophister (Fourth Year) Assistant Allocations Officer</td>
<td>Mary Kelly</td>
</tr>
</tbody>
</table>
2 Programme Details

2.1 Programme Title
The programme is titled: Bachelor in Science (Midwifery) (Pre-registration Midwife Registration Education Programme). The Latin title is: Baccalaureus in Scientiis (Ars Obstetricia) and the abbreviated title is B.Sc. (A. Obs.).

2.2 Programme Organisation
The School of Nursing and Midwifery, Trinity College Dublin, the University of Dublin and its two associated maternity service providers - the Coombe Women and Infants University Hospital, Dublin and the Rotunda Hospital, Dublin provide the midwife registration education programme jointly. The programme is delivered over a four-year period. The academic year is divided into three terms: Michaelmas, Hilary and Trinity, with teaching occurring in all three terms. The theoretical content of the midwife registration education programme is organised into modules. The theoretical content of the programme is delivered mainly in the School of Nursing and Midwifery facilities in (i) D’Olier Street, (ii) the Trinity Teaching Centre, on the campus of St James’s Hospital and (iii) Trinity College’s main campus at College Green.

Midwifery practice placements are attained in the Coombe Women and Infants University Hospital, Dublin, the Rotunda Hospital, Dublin and the Midlands Regional Hospital Portlaoise.

2.3 Awards Conferred on Successful Completion of the Programme
Students who successfully complete the programme are awarded a Bachelor in Science (Midwifery) honours degree from Trinity College Dublin, the University of Dublin with eligibility to register on the Midwives Division of the Nurses and Midwives Register maintained by An Bord Altranais agus Cnáimhseachais na hÉireann (Nursing and Midwifery Board of Ireland (NMBI)). Students will also receive academic credits in the form of ECTs. The European Credit Transfer Systems (ECTs) is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a programme of study. The ECTS weighting for each module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, practice 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. ECTS credits are awarded to a student only upon successful completion of the course/programme year. Progression from one year to the next is determined by the course/programme regulations. Students who fail a year of their course/programme will not obtain credit for that year. ECTs
awarded to each module of the midwife registration education programme are detailed in Section 7, Programme Structure.

3 Philosophy for Midwifery Education and Practice

The School of Nursing and Midwifery Trinity College, the University of Dublin has a clear philosophy concerning women, their babies and their families; the nature of midwifery care; the profession of midwifery; the provision of midwifery education; and the conduct of research in maternity care and women’s health. We are dedicated to excellence in practice, education and research.

Each woman journeying through pregnancy, birth and the postnatal period draws from her individual life experiences. Social and cultural contexts influence the woman’s unique perceptions of, and expectations in relation to having a baby and becoming a mother. Having a baby is a life-changing experience for the woman and her family and care should be holistic, taking account of the physical, psychological social and cultural nature of this significant event. Midwives are ideally positioned to empower women to participate and have more control in the decision-making process regarding their health and lifestyle choices. Women and their families need and deserve sensitive care from all health care professionals. This involves developing a reciprocal and equitable relationship in order to foster a partnership based on mutual trust and respect.

The profession of midwifery is concerned with protecting and promoting the normality of childbirth for women. However, all women, including women with complex needs, are entitled to and can benefit from midwifery care. Midwives are committed to supporting women in offering and providing responsive care, where the development of an equitable partnership with the woman and her family is central. This is inclusive of the woman or her family’s ethnic, cultural, religious, socioeconomic background or sexual orientation. Midwives uphold the autonomous role of the midwifery profession and recognise that midwifery care is most effectively and efficiently provided through collaboration with women and our multidisciplinary colleagues in the health care team.

Midwifery education focuses on developing all aspects of the curriculum to achieve the goal of empowering women and their families through their relationship with midwives. Consequently, our midwifery education programmes aim to inspire and support midwives to fulfil their scope of midwifery practice set out by NMBI. Midwives are involved in the support and conduct of research within the areas of midwifery, maternity care and women’s health with an emphasis on evaluating practice and educational interventions, exploring women’s experiences of care, developing models of decision-
making for women and midwives whilst pursuing a research agenda that remains socially relevant. We endeavour to ensure that all research is collaborative and inclusive, involving women, their families and our practice-based colleagues.

In order to realise this philosophy, strong links and genuine partnership exist among all stakeholders. This is reflected in the Memorandum of Understanding (MoU) signed by the three institutions involved in the provision of the midwife registration education programme and in the membership of the Midwifery Joint Working Group, B.Sc. Undergraduate Curriculum Committee and the Midwifery Course Committee. The collaboration, cooperation and partnership that exist among the institutions are reflected in the design of a dynamic programme that has a shared vision.

Students are facilitated through teaching and learning to become articulate, inquisitive practitioners capable of problem solving, analysis, reflection and self-direction. Students are respected and valued as adults. In their pursuit of personal and professional development, they are guided, supported and facilitated by midwives (educators and practitioners) through the implementation of a caring and responsive curriculum.

4 Purpose of the Programme

This midwife registration education programme, which meets all regulatory and statutory requirements, aims to educate midwives who fulfil the definition of a midwife and are capable of pursuing the activities of a midwife as set out in the EU Directive 2005/36/EC/ of the European Parliament and of the Council 7th September 2005 and in the definition of a midwife, set out in 4.1.

4.1 The Midwife

The definition of the midwife adopted by the International Confederation of Midwives (ICM) and the International Federation of Gynaecologists and Obstetricians (FIGO) in 2011 states that a midwife is:

“a person who has successfully completed a midwifery education course that is duly recognised in the country where it is located and that is based on the ICM Essential Competencies for Basic Midwifery Practice and the framework of the ICM Global Standards for Midwifery Education; who has acquired the requisite qualifications to be registered and/or legally licensed to competency in the practice of midwifery” (ICM 2011).

The midwife is recognised as a responsible and accountable professional who works in partnership with women to give the necessary support, care and advice during pregnancy, labour and the postpartum period, to conduct births on the midwife’s own responsibility and to provide care for the newborn and the infant. This care includes preventative measures, the promotion of normal
birth, the detection of complications in mother and child, the accessing of medical care or other appropriate assistance and the carrying out of emergency measures.

The midwife has an important task in health counselling and education, not only for the woman, but also within the family and the community. This work should involve antenatal education and preparation for the parenthood and may extend to women’s health sexual or reproductive health and child care. A midwife may practise in any setting including home, community, hospitals, clinics or health units.

4.2 The Activities of the Midwife
Directive 2005/36/EC, Article 42, states:

"Member states shall ensure that midwives are at least entitled to take up and pursue the following activities:

1. To provide sound family planning information and advice;
2. To diagnose pregnancies and monitor normal pregnancies; to carry out examinations necessary for the monitoring of the development of normal pregnancies;
3. To prescribe or advise on the examinations necessary for earliest possible diagnosis of pregnancies at risk;
4. To provide a programme of parenthood preparation and a complete preparation for childbirth including advice on hygiene and nutrition;
5. To care for and assist the mother during labour and to monitor the condition of the fetus in utero by the appropriate clinical and technical means;
6. To conduct spontaneous deliveries including, where required, and episiotomy and in urgent cases a breech delivery;
7. To recognise the warning signs of abnormality in the mother or infant which necessitate referral to a doctor and to assist the latter where appropriate; to take the necessary emergency measures in the doctor’s absence, in particular the manual removal of the placenta, possibly followed by manual examination of the uterus;
8. To examine and care for the newborn infant; to take all initiatives which are necessary in case of need and to carry out where necessary immediate resuscitation;
9. To care for and monitor the progress of the mother in the postnatal period and to give all necessary advice to the mother on infant care to enable her to ensure the optimum progress of the newborn infant;
10. To carry out the treatment prescribed by a doctor;
11. To maintain all necessary records".
It is implicit, therefore, that the learning outcomes of the midwife registration education programme are predefined and determined by relevant national and European legislation. The requirements and standards for midwife registration education programme are clearly set out by An Bord Altranais agus Cnáimhseachais na hÉireann (NMBI 2005). Students are advised to familiarise themselves with this document, particularly Section 2 of the document.

4.3 Aims of the Programme
This programme aims to:

▪ Prepare students to practise safely, competently and effectively;
▪ Educate graduates to uphold recognised standards of midwifery practice;
▪ Foster tolerance and respect for individualism and diversity;
▪ Educate graduates who are flexible and adaptable in their approach to working with women and their families during the childbirth experience;
▪ Engender in graduates a desire for the discovery of new knowledge;
▪ Engender a philosophy of lifelong learning.

4.4 Outcomes of the Programme
Following successful completion of the totality of the programme, the student will be able to:

▪ Provide competent, safe midwifery care autonomously for women and their families;
▪ Recognise the individuality of each woman and foster the development of shared decision-making throughout the childbirth experience;
▪ Promote and support lifestyle choices that enhance the health and well-being of women, their families and the wider community;
▪ Demonstrate informed decision-making skills and the ability to make informed differential diagnoses;
▪ Recognise the scope of midwifery practice, initiate appropriate referrals to other healthcare providers, and provide emergency care when required;
▪ Recognise the need for pursuing scientific and social research in order to enhance midwifery practice;
▪ Provide evidence that they meet the EU Directive 2005/36/EC and ‘Requirements and Standards for the Midwife Registration Education Programme’ (NMBI 2005) for entry to the Midwives Division of the Nurses and Midwives Register with An Bord Altranais agus Cnáimhseachais na hÉireann;
• Take responsibility for maintaining a level of knowledge and skills that is based on the best available evidence.

5 The Midwifery Student

5.1 The Status of the Midwifery Student
Students undertaking the midwife registration education programme are students of Trinity College Dublin, the University of Dublin. When in practice placements in Senior Sophister (year 4), students are considered supernumerary for their first practice placement (pre-internship period) but are not supernumerary for the 36-week period of internship.

The key features of supernumerary status are:

• The student is in addition to the rostered complement of registered midwives;
• Allocation to a practice placement is driven by educational needs enabling the student to achieve stated learning outcomes;
• The student actively participates in giving care appropriate to their level of knowledge and practical experience under the supervision and guidance of a registered midwife, whilst respecting the interests and rights of women, their partners, their babies and families;
• In the case of a placement in a neonatal unit, gynecological ward, operating theatre within the maternity care setting, or in other placements outside the maternity care setting, the student should be under the supervision and guidance of a named designated individual;
• The practice placement allows for purposeful and focused learning where the student applies theoretical knowledge to midwifery practice and develops the integrated knowledge and skills essential to a professional practitioner of midwifery practice’ (NMBI 2016; p64).

The School of Nursing and Midwifery, Trinity College Dublin, the University of Dublin in partnership with the Coombe Women and Infants University Hospital and the Rotunda Hospital endeavour to create a positive learning and working environment which focuses on respect and dignity for all individuals in that environment. In this regard, the provisions of the Dignity and Respect Policies of Trinity College Dublin, the University of Dublin, the Coombe Women and Infants University Hospital and the Rotunda Hospital apply to students undertaking the midwife registration education programme.

5.2 Midwifery Student Representation on Committees
Students’ views are considered a crucial part of the successful development of programmes within the School of Nursing and Midwifery, Trinity College Dublin. Nominated students from each year of the
midwife registration education programme will act as student representatives on a number of fora including the (i) Midwifery Courses Committee, (ii) Positive Culture Committee (iii) School Committee. Student representatives are selected at the beginning of the academic year by the student cohort in each year. It is recommended that student representatives consult with the student group and on a regular basis to identify issues of concern for discussion at relevant committee meetings.

Representatives are also advised to discuss issues of concern with the Course Coordinator for their year and, if appropriate, the Director of Midwifery Programmes. Student representatives can discuss issues regarding practice and the practice learning environment at Student Council, a forum specifically established by the Coombe Women and Infants University Hospital and the Rotunda Hospital to address such issues. Students are also represented on the Executive of the School of Nursing and Midwifery. This representative is elected from and by the cohort of student representatives. Students are encouraged to have representation on the Student’s Union within Trinity College Dublin, the University of Dublin and all are members of the University of Dublin Midwifery Association, a forum providing peer support for students undertaking the undergraduate and postgraduate midwife registration education programmes.

5.3 Student Health and Support Available in College

A number of mechanisms are available to support students as they progress through the midwifery education programme and a number of systems exist to support students. The Course Coordinator will be available to students by appointment and at prearranged times during theory and practice sessions. All Lecturers in Midwifery and Clinical Tutors in Midwifery will provide guidance and support to students by appointment. In the practice environment, Clinical Placement Coordinators (CPCs) and Link Lecturers in Midwifery will provide support, as appropriate.

There are a range of support services available to students within Trinity College which may be accessed through the programme Course Coordinator or through self-referral. The College counselling, health and chaplaincy services are also available to students. Further details including contact details of these services are provided in the relevant college publication, in particular the Student Union’s Handbook and Trinity College Dublin website homepage http://www.tcd.ie/info/students/.

The main services are:

- Student Counselling Service
- Student Health
- Student Disability Services
- Chaplaincy
- Career Advisory Service
- Sports and Recreation
- Accommodation
- Student 2 Student (S2S)
- S2S offers trained Peer Supporters for students who want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat. Peer Supporters are there to assist with everything from giving students the space to talk about things, to helping a student access resources and services in the College. Students can email S2S directly to request a meet-up with a Peer Supporter or can pop in to the drop-in to talk directly to a volunteer (check S2S website for drop-in times and venues). S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

See: [http://student2student.tcd.ie](http://student2student.tcd.ie), E-mail: student2student@tcd.ie Phone: + 353 1 896 2438

For more information on services see the following:
www.tcd.ie/students/
www.tcd.ie/equality/
http://www.tcd.ie/students/supports-services/
https://www.tcd.ie/maturestudents/
https://www.tcdsu.org/

‘Learning to Learn Online in Trinity’
This online module is delivered by Student Learning Development (SLD) and is designed to support students to manage their learning and assessment in an online environment. The objective of the module is to provide relevant resources and support that students may need to adapt to in a hybrid learning environment. All students are encouraged to take this module, which is available on Blackboard.
https://student-learning.tcd.ie/learning_to_learn_online/

5.3.1 Support for Students with a Disability
The School of Nursing and Midwifery, Trinity College Dublin is committed to ensuring that, whenever possible, students with a disability have full access to the same facilities for study and recreation as the rest of the University community. 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 special arrangements can be made for students as appropriate. Such arrangements might include the use of specialised equipment, the provision of an amanuensis or simply the allocation of additional time, see [www.tcd.ie/disability/](http://www.tcd.ie/disability/).
5.4 Financial Support
Students may be entitled to the Higher Educational Grants Scheme which is a means tested grant provided by the Irish government (administered by the Local Authority) to eligible students.

Students are entitled to a once-off uniform allowance which is administered by the Coombe Women and Infants University Hospital and the Rotunda Hospital. Students will be responsible for providing other items of uniform i.e. uniform shoes, Fob watch and for laundry of their uniform.

Where students undertake practice placements away from the programme base i.e. the Coombe Women and Infants University Hospital and the Rotunda Hospital, an external placement allowance, consisting of travel and an accommodation allowance will be paid. The Coombe Women and Infants University Hospital or the Rotunda Hospital administers these allowances.

During Senior Sophister (year four), students undertake a continuous 36-week period (inclusive of 2 weeks annual leave) of internship during which their status is that of employee of the hospital. They receive a salary commensurate with 70% (from March 2016) of a first-year midwife’s salary and are required to sign a contract of employment with the relevant hospital.

5.5 Students on a Sponsorship Course
A Sponsorship Course is a course where staff employed in the health service in Ireland is sponsored by the Health Service Executive to undertake the midwife registration education programme. Students in receipt of such sponsorship are requested to contact the Midwifery Allocation Liaison Officer (MALO) in the Coombe Women and Infants University Hospital or the Rotunda Hospital to inform them of the sponsorship. All information provided to the MALO will be confidential.

6 Registration and Identification as a Student
Students must register as students of the Trinity College Dublin, the University of Dublin, (see Trinity College Dublin, the University of Dublin Calendar, Part II - Undergraduate Regulations) during the first week of the midwife registration education programme. Students must be registered with College before commencing practice placement in the Coombe Women and Infants University Hospital and the Rotunda Hospital in any year of the programme.
Within thirty days of the commencement of the midwife registration education programme, the student is required to apply to the Nursing and Midwifery Board of Ireland to have their name entered on the Candidate Register and be issued with a Personal Identification Number (PIN). The Trinity College Dublin student identity card must also be carried by students at all times while in Trinity College Dublin. At the beginning of the programme, students will also be issued with an identification card by the Coombe Women and Infants University Hospital and the Rotunda Hospital. The Coombe Women and Infants University Hospital and the Rotunda Hospital, require students to have identification cards on their persons at all times.

For the purposes of programme administration, the contact details provided by the student at registration will be the address to which all written correspondence is posted during the duration of the programme. Students must inform College, the Course Coordinator, their allocated hospital and all other relevant personnel and authorities of any change of contact details during the programme.

### 7 Programme Structure

The meaningful integration of theory and practice is fundamental to the design of the midwife registration education programme. Integral to the design is the exposure of the student to a significant amount of midwifery practice at an early stage in the programme, in order to foster the development of theory from practice as well as practice from theory.

#### 7.1 Classroom and Practice Learning

The programme is a 4-year degree programme and is of 148 weeks duration complying with the number of weeks (144 weeks minimum) of learning required by, ‘Requirements and Standards for the Midwife Registration Education Programme’ (NMBI 2005). The programme will consist of the following distribution of theory and practice over the 4-years (see Appendix 1):

<table>
<thead>
<tr>
<th>Theory</th>
<th>63 weeks</th>
</tr>
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<tbody>
<tr>
<td>Practice (supernumerary placements)</td>
<td>49 weeks</td>
</tr>
<tr>
<td>Practice (Internship placement)</td>
<td>36 weeks</td>
</tr>
<tr>
<td>Total</td>
<td>148 weeks</td>
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</table>

In Senior Sophister (year four), students will spend 9 weeks in the classroom, which includes 1 reading week and 1 assessment week. Students will spend one 6-week period in the practice area where students
are supernumerary and an additional 36 weeks internship/rostered placement where the status of the student changes to that of employee. During the 6-week supernumerary placement, students will gain experience in a variety of practice placements, including core midwifery and specialist placements. During the 36-week internship/rostered placement, students will gain experience in all core midwifery areas (i.e. antenatal, intranatal and postnatal) and must be deemed competent in all of these areas by the end of Senior Sophister year. Practice placements will be a minimum of 6 weeks duration and students are required to complete an Assessment of Midwifery Competence (assessed as formative or summative) while on placement.

7.2 Timetable of Classroom Learning
Students are issued with a copy of the course timetable at the beginning of the academic year. Timetables are available on the School website http://nursing-midwifery.tcd.ie/undergraduate/timetable-overview/ and Blackboard Learn. Students will be notified of timetable changes/updates throughout the academic year by email to their TCD email address. Students are obliged to check their TCD email account on a regular basis. Students should refer only to Blackboard Learn for timetables in 2020/21, and also refer to notifications via email. Students should not refer to timetables in the Trinity student app (myday.tcd.ie) as this information is incorrect for 2020/21. Blackboard Learn is a virtual learning environment and course management system used to communicate and share content relating to the nursing and midwifery courses. Please report any timetable issues/queries as soon as possible to the School of Nursing and Midwifery Timetabling Officer, Helen Byrne Jacob, email: hjacob@tcd.ie

7.3 Record of Midwifery Practice Experiences
During the midwife registration education programme, students are required to complete a record of all relevant midwifery practice experiences in the Midwifery Practice Record Book (small blue covered book). This record book must be carried by the student during all practice placements, completed and signed contemporaneously. These records will be reviewed by the Link Lecturer every 3-6 months approximately. This offers an opportunity for reflection on experience to date and for identifying further learning needs. It is vital that this book is kept safely as (i) it forms an essential record of the student’s experience, (ii) contains confidential information and (iii) is required as evidence for registration as a midwife with An Bord Altranais agus Cnáimhseachais na hÉireann.
<table>
<thead>
<tr>
<th>Module number</th>
<th>Module title</th>
<th>Year</th>
<th>ECTS</th>
<th>Total hours</th>
<th>Classroom hours</th>
<th>Practice hours</th>
<th>Assessment</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWU44001</td>
<td>Midwifery/Specialist Practice Placement</td>
<td>X</td>
<td>5</td>
<td>240</td>
<td>-</td>
<td>24</td>
<td>21</td>
<td>195</td>
</tr>
<tr>
<td></td>
<td>Midwifery/Specialist Practice Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Attendance</td>
</tr>
<tr>
<td>MWU44004</td>
<td>'Bringing it all together'</td>
<td>X</td>
<td>10</td>
<td>200</td>
<td>33</td>
<td>77</td>
<td>90</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>'Bringing it all together'</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Examination x 2 (Paper 1 and Paper 2) (S)</td>
</tr>
<tr>
<td></td>
<td>Being a Midwife – Personal and Professional Development</td>
<td>X</td>
<td>5</td>
<td>100</td>
<td>48</td>
<td>32</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Being a Midwife – Personal and Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Portfolio (S)</td>
</tr>
<tr>
<td>MWU44005</td>
<td>Dissertation</td>
<td>X</td>
<td>10</td>
<td>200</td>
<td>-</td>
<td>50</td>
<td>150</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dissertation (S)</td>
</tr>
<tr>
<td>MWU44002</td>
<td>Midwifery Practice: Internship</td>
<td>X</td>
<td>30</td>
<td>1320</td>
<td>70</td>
<td>10</td>
<td>77.5</td>
<td>1,162.5</td>
</tr>
<tr>
<td></td>
<td>Midwifery Practice: Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Competency Practice Assessment (F) Competency Practice Assessment (S)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
<td>2060</td>
<td>151</td>
<td>193</td>
<td>358.5</td>
<td>1,357.5</td>
<td></td>
</tr>
</tbody>
</table>
Progression through the midwife registration education programme will require the student to achieve the required standards for attendance, professional conduct and the assessment of theory and practice. The assessment process is purposely devised to affect learning, deepen knowledge; enable learning outcomes to be effectively assessed so as to meet statutory, professional and academic requirements and to provide assurance of professional competence.

The assessment strategy is underpinned by the following principles:

- Assessment is viewed as part of the learning process;
- Assessment is an integral part of the curriculum rather than being an additional or separate component;
- Assessment methods are varied and wide ranging (including examinations, written and oral, assignments, case presentations, skills assessment, OSCE, DVD, Assessment of Midwifery Competence in practice) to enable students to develop a variety of skills and abilities and build on the strengths they already possess;
- Assessment is fair and will not disadvantage an individual student;
- Assessment promotes the integration and application of theoretical perspectives with practice;
- Assessment facilitates increased self-awareness and motivation;
- Assessment provides feedback to the student via the encouragement of self-assessment, and feedback from lecturers, peers, preceptors and the midwifery team;
- Assessment is subject to review and to internal and external moderation;
- Assessment ascertains that a student has achieved the required standard for each year of the programme and, at the end of the programme, the standard which will allow the student to become a registered midwife and be awarded a Bachelor in Science (Midwifery) honours degree.

8.1 Assessment Strategy
The assessment strategy for the programme is detailed in the following table.
## Assessment Strategy for Senior Sophister (Year Four) of the Midwife Registration Education Programme

<table>
<thead>
<tr>
<th>Module number</th>
<th>Module title</th>
<th>Level / Year</th>
<th>ECTS</th>
<th>Total hours</th>
<th>Assessment strategy*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MWU44001</td>
<td>Midwifery/Specialist Practice Placement</td>
<td>X</td>
<td>5</td>
<td></td>
<td>240</td>
</tr>
<tr>
<td>MWU44004</td>
<td>‘Bringing it all together’</td>
<td>X</td>
<td>10</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>MWU44003</td>
<td>Being a Midwife – Personal and Professional Development</td>
<td>X</td>
<td>5</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>MWU44005</td>
<td>Dissertation</td>
<td>X</td>
<td>10</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>MWU44002</td>
<td>Midwifery Practice: Internship</td>
<td>X</td>
<td>30</td>
<td></td>
<td>1320</td>
</tr>
</tbody>
</table>

**Total** 60 2060

* In some instance reassessments may differ from the original assessment type. In this instance students will be notified by their module leader.
8.2 Assessment of Midwifery Practice in Practice Placement

Practice placements will take place throughout each year of the B.Sc. Midwifery programme. Students are assessed using an assessment scale and they must achieve the required levels to pass their practice placements.

Further details of the standard levels expected of students can be found in the Midwifery Competency Assessment document. Students are required to pass each practice placement and may not compensate with any other form of assessment. Students who fail a practice placement may be granted permission to repeat that placement. However, a practice placement cannot be repeated more than once in any academic year.

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

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

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

Students will be notified of the submission date for their Midwifery Competency Assessment documents via email to their Trinity College Dublin email account. Students must submit their Midwifery Competency Assessment documents to the Clinical Allocations Office in the School of Nursing and Midwifery, TCD at the requested submission time. Methods and time of submission will be communicated to the students prior to the submission date. Late submissions will not be processed and will be returned as an AR (Absent Re-assess) result.
Students must carry their ‘Assessment of Midwifery Practice Document’ and their Midwifery ‘Practice Record Book’ for each working shift on duty in the practice area. The completed and signed Assessment of Midwifery Competence Document must be returned by the student to the Allocations office as directed by the Allocations EO via email. Non submissions will be recorded as a FAIL at the annual COE and student will be expected to repeat in the summer months. All clinical placements must be completed by week 52 in order to rise into the next year of training.

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

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

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

8.2.1 Senior Sophister

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

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

Students who become aware that they may not complete the Internship component must notify their College Tutor at the earliest possible date. Circumstances should be conveyed to the Course Coordinator and Clinical Allocations Office as soon as possible. Remuneration is the responsibility of each Health Service Provider and making up required time or repeating internship placements may not be remunerated. It is at the Health Service Provider’s discretion whether the students are remunerated for repeating internship placements or making up interruptions during the internship placement. Students will be asked to sign a contract with their training hospital prior to commencement of the internship. Please read these contracts in full, especially in relation to sick leave, entitlements and salary. Contracts will be different in each Health Service Provider.

8.3   Pass Standard
The pass mark for theoretical assessments is 50%, for OSCEs it is Pass/Fail and for the Assessment of Competence in practice placement it is Pass/Fail.

8.4   Compensation

8.4.1   Senior Sophister (Year Four) Compensation Rules
In Senior Sophister (year four), there is NO compensation between modules and there is NO accumulation of marks within modules i.e.

- MWU44003 Being a Midwife – Personal and Professional Development: Portfolio must be passed independently;
- MWU44004 Bringing it all Together: Examination Paper 1 (three-hour written examination) must be passed independently;
- MWU44004 Bringing it all Together: Examination Paper 2 (three-hour written examination) must be passed independently;
MWU44004 Bringing it all Together: Essential Skills for Midwifery Practice must be passed independently;
MWU44005 Dissertation must be passed independently.

8.5 Presentation and Submission of Assignments
Regulations regarding the presentation and submission of assignments are detailed in the Trinity College Dublin, the University of Dublin Calendar, Part II (Undergraduate regulations). Students will be provided with specific information regarding the exact assessment/submission date, guidelines for completion, supervision etc. for each assignment at least four weeks prior to the assessment/submission date. An electronic copy of all written assignments must be submitted on or before the designated time on the date of submission. The electronic copy must be submitted via ‘Blackboard’. Students will be provided with instructions regarding electronic submissions by module leader/team or undergraduate administration staff. Students who do not submit will be recorded as ‘Absent’. Students are expected to read and comply with the policy on Plagiarism Trinity College Dublin, the University of Dublin Calendar, Part II.

Referencing – Harvard Referencing System
Students are advised that it is essential to consult the Harvard Referencing System for specific regulations regarding the completion of assignments. Assignments that do not meet the submission criteria will not be accepted. The Harvard Referencing System is available and accessible for all students on the Library website at: http://www.tcd.ie/Library/support/subject/nursing-midwifery/. All students must comply with the Harvard Referencing System.

8.6 Plagiarism
Plagiarism is viewed as a form of academic dishonesty and may be defined as stealing or borrowing from the writings or ideas of others and passing them off as one’s own. Any failure to acknowledge other people’s ideas and statements in an assessment is viewed by the University as academic fraudulence. It is regarded as a major offence for which a student may be referred to the Disciplinary Committee of the University and may be expelled from the University. It is important to understand that stating that your intention was not to cheat and that you didn’t understand what constituted plagiarism will not be accepted as a defence. It is the action and not the intention that constitutes plagiarism.
Students are required to familiarise themselves with Trinity College Dublin’s statement and guideline on Plagiarism, which can be found at http://tcd-ie.libguides.com/plagiarism
In addition, students are required to complete an online tutorial on avoiding plagiarism. The ‘Ready, Steady, Write’, tutorial is located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

8.7 Results
All results are provisional until adjudicated on by the Court of Examiners at the end of each academic year. Following adjudication of all assessments and examinations by the Court of Examiners the student will be informed of the final results for all assessments/examinations and whether or not the Court of Examiners have recommended, at the end of fourth year, whether or not s/he is eligible to apply to register as a midwife with An Bord Altranais agus Cnáimhseachais na hÉireann (Nursing and Midwifery Board of Ireland) and be awarded the Bachelor in Science (Midwifery) honours degree (Baccalaureus in Scientiis (Ars Obstetricia) (abbreviated title is B.Sc. (A. Obs.)) from Trinity College Dublin, the University of Dublin.

8.8 Student Feedback
Feedback on individual progress is an integral part of the teaching/learning experience. Guidelines to assist the completion of each assignment/examination will be provided to students. Feedback will be provided on each assignment/examination summarising the strengths and areas requiring development and with clear guidance for the future.

8.9 Failure at an Assessment
Regulations regarding failure at assessments are detailed in the Trinity College Dublin, the University of Dublin Calendar, Part II. Where a student has failed to achieve the required standard in a module (theory or practice), the student may be assessed on ONE further occasion in that assessment. Prior to the reassessment the student is invited and encouraged to discuss, with an appropriate lecturer/preceptor, the programme content being assessed.

In Senior Sophister year (year four), where a midwifery student has failed to achieve the required standard in a practice placement (summative assessment), the midwifery student may be permitted to repeat that placement on ONE further occasion. Students are permitted to repeat only ONE practice placement (summative assessment) in Senior Sophister (year four).

8.10 Extenuating Circumstances
A student who believes her/his performance in an assessment is likely to be impaired through illness or other reasons (ad misericordiam) should consult with their Tutor and the Trinity College Dublin, the University of Dublin Calendar, Part II for details of procedures that might apply in this instance.
8.11 Appeal Process

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

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

8.12 Applying for Re-check/Re-marking of Assessments

The regulations regarding applying for re-check/re-marking of assessments are set out in the Trinity College Dublin, the University of Dublin Calendar, Part II.

8.13 Requirements to Pass Each Year of the Programme and Progress

In order to rise in each year of the programme, the student must achieve the following:

- Satisfactory level of attendance at both the theoretical and practice components of the programme;
- Have demonstrated an acceptable level of professional conduct;
- Have no outstanding issues of fitness to practice;
- Achieved a mark of 50% in the required number of assessments;
- Achieved a pass in the required number of Assessments of Midwifery Competence.

8.14 Repeating a Year

The Senior Sophister year cannot be repeated in full. A Senior Sophister student who, after completion of the reassessment examinations (theoretical and/or practice placements), has failed any of the reassessment examinations, may apply to the Senior Lecturer to go ‘Off Books Taking Assessment’ and repeat the theory elements only in the next year or withdraw from the programme. The 36-week internship cannot be repeated. Students in Senior Sophister year, who are incomplete in their practice placement by week 10 of the subsequent academic year, are required to go off books in order to complete any outstanding practice placement. Please refer to Trinity College Dublin, the University of Dublin Calendar, Part II, General Regulations for further details pertaining to these procedures.
8.14.1 Professional Re-orientation
Students who have been off books for two or more consecutive years, with permission of the Senior Lecturer, are required to complete a programme of professional re-orientation before proceeding to the next year of the programme. Students may not repeat a professional re-orientation programme and will be required to withdraw from the programme in the event of a non-satisfactory completion of the programme of professional re-orientation. A professional re-orientation fee is levied.

8.15 Requirements for Registration as a Midwife and the Award of a Degree
The student must have achieved the following:
• Satisfactory level of attendance at both the theoretical and practice components of the course;
• Have demonstrated an acceptable level of professional conduct;
• Achieved a mark of 50% in the required number of assessments;
• Achieved a pass in the required number of assessments of midwifery competence;
• Have no outstanding issues of fitness to practice.

8.16 Classification of the Degree
Having first fulfilled the criteria laid down in the 4 years of the midwife registration education programme in order to be eligible to apply for registration in the Midwives Division of the Nurses and Midwives Register with An Bord Altranais agus Cnáimhseachais na hÉireann and to be awarded a Bachelor in Science (Midwifery) degree from Trinity College Dublin, the University of Dublin, the degree will be awarded in accordance with the following classification:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 – 59%</td>
<td>Third Class Honor</td>
</tr>
<tr>
<td>60 – 64%</td>
<td>Second Class Honor 2nd Division</td>
</tr>
<tr>
<td>65 – 69%</td>
<td>Second Class Honor 1st Division</td>
</tr>
<tr>
<td>70% or greater</td>
<td>First Class Honor</td>
</tr>
</tbody>
</table>

The award of the degree made by College will be made on the combined mark of the student’s work during the 4 years of the programme. The weighting of each year is made on the combined mark of the student’s work during the Sophister years (years three and four) of the programme. The weighting of each year is as follows:

- 35% of overall Junior Sophister (year three) marks;
- 65% of overall Senior Sophister (year four) marks.
8.17 Requirements for the Ordinary B.A. Degree
Students who have been successful in Junior Sophister (year three) of the midwife registration education programme may be permitted to graduate with the Ordinary B.A. degree if they choose not to complete the fourth year of programme. Students who have been unsuccessful in the assessments of the Senior Sophister year may be eligible for the award of the Ordinary B.A. degree based on their performance in the Junior Sophister examinations, provided that a special recommendation to that effect is made by the Court of Examiners.

The Ordinary B.A. degree does not carry a license to practise as a midwife nor does it lead to registration in the Midwives Division of the Nurses and Midwives Register with An Bord Altranais agus Cnáimhseachais na hÉireann (see Trinity College Dublin, the University of Dublin Calendar, Part II; Faculty of Health Sciences, Requirements for the B.A. degree).

8.18 Prizes and Awards
Each year, the School of Nursing and Midwifery, the Coombe Women and Infants University Hospital and the Rotunda Hospital award medals and prizes to students who have achieved the best grades in theory and/or practice. The awards are:

<table>
<thead>
<tr>
<th>Trinity College Dublin, the University of Dublin</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Class Book Prize</strong>&lt;br&gt;Non-final, non-degree year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Nursing and Midwifery, Trinity College Dublin, the University of Dublin</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Book Prize</strong>&lt;br&gt;All years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Coombe Women and Infants University Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gold medal</strong></td>
</tr>
<tr>
<td><strong>Silver medal</strong></td>
</tr>
<tr>
<td><strong>Tim Healy</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Rotunda Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor in Science (Midwifery)</strong></td>
</tr>
<tr>
<td><strong>Raymond Cross Gold Medal</strong></td>
</tr>
<tr>
<td><strong>Solomon’s Gold and Bronze Medals</strong></td>
</tr>
</tbody>
</table>
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.

8.19 Transcripts

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

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

Requests for transcripts should be made via the School of Nursing and Midwifery website


Please ensure all relevant details are included when completing the online request form

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

9 Participation and Attendance

Students should consult the following documents in relation to participation and attendance requirements: Trinity College Dublin, the University of Dublin Calendar, Part II and Requirements and Standards for the Midwife Registration Education Programme’ (NMBI 2005). The ‘Requirements and Standards for the Midwife Registration Education Programme’ (NMBI 2005) require the College and the associated Health Service Providers to ensure that the student meets the requirements and standards of the midwife registration education programme.

9.1 Attendance in Classroom and Practice Placement

Students are required to attend all timetabled sessions, both theory and practice. Permission for voluntary absences must be negotiated in advance with the Course Coordinator. Regulations regarding attendance are also stipulated in the Trinity College Dublin, the University of Dublin Calendar, Part II.
There is a **100%** attendance requirement for classroom sessions. Attendance at classroom sessions will be monitored by the electronic card reader system using the student’s Trinity College Dublin ID card and random attendance checks. Where a student’s attendance is non-satisfactory in two consecutive terms, the School of Nursing and Midwifery may request the Senior Lecturer to refuse the student permission to sit the annual examinations (see Trinity College Dublin, the University of Dublin Calendar, Part II). Guidelines for students on the Electronic Attendance System are available on Blackboard Learn.

Students who are absent from compulsory training sessions such as manual handling, first aid, etc. will be permitted to attend a second training session only in exceptional circumstances such as certified illness. Should students fail to attend these training sessions, they will be required to arrange and attend approved external training sessions **at their own expense**. Only in exceptional circumstances such as certified illness will this fee be waived. Failure to complete these sessions within a designated time-frame will result in students not being able to attend practice placement (see Trinity College Dublin, the University of Dublin Calendar, Part II).

In practice placements, a **100%** attendance is compulsory and the student is required to have an attendance record signed daily when in the practice area. This record will be reviewed as part of the Assessment of Midwifery Competency submitted to the Allocations Office, School of Nursing and Midwifery, Trinity College Dublin at the end of each practice placement and within **3 weeks of completion of the placement**. All interruptions must be made up before the practice placement is deemed complete and satisfactory attendance is a requirement for successful completion of the programme. Students may request specific practice duties (off duty) only in exceptional circumstances. Preceptorship takes precedence.

If a student wishes to attend the practice area outside of her/his scheduled practice placement and/or roster (e.g. students would like to attend a clinic that they have a special interest in), permission to do so must be sought from the Clinical Placement Coordinator in their allocated hospital.

### 9.1.2 Attendance in Practice Placements Senior Sophister (Year Four)

In Senior Sophister (year four), during the 6-week supernumerary placement, students will be allocated to practice placements for a minimum of 32.5 hours per week or 65 hours per fortnight. During the 36-week internship period, students will be allocated to practice for 39 hours per week which includes 4 hours reflection time. Students will be required to practice for 3 long days/ nights per week. Reflective practice time will include both structured and unstructured elements and will be facilitated by the
School of Nursing and Midwifery, Trinity College Dublin, the Coombe Women and Infants University Hospital and the Rotunda Hospital.

9.2 Absences from Classroom and Practice Placement
Students should note that An Bord Altranais agus Cnáimhseachais na hÉireann (Nursing and Midwifery Board of Ireland) require College and associated Health Service Providers to ensure that students meet the educational and practice requirements of the midwife registration education programme. All leave (apart from annual leave and bank holidays) is considered an absence from the programme. This includes all occasions where a student cannot attend, for whatever reason (i.e. sickness, negotiated leave, transport problems, maternity leave, paternal leave etc.) the programme’s timetabled sessions. Should students have medical certificates for any period of absences, these should be submitted to the Executive Officer or the student’s College Tutor, whichever is the most appropriate. As already stated, where a student’s attendance is non-satisfactory at classroom session, the School of Nursing and Midwifery may request the Senior Lecturer to refuse the student permission to sit the annual examinations.

In practice placements, if at all possible and taking into consideration personal and course commitments, the student will be encouraged to make up outstanding practice time at the earliest opportunity. If practice placement is complete in all respects except for 100% attendance the student has an agreed period (liaise with the Student Allocations Liaison Officer (SALO) in the partner hospital) to make up the outstanding practice time through negotiation and agreement with the Clinical Midwife Manager and the SALO for the practice area. The student must liaise with the SALO regarding making up outstanding practice time as soon as possible and in accordance with the service needs of the hospital. The student must complete 100% attendance in a core practice placement prior to progressing to the next practice placement. If the student fails to make up the practice time within the three (3) week period, the placement will be recorded as ‘incomplete/ fail’ and the student will be required to repeat the practice placement. The final decision as to whether the student has met the requirements and standards of the midwife registration education programme rests with the Court of Examiners.

9.3 Procedures for Notifying Absences
While in practice placements, the student is requested to notify Midwifery Administration/Management in her/his allocated maternity hospital and the Clinical Placement Coordinator as early as possible on the day (preferably the evening before if on an early duty) that she/he is due for duty but is unable to attend due to sickness or any other cause. The student is requested to telephone the Clinical Placement
Coordinator and Midwifery Administration/Management on the day/evening (leave a voice message if necessary) prior to returning to duty.

The student should contact the Course Coordinator or the Executive Officer if unable to attend classroom session due to sickness or any other cause.

10 The Learning Environment

Teaching accommodation and facilities, libraries, computing facilities and practice placements are provided in three main sites, namely the (i) campuses of Trinity College Dublin, the University of Dublin, at College Green, D’Olier Street and St. James’s Hospital, (ii) Coombe Women and Infants University Hospital, Dublin and (iii) The Rotunda Hospital, Dublin.

10.1 Teaching Facilities
The School currently inhabits 2,246 sq. m in 24, D’Olier St and the majority of the third floor in the Faculty of Health Sciences building (Trinity Teaching Centre) on St James’s Hospital campus. Teaching accommodation within the university is supported by a full range of facilities.

The clinical skills laboratory is situated in Trinity Teaching Centre, St James’s Hospital with facilities such as CD-ROM, video and other aspects of multi-media approaches to learning available. Simulation techniques will be used through small group demonstration and practice to facilitate the development of midwifery practice skills, in particular communicating and psychomotor skills. Students will be able to practise a range of essential skills in a safe, simulated environment.

10.2 Library Services
Trinity College Library is the largest library in Ireland. Its collections of manuscripts and printed books have been built up since the end of the sixteenth century. In addition to the purchases and donations of almost four centuries, since 1801 the Library has had the right to claim all British and Irish publications under the terms of successive Copyright Acts. The book stock is now over four million volumes and there are extensive collections of manuscripts, maps and music. The Library occupies several buildings both on the main campus and has a Medical and Health Sciences Library in the Trinity Teaching Centre at St. James’s Hospital. There is a Book Repository at Santry, housing the majority of the closed access (Stacks) collections. The main library buildings are:

- Berkeley Lecky Ussher [BLU] Library complex
- Hamilton Science and Engineering Library
- 1937 Reading Room and The Old Library
- John Stearne Medical Library, Trinity Teaching Centre, St. James’s Hospital

The midwifery collection will be in the Ussher Library of the BLU complex. Some material will also be available in the John Stearne Medical Library as well as in the Book Repository at Santry.

Trinity Library holds over twenty thousand journal titles. In addition, the library contains a range of newspapers on microfilm, many of which backdate from the beginning of their publication. The Library subscribes to databases, including full text services and the library web pages provide access to journals in electronic format. This facility can be accessed off campus by students.

The diversity of information resources available to students has stimulated the need to develop the Library Skills Programme in order to equip users with skills in the efficient use and evaluation of potential sources. During the early weeks of the programme students will be provided with training sessions to facilitate the best use of this essential learning resource.

Libraries are also available in the Coombe Women and Infants University Hospital and The Rotunda Hospital. Photocopying facilities are available in all libraries.

10.3 Computing Facilities
All students will be encouraged and facilitated to develop computer literacy. Computing facilities are available in the School of Nursing and Midwifery, both in D’Olier Street and Trinity Teaching Centre, St James’s Hospital, as well as on main campus at College Green. Students, on registration, will be given a username and a password which will allow them access the computers in Trinity College Dublin and also a personal email account. An orientation session on computer use will also be provided by Information Systems Services (ISS) for students.

10.4 Learning in Practice Placement – The Midwifery Team
The knowledge, skills, attitudes and experiences of the midwifery team are essential for the integration of theory and practice. Midwives, in practice, guide and support students and ensure that the practice placement provides the optimum learning environment. Midwives at all levels and grades contribute to the education and learning of students. Being in practice alongside the midwifery team will provide students with daily opportunities to learn through and from experienced midwives who act as role models. Experiencing practice alongside other students (postgraduate students) will create an understanding of other routes to registration as a midwife in Ireland.
10.5 Preceptors and Preceptorship
In the practice placement, students will practise alongside and under the appropriate supervision of midwives. In order to maximise learning and to facilitate the development and assessment of the competencies required of a registered midwife, students will be assigned a named preceptor (and, if appropriate co-preceptor) at the beginning of each practice placement. Midwives/preceptors engaged in the teaching, learning and assessing of students are prepared for this role, they are required to complete a preceptorship programme.

10.6 Clinical Placement Coordinators
The role of the Clinical Placement Coordinator (CPC) is to guide and support students to achieve the learning outcomes of practice placements and meet the requirements and standards of the midwife registration education programme. It also involves assisting clinical and teaching staff in relation to students’ practice placements, both within and external to the maternity hospitals.

10.7 Midwifery Student Allocation Liaison Officers
The role of the Midwifery Student Allocation Liaison Officer (MWSALO) is to ensure that students are allocated to the specific number and type of practice placements in the course of the programme, in accordance with the ‘Requirements and Standards for the Midwife Registration Education Programme’ (NMBI 2005).

10.8 Link Lecturer
Each practice placement area will have a named midwifery lecturer from the School of Nursing and Midwifery, Trinity College Dublin allocated to act as a link between the Health Service Provider and College. The link lecturer’s name and contact details are available and accessible to all staff in each practice area.

The role of the link lecturer is in keeping with the School of Nursing and Midwifery’s philosophy of partnership in education. The role supplements other student support structures in the practice placement areas; namely Practice Development Coordinators, Clinical Placement Coordinators and Clinical Tutors in Midwifery.

While specific timetabled presence in practice areas is not practicable, the primary aim is to maintain regular communication between the practice area and the School of Nursing and Midwifery, Trinity College Dublin thus assisting and facilitating in the minimising of the theory practice gap.
The link lecturer, in partnership with preceptor’s, Practice Development Coordinators, Clinical Placement Coordinators and Clinical Tutors in Midwifery, anticipates and supports student learning and assessment needs:

- by engaging in updating of specific learning objectives;
- by encouraging student identification of specific learning needs prior to and during practice placement;
- by being a visible presence in the practice environment and available for contact with students on practice placement (both on an ad hoc and by appointment basis);
- by liaising with and supporting staff and student midwives in the practice area;
- by maintaining regular contact with preceptors, Practice Development Coordinators, Clinical Placement Coordinators and Clinical Tutors in Midwifery.

The link lecturer is also available, at student, preceptor or Clinical Practice Coordinator’s request, for student and preceptor support, and guidance during initial interview, middle and endpoint interview of midwifery competence assessments.

The link lecturer contributes to and participates (with clinical staff and students) in the auditing of the practice learning environment, (periodically as required by An Bord Altranais agus Cnáimhseachais na hÉireann, but also on an ongoing basis. The link lecturer (with Practice Development Coordinators and Clinical Placement Coordinators) contributes to and participates in the development and delivery of preceptorship programmes, in the continuous monitoring of student preceptorship arrangements, and in the practice assessment process.

10.9 Reflective Practice
Throughout the programme, reflection on practice is central and students are encouraged to apply theory and evidence to practice. A weekly one hour reflective session takes place in the Coombe Women and Infants University Hospital and the Rotunda Hospital, to support and supplement structures already in place for reflection in practice. This session occurs every Thursday from 14.30-15.30hrs during the academic year and all students who are rostered for duty are encouraged to attend. Students are also encouraged to attend on their off duty, where possible. The reflection is facilitated by Midwifery lecturers and Clinical Tutors in Midwifery from the School of Nursing and Midwifery, Trinity College Dublin and Practice Development teams in the maternity hospitals, on a rotational basis.
11 Dress Code

The student is expected to maintain a high standard of professional conduct and attention to dress is a part of that. This also involves the safety and health of the woman and her baby (and others – woman’s family and other health workers) and of the student. Students should familiarise themselves with the dress code of the hospital they are allocated to (Coombe Women and Infants University Hospital or Rotunda Hospital) and abide by that code whilst there.

11.1 Student’s Uniform
Student’s uniform consists of the following:
1. Midwifery student tunic of allocated hospital;
2. Navy trousers;
3. Navy socks, stockings or tights;
4. Navy cardigan (long enough to cover the tunic);
5. Navy or black shoes with non-slip soles. Shoes must cover the heel, toes and instep of the foot. The shoe sole should also be soft and quiet to reduce noise levels, particularly at night;
6. Hospital security/identity badge.

Students are advised that:
- A clean, well-pressed uniform should be worn at all times and it is advisable to always have a spare uniform available;
- Lockers will be provided at both the Coombe Women and Infants University Hospital and the Rotunda Hospital for the safe custody of uniforms and personal belongings. Uniform are not to be worn when outside the practice environment;
- The hospital security/identity badge must be worn while in the practice area;
- Other essential items needed include:
  - A watch with a second hand is essential at all times in practice
  - Black Pens
  - Scissors – one blunt end, one sharp end
  - A small notebook is highly recommended for making notes.

11.2 Hair
Each student should maintain the hair so that:
- it is above collar level
- it does not come in contact with the person/s being cared for
• interfere with the ability to give care
• it does not become a source of injury, i.e. getting caught in equipment etc.

11.3 Jewellery
• In the interest of the safety for the woman and baby, and infection control, jewellery must not be worn when on practice placement;
• When practising, jewellery is not permitted from the elbow down (with the exception of a plain wedding band). Wrist watches must not be worn;
• Jewellery in facial piercings must not be worn when in practice (studs in ear piercings are permitted).

Hospital managements do not accept responsibility for jewellery and other belongings kept in lockers or on hospital property.

11.4 Finger Nails
• Fingernails should be kept short i.e. no longer than the fingertip, as they can easily harm both woman and baby.
• Nail varnish/ hardeners/ false nails/gel nails are not permitted because of the danger of chipping and subsequent trauma and infection.

11.5 Smoking
Smoking is permitted only in designated areas and students are reminded that smoking can seriously damage health. As health workers students have a responsibility to encourage positive health behaviour. Smoking in uniform is NOT permitted whether on or off duty except in a designated smoking area.

11.6 Chewing Gum
Chewing gum while in the practice area is not permitted.

11.7 Mobile Phones
Mobile phones are not permitted while students are on duty in the practice area.

12 Professional Conduct and Disciplinary Issues

Students are required to comply with the expectations laid down within the Code of Professional Conduct and Ethics for Registered Nurses and registered Midwives (NMBI 2014). The Code of Conduct for all Students in the School of Nursing and Midwifery
are set out in the in the University of Dublin Calendar [https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf](https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf)

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

Students are required to read, understand and apply An Bord Altranais agus Cnáimhseachais na hÉireann’s most current version of standards and guidelines in their practice. These standards of conduct also apply when using social media and electronic forms of communication. Students are reminded to read (i) College’s policy on ‘Social Networking and Social Media’ and ‘IT and Network Code of Conduct’, both of which can be found at [www.tcd.ie/about/policies/](http://www.tcd.ie/about/policies/) and (ii) Guidance to Nurses and Midwives on Social Media and Social Networking (NMBI 2013).

Students **may not** make audio or visual recordings of lectures without the express consent of the individual lecturer. Students with disabilities may be permitted to record lectures if it is deemed a reasonable accommodation by the Disability Service, Trinity College Dublin. Students will be advised that all recordings remain the property of College and are for personal use only (see Trinity College Dublin, the University of Dublin, Calendar, Part II: General Regulations and Information).

### 13 Programme Personnel

The Course Coordinator is responsible for ensuring the coordination and cohesion of all involved in the delivery of the midwife registration education programme. All Lecturers in Midwifery and Clinical Tutors in Midwifery are involved in the teaching and assessing of students on this programme. Guest lecturers participate in the programme as required. Midwives and support personal in both the Coombe Women and Infants University Hospital and the Rotunda Hospital have a vital role in the education of students undertaking the programme.

**13.1 Programme Personnel, School of Nursing and Midwifery Trinity College Dublin**

Dr. Fintan Sheerin is Head of the School of Nursing and Midwifery, Trinity College Dublin.
Dr Louise Gallagher is Head of Midwifery and Director of Midwifery Programmes, School of Nursing and Midwifery, Trinity College Dublin until 1st October 2020. Kathryn Muldoon will be Head of Midwifery and Director of Midwifery Programmes for the remainder of the 2020/2021 academic year.

Dr Damien Brennan is the Director of Teaching and Learning (Undergraduate), School of Nursing and Midwifery, Trinity College Dublin.

Lecturers in Midwifery and Clinical Tutors in Midwifery, School of Nursing and Midwifery, Trinity College Dublin are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
### 13.2 Programme Personnel, The Rotunda Hospital

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiona Hanrahan</td>
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<tr>
<td>Sinead Landy</td>
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</tbody>
</table>

### 13.3 Programme Personnel, The Coombe Women and Infants University Hospital

<table>
<thead>
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<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Grainne Gillett</td>
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</tr>
</tbody>
</table>
13.4 **External Examiner**
The role of the external examiner is to oversee the delivery of the programme and acts as an independent moderator on the content, organisation and assessments.

14 **Alumni**

The School of Nursing and Midwifery values our links with our students and hope that your contact with us does not end when you graduate. We wish to keep you informed and involved in our School activities and to provide information of special interest to you.

Students will receive information regarding graduation and becoming “Alumni” of Trinity College Dublin following successful completion of your course. The term “Alumni” means graduates or former students of a School, College or University. Trinity College’s Alumni community consists of over 90,000 graduates in over 130 countries around the world.

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

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

- On successful completion of your programme of study and formal graduation you will become an Alumnus of the School of Nursing and Midwifery and can update your details at [www.tcd.ie/alumni/about/update.php](http://www.tcd.ie/alumni/about/update.php).
- Via our Alumni newsletter, which can be accessed on our Alumni webpage [nursing-midwifery.tcd.ie/alumni/](http://nursing-midwifery.tcd.ie/alumni/).

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

**Nursing and Midwifery Career Guide: A guide for newly qualified nurses and midwives in the Republic of Ireland**
15 University Regulations, Policies and Procedures

The following are relevant links to the University teaching and learning regulations:

- Academic policies and procedures: http://www.tcd.ie/teaching-learning/academic-policies/
- Student Complaints Procedure: https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf
- Dignity and Respect Policy: https://www.tcd.ie/equality/policy/dignity-respect-policy/
- Student Evaluation and feedback: https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php
- Student Partnership Policy: https://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/StudentPartnershipPolicy.pdf
- Policy on social networking and social media: https://www.tcd.ie/about/policies/social-networking-social-media.php
- Trinity College IT and network code of conduct: https://www.tcd.ie/about/policies/it_and_network_code_of_conduct.php
- Recording of lectures: https://www.tcd.ie/disability/teaching-info/reasonable-accommodations.php#recordlec

16 Emergency Procedure

In the event of an emergency, dial Security Services on extension 1999.

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

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

Please find below information regarding components being implemented as a result of the Trinity Education Project. Much of this will not be required until 2020/21 and beyond, as aside from the new Academic Year Structure, and Progression and Award regulations, the implementation of components of TEP will be phased in over the next few years. Please see Table 1 below, which sets out broadly the timing of phasing of implementation for Health Sciences programmes (Phase 1).

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

Phase 2 Programmes: All other undergraduate programmes.

Table 1: Phase 1 Programmes New Architecture

<table>
<thead>
<tr>
<th>Old Architecture</th>
<th>Academic Year</th>
<th>Phase 1 New Architecture</th>
</tr>
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<tbody>
<tr>
<td>New Academic Year Structure, Progression and Awards EXCEPT 30/70 calculation of degree award</td>
<td><strong>2018/19 onwards</strong></td>
<td>New Academic Year Structure, Progression and Awards, Graduate Attributes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Health Sciences Programmes only:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interprofessional Learning – it is up to the HS programmes to determine where to insert IPL.</td>
</tr>
<tr>
<td></td>
<td><strong>2021/22</strong></td>
<td>Capstone Project</td>
</tr>
</tbody>
</table>

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).
The four Trinity Graduate Attributes are:

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

**Why are the Graduate Attributes important?**

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

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

**How will I develop these Graduate Attributes?**

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

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

**Health Sciences only: Interprofessional Learning**

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

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

4 Year Planner of Classroom and Practice Learning
## B.Sc. Midwifery – Senior Sophister 2020/2021:
### 4 Year Planner of Classroom and Practical Learning

<table>
<thead>
<tr>
<th>Year 1</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>1-12</td>
<td>1-12</td>
<td>1-12</td>
<td>1-12</td>
</tr>
<tr>
<td>Junior Fresh (1st Year)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Fresh (2nd Year)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Junior Sophister (3rd Year)</td>
<td></td>
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<tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Senior Sophister (4th Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**These highlighted weeks are optional and will not be used to exceed 86 weeks in total.**

### Notes:
- **Theory** - no fewer than 56 weeks
- **Practice** - no fewer than 40 weeks
- **Internship** - no fewer than 36 weeks

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<table>
<thead>
<tr>
<th>Year 4</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>1-12</td>
</tr>
<tr>
<td>Senior Sophister (4th Year)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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| Year Planner: |
| Theory - 68 weeks |
| Practice - 51 weeks |
| Internship - 36 weeks |

---

43
Appendix II

Marking Criteria Guidelines
<table>
<thead>
<tr>
<th>Marks</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
<th>Presentation and Referencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Focused and relevant knowledge from literature and practice used. Topic addressed in a comprehensive manner. Knowledge accurate and up to date. Recommended reading used plus clear evidence of independent reading. Primary and professional sources used throughout with evidence of reading of seminal texts on the topic.</td>
<td>A high ability to extrapolate the key points from the literature / practice. Explanations and interpretations are clear and accurate. A high ability to identify the strength / limitations of the concepts / principles / ideas. Examples used are relevant with emerging evidence of creativity and originality.</td>
<td>Includes a sufficient number of focused examples from personal and professional experiences to illustrate the concepts / principles / ideas. Examples used are relevant and well developed with emerging evidence of creativity in their use. The majority of the strengths / limitations of the concepts / principles / ideas are identified.</td>
<td>A high ability to break down information into its component parts and compare and contrast a variety of views from the literature and practice. A high ability to discriminate important aspects from less important and distinguish between anecdotal opinion and research. A high ability to identify strengths, deficits and gaps in the literature presented in the light of examples and experiences from practice. The argument is developed in a coherent, logical, well balanced and sequential manner.</td>
<td>Conclusions drawn are accurate and logical but the rationale is not always clear. Summary statements are presented. The majority of examples from the literature and practice are integrated to a good standard. Attempts to be creative and to present independent views, however the rationale for the views is not always presented in a clear and logical manner.</td>
<td>A high ability to use literature and examples from practice to support and defend statements being made. Has begun to recognise the significance and importance of reflecting on, evaluating the ideas and arguments being made but this requires further development. Has made some attempt to identify areas for future development in research, practice and self.</td>
<td>Very well planned and structured. Content is presented in an ordered and logical manner. Fluent and precise use of language. Academic conventions consistently accurate. Extreme care given to ensure that previous writers’ ideas have been acknowledged correctly. All other presentation guidelines adhered to. Appended material used creatively to enhance the content of the assignment.</td>
</tr>
<tr>
<td>2nd Class Honor 2.1 65 - 69</td>
<td>Focused and relevant knowledge from literature and practice used. Most of the core concepts included and addressed in a reasonable manner. Knowledge accurate and up to date with no major gaps. Recommended reading used plus some evidence of independent reading. Primary and professional sources mostly used with a few secondary sources.</td>
<td>Extrapolate the majority of the key points / concepts from the literature / practice. Explanations and interpretations are clear and accurate. A good attempt made to illustrate points with focused and relevant examples from the literature and practice. A good attempt made to present concepts / points in order of importance and to summarise the key points.</td>
<td>A high ability to break down information into its component parts and compare and contrast a variety of views from the literature and practice. A high ability to discriminate important aspects from less important and distinguish between anecdotal opinion and research. A high ability to identify strengths, deficits and gaps in the literature presented in the light of examples and experiences from practice. The argument is developed in a coherent, logical, well balanced and sequential manner.</td>
<td>Conclusions drawn are accurate and logical but the rationale is not always clear. Summary statements are presented. The majority of examples from the literature and practice are integrated to a good standard. Attempts to be creative and to present independent views, however the rationale for the views is not always presented in a clear and logical manner.</td>
<td>A high ability to justify and defend statements. Evidence of the emerging ability to reflect on, evaluate and judge the quality of the ideas, argument and solutions presented. Evidence of emerging ability to identify areas for future development in research, practice and self that follows from the discussion.</td>
<td>A good ability to use literature and examples from practice to support and defend statements being made. Has begun to recognise the significance and importance of reflecting on, evaluating the ideas and arguments being made but this requires further development. Has made some attempt to identify areas for future development in research, practice and self.</td>
<td>Well organised and structured. Majority of content presented in an ordered and logical manner. Good use of language and syntax with very few errors. Academic conventions consistently accurate. Ensures that previous writers’ ideas have been acknowledged in a consistent manner. All other presentation guidelines adhered to. Appropriate use of appended material to support the content of the assignment.</td>
</tr>
<tr>
<td>Marks</td>
<td>Knowledge</td>
<td>Comprehension</td>
<td>Application</td>
<td>Analysis</td>
<td>Synthesis</td>
<td>Evaluation</td>
<td>Presentation and Referencing</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2nd Class Honor 2.2 60 - 64</td>
<td>Some irrelevant/ superficial information included but contains sufficient content to address the topic/title in a reasonably comprehensive manner. Recommended reading cited with some minor gaps in knowledge and omissions from the literature. Some inaccuracies evident with some dated and secondary sources cited.</td>
<td>The majority of the key areas are addressed. Interpretations of the literature/practice are mainly accurate but at times explanations and examples used are unclear. Some minor difficulty in ordering the importance of ideas which does not detract from the discussion. A good attempt to make summary statements.</td>
<td>Includes sufficiently focused examples from personal and professional experiences to illustrate the concepts/principles/ideas. Examples used are relevant but at times are underdeveloped and unoriginal. Identify the major strengths/limitations of the concepts/principles/ideas.</td>
<td>A reasonable attempt to breakdown information into its component parts. Some of the key issues identified are examined from a limited number of perspectives some gaps and deficits in the literature presented are identified. Beginning to develop a line of argument which requires further focusing, greater clarity and development. Recognises the importance of distinguishing between anecdotal opinion and research but the difference is not always clear.</td>
<td>A reasonable attempt to draw conclusions, present summary statements and identify the rationale for the conclusions and statements made. The integration of examples from the literature and practice requires further development.</td>
<td>Presents a balanced discussion on the key areas identified. However, some generalisations are made which are not always supported by examples from practice and/or the literature. Limited evidence of reflection and evaluation of the arguments made. Recommendations made for future development in practice, research and self are superficial and sometimes ambiguous.</td>
<td>A reasonable framework used to structure the assignment. Topic is developed in a reasonably ordered manner. Competent use of language. Minor errors in grammar, syntax and sentence structure which does not obscure meaning. A reasonable attempt made to acknowledge previous writers’ ideas. Minor errors in academic convention and other presentation guidelines.</td>
</tr>
<tr>
<td>3rd Class Honor 50 – 59</td>
<td>Content adequate to address the title/topic at a superficial level. A percentage of information used is irrelevant and outdated. An over reliance on 2 – 3 sources and/or secondary sources. Several inaccuracies in the content but patient care not compromised.</td>
<td>Some of the key areas are addressed but often not in order of importance. Interpretations of the literature/practice are mainly accurate but at times explanations and examples used are unclear and unfocused. Attempts to make summary statements but has difficulty remaining focused on the point being made.</td>
<td>Includes a limited number of examples from personal and professional experiences related to the concepts/principles/ideas. Examples used are relevant but the relationship between the example and the point being made is underdeveloped. Attempts to identify the strengths/limitations of the concepts/principles/ideas.</td>
<td>The literature is mainly presented in a descriptive manner with emerging attempts to compare and contrast views. The arguments being presented are not always clear and at times are underdeveloped. Limited attempt to differentiate between anecdotal opinion and research/evidence.</td>
<td>A limited attempt to draw conclusions from the literature and practice. Conclusions drawn mostly accurate but at times are underdeveloped and unsubstantiated</td>
<td>Some attempt to present a balanced and unbiased discussion with some naive generalisations and claims made in the essay. Limited evidence of recommendations for future development in practice, research and self.</td>
<td>The structure and organisation of the assignment is weak with poor evidence of sequence or logical flow. A number of errors in grammar, syntax and sentence structure which does not obscure meaning. A reasonable attempt made to acknowledge previous writers’ ideas. Minor errors in academic convention and other presentation guidelines.</td>
</tr>
<tr>
<td>Marks</td>
<td>Knowledge</td>
<td>Comprehension</td>
<td>Application</td>
<td>Analysis</td>
<td>Synthesis</td>
<td>Evaluation</td>
<td>Presentation and Referencing</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Fail</td>
<td>Content inadequate to address the title/topic with a large percentage of the literature outdated. A significant percentage of information used is irrelevant (padding out) or superficially addresses the topic. Several inaccuracies in the content. Patient/client safety compromised.</td>
<td>The key areas identified but not addressed in any depth. Explanations frequently inaccurate and unclear. No attempt made to order the importance of ideas. Little or no attempt to summarise ideas. An over reliance on direct quotations with little evidence of understanding.</td>
<td>A minimal attempt to relate ideas to personal and professional experiences. Examples used are unclear and often unrelated. Little or no attempt made to identify the strengths /limitations of the concepts//principles /ideas.</td>
<td>No attempt to compare and contrast views or to offer an alternative opinion. The focus of the argument is unclear and difficult to follow. Literature used is very poorly integrated and does not support the argument. No attempt to differentiate between anecdotal opinion and research/evidence.</td>
<td>No attempt to draw conclusions based on the literature. Frequently expresses opinion that is uninformed and unsupported.</td>
<td>Unsubstantiated generalisations or claims made in this essay. No attempt made to present an unbiased view. Evidence that the writer is unaware of the importance of exploring both sides of the argument (dogmatic views frequently expressed).</td>
<td>No evidence of a framework to support the development of the topic. Assignment lacks structure and order. A high percentage of errors in grammar, syntax and sentence structure, which obscures meaning. No attempt made to acknowledge previous writers’ ideas. Little or no adherence to academic convention or other presentation guidelines.</td>
</tr>
<tr>
<td>45 - 49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A clear fail</td>
<td>Work shows little or no use of relevant reading/core texts. A large amount of the information is inaccurate and/or anecdotal. The information cited could result in compromising patient/client safety. The assignment does not address the topic asked. Unbalanced, one sided, biased and dogmatic view presented throughout. Over use of direct quotations with no evidence of understanding. No reference to practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assignment is unstructured and difficult to read. Does not adhere to academic convention or other presentation guidelines. A high level of direct transcription without accurate acknowledgement of the authors.</td>
</tr>
</tbody>
</table>
# APPENDIX III

## B.Sc. Midwifery – Senior Sophister Assessment Schedule 2020/21

<table>
<thead>
<tr>
<th>Year</th>
<th>Profession</th>
<th>TEP Module Code</th>
<th>Module Title</th>
<th>ECTS</th>
<th>Assessment Details</th>
<th>Assessment Date</th>
<th>Module Leader(s)</th>
<th>Reassessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Midwifery</td>
<td>MWU44001</td>
<td>Midwifery / Specialist Practice Placement</td>
<td>5</td>
<td>Attendance</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MWU44004</td>
<td>Bringing it All Together</td>
<td>10</td>
<td>Online Assessment</td>
<td>Week 16</td>
<td>Margaret Carroll</td>
<td>Repeat at reassessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MWU44003</td>
<td>Being a Midwife – Personal and Professional Development</td>
<td>5</td>
<td>Portfolio (100%)</td>
<td>Semester 2</td>
<td>Margaret Carroll</td>
<td>Resubmit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MWU44005</td>
<td>Dissertation</td>
<td>10</td>
<td>Dissertation (100%)</td>
<td>Week 10</td>
<td>Margaret Carroll</td>
<td>Resubmit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MWU44002</td>
<td>Midwifery Practice: Internship</td>
<td>30</td>
<td>Competency Practice Assessment in Antenatal, Intranatal and Postnatal</td>
<td>Continuous</td>
<td>Allocations Office</td>
<td>Must be completed by week 52</td>
</tr>
</tbody>
</table>
APPENDIX IV

Fitness to Study: Guiding Algorithm

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

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

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

Level 1
The student will be notified by the DUTL/DPTL of the nature of the concerns expressed.

The DUTL/DPTL resolves matters or refers to Level 2.

At Level 1, the DUTL/DPTL will attempt to resolve the matter by informal discussions with the student, at which the student’s tutor or representative from the PG student Advisory Service may also be present, as the student wishes.

Refer to Section 8.2 of the Policy for Level 1 operational details.

Level 2
The Decision Maker resolves matters or refers to Level 3.

A student can appeal a Level 2 decision to Level 3.

Decision Maker: Senior Lecturer for UG students; Dean of Graduate Studies for PG students.

Refer to Section 8.3 of the Policy for Level 2 operational details.

Level 3
Fitness to Study Panel reviews the case.

Refer to Section 8.4 of the Policy for Level 3 process details.

For all Levels, the DUTL/DPTL, the Decision Maker, and the Fitness to Study Panel, may seek the advice of the Fitness to Study Advisory Group. These requests should be made to the Dean of Students.
APPENDIX V
Support Structure for Students while on Clinical Placement

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

Student wishes to speak about an issue of concern

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

Key Supports

- Preceptor
- Clinical Placement Coordinator
- Link Lecturer (midwifery only)
- College Tutor/Senior Tutor (TCD)
- Postgraduate Advisory Service (TCD)

Other Supports

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

Student and support person discuss issue of concern

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

Senior Tutors Office: Tel 01-8962004 or email stosec@tcd.ie or senior.tutor@tcd.ie

Student Counselling: Tel 01-8961407 or email student-counselling@tcd.ie

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

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

Issue Resolved

Reiterate supports available to student:
- College Services (TCD)
- Student Union (TCD)
- Employee Assistance Programme (HSE)

Issue resolved – process ends

Towards Resolution

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

Issue Unresolved

Issue reported to:
- Director of Midwifery/ Director of Undergraduate Teaching & Learning, TCD
- Director of Midwifery/ Nursing (HSP)

Policy relating to the issue of concern initiated, if appropriate, including the relevant Dignity & Respect at Work Policy in the HSP and/or TCD

Nurse Practice Development will inform the Director of Undergraduate Teaching & Learning DUTL, School of Nursing and Midwifery, Trinity College Dublin, when policy is initiated.

Reiterate supports available to student:
- College Services (TCD)
- Student Union (TCD)
- Employee Assistance Programme (HSE)
Student Learning Development supports Trinity students reach their academic potential. We offer a range of services including individual appointments, workshops and skills events.

Please visit [https://student-learning.tcd.ie/covid19/](https://student-learning.tcd.ie/covid19/) to view our current service details.

Appointments can be made by emailing student.learning@tcd.ie.

‘Learning to Learn Online in Trinity’

This is an online module designed to support students to manage their learning and assessment in an online environment. The objective of the module is to provide relevant resources and support that students may need to adapt to in a hybrid learning environment.

Please visit [https://student-learning.tcd.ie/learning_to_learn_online/](https://student-learning.tcd.ie/learning_to_learn_online/)

Take care.
The SLD Team.
Support Provision for Students with Disabilities

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

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

Examination accommodation and deadlines

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

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

Student responsibilities for departmental assessments/course tests

- Students are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report, or email received following their needs assessment for particular assessments for School/ Department administered assessment. Students are advised to make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.
For students with disabilities on professional courses in receipt of reasonable accommodation provided by College, the Disability Service will be issued a PLENS report and are provided with supports such as examination and academic reasonable accommodations. In the background section of the PLENS the following text is included:

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

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

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

More detailed text on placement planning and supports can be found at the following link:
https://www.tcd.ie/disability/services/placement-planning.php

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

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

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

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

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

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

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

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

Nursing
Nursing
Nursing - Advanced Nursing Practitioner (ANP)
Midwifery - Advanced Midwifery Practitioner (AMP)
Nursing - Child Health and Wellbeing

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

Midwifery
Midwifery Practice and Leadership

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

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

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

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

For further information including how to apply and closing dates. Please visit http://nursing-midwifery.tcd.ie/postgraduate/
An online service that students can use to:

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

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

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

MyCareer: mycareerconnect.tcd.ie
www.tcd.ie/Careers/students/postgraduate/

Opportunities
Apply for vacancies
Search postgraduate courses and funding
Ask a question of your Careers Consultant

Login. Only two steps - it's easy! Find us on 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

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