Faculty of Nursing & Midwifery
Student Handbook

Academic Year 2010/2011
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1.1 **REGISTRAR’S WELCOME**

On behalf of the President and Council of the Royal College of Surgeons in Ireland (RCSI), I welcome our new students to the Faculty of Nursing & Midwifery.

The staff of the College and the Faculty of Nursing & Midwifery are dedicated to the educational needs of our students and great emphasis is also placed on personal development. All staff of the College academic, administrative and support services provide an environment in which you can develop intellectually, socially and physically.

Students are required to familiarise themselves with the contents of this handbook. It cannot be completely comprehensive, but is designed to support you during your programme of study and if there are any matters, on which you require information, please do not hesitate to ask the relevant member of staff. The RCSI web site is also an excellent resource, which I encourage you to visit [http://www.rcsi.ie](http://www.rcsi.ie).

May I wish all our new students every success in their education and training in the Faculty of Nursing & Midwifery. The combined efforts of staff and students will ensure that the College can continue to be proud of our students.

Registrar and Chief Executive

1.2 **A WELCOME FROM THE HEAD OF NURSING**

I extend a very warm welcome to our new students. Members of staff are always available and willing to assist you in your studies. The College has a long history of education for the health professions including doctors, nurses, pharmacists and physiotherapists. The Faculty of Nursing & Midwifery embraces the principles of adult education and promotes independent learning approaches, thereby developing nurses to be autonomous in their pursuit of knowledge. The nursing profession in Ireland and elsewhere is undergoing great change in response to new challenges occurring in health services. Nursing education aims to prepare nurses for change and provide new knowledge and skills, which are essential to modern health and nursing services. The Faculty of Nursing & Midwifery has an inherent aim through its
programmes of education and research to educate nurses for the future challenges in the healthcare system. I hope you will be happy here and anticipate that your selected programme of study will fulfil your expectations in terms of personal and professional development. I and the Faculty staff look forward to facilitating your studies.

Professor Seamus Cowman
Head of Nursing

1.3 HISTORY OF THE COLLEGE

The RCSI was granted a Charter on 11th February 1784, giving the College the power to control the practice of surgery and to make provision for surgical education. Prior to that time, the surgeons were grouped with the barbers and the Barber Surgeons’ Guild. The founders had no premises so the earliest meeting was held in the boardroom of the Rotunda Hospital in Dublin. Subsequently, a disused hall in Mercer Street beside Mercer’s Hospital was acquired. The College flourished from the very start and, in 1810, moved to its present location at the corner of York Street, facing St. Stephen’s Green. The site acquired for the building at that time was a disused Quaker graveyard. Mercer’s Hospital closed in 1983.

The College set about educating doctors with a strong emphasis on surgery. The founding fathers were very influenced by the standard of surgery in France at that time and out of respect for the French College of Surgeons, they adopted the motto (which is our motto to the present time) of “Consilio Manuque”, meaning Scholarship and Dexterity. The stimulus for growth in the early years was the demand for army and navy surgeons for the Napoleonic wars. Over the past forty years, the College has become home to the Faculties of Anaesthetics, Radiology, Dentistry and Nursing. These bodies, functioning independently, have added a great dimension to the College and have added lustre to the Institution.

In 1844 a supplemental Charter was obtained from Queen Victoria, the chief provision of which was the institution of the Fellowship, which divided Graduates into Licentiates and Fellows. The latter could only be obtained by examination taken a minimum of three years following graduation. This is essentially the Charter by which we work today. Since 1978 the College is a recognised College of the National University of Ireland (NUI).

1.4 NATIONAL UNIVERSITY OF IRELAND

The RCSI and the Nui concluded an agreement in 1977 whereby the College is a recognised College of the NUI and its students’ graduate from the NUI as well as from the Royal College of Physicians in Ireland (RCPI) and the RCSI. There is an interesting historical aspect to this in that when Cardinal
Newman established the Catholic University with its Cecilia Street School of Medicine, which was the forerunner of University College Dublin Medical School of the NUI, at a critical stage in its existence recognition was given to the Cecilia Street School by the Royal College of Surgeons in Ireland and all the Professors and Demonstrators at Cecilia Street were graduates of the College.

1.5 **FACULTY OF NURSING & MIDWIFERY**

The inauguration of the Faculty of Nursing & Midwifery took place at the RCSI on the 30th October 1974 under the fellowship of Mary Frances Crowley. The Faculty of Nursing & Midwifery consists of a Dean and twelve elected members who constitute the Board of the Faculty and is bound by the constitutions of the RCSI and the Council of the College. The Faculty of Nursing & Midwifery has full time and part time lecturing staff and its own administrative staff.

As one of the earliest and longest serving providers of nurse education in Ireland, the Faculty of Nursing & Midwifery has ensured wide ranging and relevant programmes of education for nurses across many clinical nursing activities. The philosophy of the Faculty has an inherent aim through its programmes to develop a caring, reflective practitioner who has the ability to seek out and use research-based knowledge for the purposes of improving patient care.

The Faculty also provides part-time nursing programmes including BSc and MSc degrees, Higher Diplomas, Post Graduate Diplomas and Certificates approved through the NUI. There are also a number of stand-alone modules relating specifically to clinical practice. Post-graduate research supervision at Masters and PhD level is also provided. Fellowship of the Faculty of Nursing & Midwifery RCSI (FFNMRCSI) is exclusively offered by the RCSI and is one of the most prestigious professional qualifications awarded to nurses in Ireland. All programmes of the Faculty are semesterised and modularised and a system of credit weighting operates in accordance with the internationally recognised European Community Transfer Scheme (ECTS).

1.6 **ANNUAL INTERNATIONAL NURSING RESEARCH CONFERENCE**

The Faculty organises and hosts an international Annual Nursing & Midwifery Research Conference, which includes plenary lectures, concurrent papers, workshops and poster presentations. Students are invited to submit papers and posters on research topics. Awards are given under a number of different categories for best papers and posters.
1.7 ACADEMIC STAFF OF THE FACULTY

Head of Department: Professor Seamus Cowman, RGN, RPN, RNT, Dip.N. P.G.C.E.A. MSc, PhD, FFNMRCISI

Lecturer: Professor Marie Carney, RGN, RM, RNT, MBA, PhD, FFNMRCISI

Lecturer: Ms Catherine Clune Mulvaney, RGN, RNT, HDip (ICU), BSc (Nursing), MSc (Nursing), PG Dip (CHSE), FFNMRCISI

Lecturer: Dr Georgina Gethin, PhD, RGN, HE Dip Wound Care, Dip Anatomy, Dip Applied Physiology FFNMRCISI

Lecturer: Ms Deirdre Hyland, RGN, RM, HDip (ENT), MSc Nursing

Lecturer: Ms Geralyn Hynes, RGN, RM, MSc, Dip. Asthma Care, FFNMRCISI (on PhD research leave)

Lecturer: Ms Stephanie Lawrence, RNID, BSc (Nursing), MSc, PG Cert (Teaching & Learning), FFNMRCISI

Lecturer: Dr Zena Moore, PhD, RGN, PG Dip, MSc (Wound Healing & Tissue Repair), FFNMRCISI

Lecturer: Ms Catherine O’Neill, RGN, BA, MA, Dip.SSR, MSoc. Sc (Sociology)

Lecturer: Ms Mary O’Neill, RGN, RM, PHN, BSc Nursing, MSc Primary Health Care, FFNMRCISI

Lecturer: Ms Chanel Watson, RGN, Cert GCP, MSc (Healthcare Ethics and Law), FFNMRCISI

In addition there are a number of session and part-time lecturers in specialist subject areas.
PART 2: Student as Learner

2.1 STUDENT SUPPORT

In the faculty, we recognise that part-time students lead demanding professional lives often combined with family responsibilities and sometimes have more life crises than full-time students. You may experience a range of difficulties or have queries related to continuing your studies. If this occurs, it is important that you contact your programme co-ordinator who may be able to offer support.

Who to Contact
The programme co-ordinator is the best person to contact for general support and guidance. You can e-mail the programme co-ordinator and arrange an appointment to coincide with the day you are in College. The nature of your query/difficulty will determine who else may need to be contacted. Programme co-ordinators receive many queries from students and these queries, in the majority of cases, are documented for record keeping. When e-mailing, include your programme and student ID number. It is important to be specific and to the point so that your query can be dealt with efficiently. For confidentiality reasons programme co-ordinators/lecturers will not return phone calls.

Student Representatives
It is a requirement that two student representatives be elected from student groups of each programme in the Faculty. These representatives will be asked to attend two Programme Team Meetings throughout the year, one in the first semester and one in the second semester. Lecturers and programme co-ordinators also attend these meetings and any issues regarding the organisation of the programme or the various modules can be identified during the semester rather than at the end of the programme.

Blended Learning
Blended learning is the use of two or more distinct methods of delivering programme content. These include ‘Offline’ and ‘Online’ Learning. Face-to-face teaching is combined with computer-mediated teaching and it is the combining of these two different learning environments, using the benefits of each that results in greater accessibility to learning. In order to maximise the use of Blended Learning students require access to a computer with speakers or a headphone and the Internet to listen to and download the programme material. Blended Learning is supported by on-line Discussion Forums which are managed by the programme co-ordinator. A guideline for the use of Discussion Forums will be provided.
Virtual Learning Environment
The RCSI has in place a Virtual Learning Environment (VLE) called Moodle, to help with your learning. All registered students access lecture notes, learning materials and recommended literature on the VLE/Moodle site. The username and log in identification (password) provided on registration day will allow you to access the VLE/Moodle. It is the student’s responsibility to keep their log in details safe and private.

IT Support
If you encounter difficulties accessing the VLE/Moodle you should e-mail; moodlequeries@rcsi.ie – for password queries you should contact the RCSI IT Helpdesk on 01-402 2273.

Keeping in Touch by E-mail
It is important that you check your College e-mail address regularly and in particular prior to your study day. Any unforeseen changes in timetables or venues will be communicated to the group via e-mail. It is the student’s responsibility to keep up to date with these changes.

Photocopying and Reading Material
Users of any photocopier are bound by the Irish Copyright Act of 1963. A copy of this act is available at the Library Issue Desk. For this reason the Faculty of Nursing & Midwifery will not undertake the photocopying of large quantities of material for students. Students are provided with recommended reading or reference lists as this encourages greater use of the library facilities.

Student Records
The student is responsible for ensuring accurate phone numbers and addresses are held by the College. Notification of any changes to personal details must be e-mailed or posted to the Administrative Office, Faculty of Nursing & Midwifery.

Replacement Student Cards
Student cards are issued in the IT Department, 4th Floor 121, St. Stephen’s Green. There is a charge for replacing student cards.

Examination Dates
Students will be notified of examination dates upon commencement of programmes. All dates are provisional and subject to change and students are advised to keep this in mind when making holiday plans. Students must present their ID cards on examination days.
Assignment / Examination Feedback Sheets
Assignment and examination feedback sheets are distributed in class and if not collected these are available at the Administration Office.

2.2 DEFERRING/WITHDRAWING FROM A PROGRAMME

If a student is deferring from a programme a written record of this decision must be submitted to the programme co-ordinator with your current student ID number and the name of the programme/module for which you are registered, clearly identified on the letter. A deferral form must be completed (Appendix A). If withdrawing from the programme a letter must be submitted to the programme co-ordinator.

2.3 THE LIBRARY

Locations and Contact
RCSI has a well developed library system in a number of locations and all of the primary information about the library’s services, locations, opening hours and library staff contact and assistance is available on the library website at www.rcsi.ie/library

Check the website to find out about how to use the library, what you need to borrow books or make printouts, how to get electronic books and journals. The website also links to all our electronic books and journals.

Access and Resources
RCSI library resources, print and electronic, are available to all students of the RCSI. You must be a registered student and have your ID card to gain access to the libraries - your ID card is also your library card. Electronic resources are available 24/7 off-campus, via the RCSI network, to all users with a valid network account.

Electronic Resources
E-journals: in 2009 approximately 6000 subscriptions are available through the e-journal portal on the library website.
E-books: Approximately 90 e-books covering basic sciences, clinical medicine, clinical specialties and pharmacology. These are listed on the library website and are also linked via the online catalogue.
Clinical e-digests: Dynamed, Up-to-Date and Clinical Evidence
Databases: Biomedical databases covering medicine, nursing and allied health, and pharmacy.
There are approximately 20,000 printed books in the working collection which can be searched on the web via the online catalogue at library.rcsi.ie. The online catalogue lists all printed books, shows you the location and indicates availability.

**Services**

- **Information literacy/information skills training**: Library staff provide curriculum based training to postgraduate students in the schools of nursing, pharmacy and post-graduate studies. There is a complete support site for postgraduate students on VLE/Moodle open to all - visit the *Information Seeking and Library Skills* course area at http://vle.rcsi.ie/course/view.php?id=154

- **Information service**: librarians available in person, by phone, by e-mail to answer questions and/or help find information and resources for learning and teaching

- **Document supply**: sourcing and providing articles/books/other information not available in either Dublin library. Courier service between Beaumont and Mercer libraries for access to each other’s collections. Other Facilities include:

<table>
<thead>
<tr>
<th></th>
<th>Mercer Library</th>
<th>RCSI Beaumont Hospital Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network Printing and Photocopying</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bookable Group Study Rooms</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Seats</td>
<td>444</td>
<td>181</td>
</tr>
<tr>
<td>PC Labs/PC’s</td>
<td>2 labs</td>
<td>6 PC’s</td>
</tr>
<tr>
<td>Wireless</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Further information on the libraries is on the web site: http://www.rcsi.ie/library
2.4 **Student Fees**

Consistent with College policy, it is the student’s responsibility to ensure that all fees are paid. In line with this policy the College will withhold assignment and examination results if fees are not paid by the due date. In addition, ongoing access to the VLE/Moodle, the library and all other learning materials is dependent on fee payment as requested. The student may also be deemed ineligible to present for re-examination and resubmission of assignments should a fee remain outstanding.

Non-payment of fees also leads to results not being presented to the Board of Examiners meeting at the end of the academic year and to the NUI Examination Boards. This will delay student accreditation and graduation.

In situations where programme fees are sponsored, the Faculty Administrator will contact the funding agency/sponsor and the student will also be informed at the same time.

Equally, where a funding agency/sponsor cannot meet the fee commitment for a student during the academic year the responsibility for the full payment of fees will rest with the student.

If a student experiences hardship/financial difficulties during the programme they should write to the Head of the Department and request a review of payment options over time to facilitate fee payment in line with individual circumstances. The Faculty will review such requests on an individual basis.
2.5 ASSIGNMENT SUBMISSIONS

Format for Online Submissions
Your assignment must be typed using **Times New Roman font, size 12**, and **double spaced** throughout the assignment, even for headings and subheadings. Assignments will **not** be accepted by e-mail.

Assignment Front Page (Available by clicking here)
The front page should contain the following information:
- Student ID Number
- Programme
- Module
- Lecturer
- Submission Due Date
- Submission First, Second ...(all assignments are first sittings unless resubmitting an assignment that was unsuccessful at the first attempt)
- Word Count
- Date submitted

Formatting
All assignments must use the following typeface:
**Font:** Times New Roman
**Size:** 12
**Spacing:** Double
**Referencing:** Harvard Referencing System (consistent with Faculty policy)

Save and name the assignment file as follows: *academic year-student number-initial of programme co-ordinator-initial of module*  
Example: **1011-XXXXXXXX-SL-ROP.doc** (amend for each module)

Second Page
The second page should be the Title Page this is, the full title of your assignment or literature review.  
**Example:**

Using a relevant example from your area of clinical practice critically discuss the following statement:
The nursing literature on health promotion indicates that the biggest barrier to effective nursing in this area comes down to whether or not nurses understand what health promotion is or what it does (Whitehead, 2009).

Third Page
The third page should be the Contents Page (details of how to compile a table of contents is available on the Internet). This should be included and should contain subheadings of sections used with corresponding page number. The starting page of the subsection only should be stated. It is vital to include page numbers (centre on the bottom of the page) on all assignment for feedback purposes.

Format for Written Submissions
Your assignment must be typed on A4 paper using Times New Roman font, size 12, and double spaced throughout the assignment, even for headings and subheadings and stapled in the upper left hand corner. Assignments will not be accepted by e-mail. A signed assignment cover page should accompany each written assignment. Copies are available in the Faculty Administration Office.

Number of Copies
You are required to submit one (1) copy of each assignment unless otherwise stated on individual assignments guidelines. In addition, it is the student’s responsibility to keep a copy of all submitted work for the duration of the programme. Assignments submitted to the College are not returned to students.

Please note the following:

- All online/written assignments must be submitted on or before 12 mid-day on the submission date.
- When students are submitting written assignments to the Administration Office they will be requested to sign a “submission record” with the submission date.
- Results will be posted on VLE/Moodle and displayed on the notice board in the Faculty of Nursing & Midwifery.
- No assignment/examination results will be given out over the telephone.
- For quality assurance, a system of internal moderation and external moderation is used in the Faculty. This policy ensures that a selection of assignments and examination scripts are moderated to maintain parity across all programmes and markers.
- All results posted on Moodle and the notice board are provisional and subject to confirmation when the Board of Examiners meet which may result in a change of student grades. Following these meetings, students will receive final notification of results.
Extensions to Assignment Submission Dates/Examination Deferrals
A request form for an extension to the submission date of an assignment must be completed and forwarded to the programme co-ordinator two weeks before the submission/examination date. This form must be accompanied by appropriate evidence such as a medical certificate. The process also applies when requesting a deferral of an assignment or module (Appendix A). All extensions and deferral requests are reviewed by the Faculty’s Student Progress Committee.

MSc Thesis Extensions
In line with RCSI postgraduate policy, applications for thesis extensions must be accompanied by a supporting letter from the student’s supervisor and based on medical grounds. A medical certificate for this relevant period must accompany the application. All extensions must be approved by the Faculty’s Student Progress Committee.

The student will be liable for one full semester’s fees if the thesis is not submitted by 1st November of the current academic year.

2.6 GUIDELINES FOR WRITING ASSIGNMENTS

Writing assignments, including essays, are a significant means of communicating your ideas, thoughts and arguments and should be well supported by references to published works. While written assignments are a form of self-expression, which reflect your own style, they are a major means of demonstrating your knowledge and understanding of the concepts, notions and issues contained in your study programme. Thus your lecturers can assess your ability to think reflectively and critically about the topic.

The following guide to assignment writing has been prepared for your benefit, with the aim of providing a simple, easy to follow approach to assignment preparation and writing. Assignment writing takes time and effort. This guide, therefore, has been prepared with the intention of ensuring your time is spent as productively as possible.

Sages in Assignment Writing
1. Preparation
   • Define the topic
   • Brainstorm/ create mind-map
   • Collect information
   • Prepare an outline
1. Preparation

Defining the Topic:
Understanding the topic or question asked is the first hurdle to overcome in assignment preparation. It is important that you correctly interpret the question, in order to present the required information. This involves identifying the verb, e.g. “compare” or “discuss”, in order to determine the type of information that needs to be presented. To help you, some common assignment terminology has been included.

Analyse: Separate a complex idea or argument into its smaller parts
Comment: Make critical observation, using your knowledge of the topic
Compare: Requires examination of the subject and demonstration of the similarities and differences between two or more ideas, or interpretations
Criticise: Express your judgment regarding the correctness or merit of the factors being considered. Discuss the strengths and weaknesses, giving results in your analysis
Define: Provide concise, clear, authoritative meanings
Describe: Provide an account of an event or process, emphasising the important points
Critically Discuss: Look at all aspects of the issue; debate the issue, giving your reasons for and against the argument being proposed. Your opinion must be supported by authoritative evidence from the literature.
Critically Evaluate: Appraise, access and make a judgment, stressing strengths and weaknesses, advantages and disadvantages.

2. Organisation
• Pause and consider the topic
• Select and order information
• Prepare a detailed plan
• Prepare the first draft

3. Presentation
• Edit the first draft
• Sort paragraphs
• Write introduction and conclusion
• Check grammar, spelling and punctuation
• Complete referencing
• Write the final copy
• Check the final copy
Explain: Make the meaning clear but do not be trapped into describing or summarising events. Focus on the “why” or “how” of the issue.

Illustrate: Using figures, diagrams or concrete examples, explain or clarify any idea or concept

Outline: Write an organised description of the essential parts, omitting the minor details.

Any technical terminology in the assignment question also needs to be identified and understood. If you have any problems at this stage of preparation, you may seek advice from the module lecturer or programme co-ordinator.

Brainstorming
Following clarification of the terminology, the technique of brainstorming the assignment question can be used. Brainstorming is the process of writing down any spontaneous ideas regarding the essay topic, without pausing to consider whether the material is appropriate or useful. This approach takes little time and is a useful technique to focus your thoughts on the assignment topic.

Collecting Information
Collection of information is the next important component of the preparation stage. The search for reference material and reading should begin as early as possible, to introduce you to the topic. This may appear daunting at first. However, browsing through the literature and using the library’s computer database and E-Journals facilities to identify the relevant sections and articles, will simplify the task. Refer to your library guide for further information. When collecting information, it is important to keep several things in mind:

- Reading should be appropriate to the topic and relevant to the question asked.
- An accurate record of the sources consulted should be kept.
- When taking notes; information from the source should be paraphrased or summarised and the appropriate page number noted.

Prepare an Outline
When you have collected the required information the last part of the preparation stage is devoted to preparing a brief outline of your assignment. A mind map or flow chart may be used to present a summary of ideas which can be linked together by arrows. The need to organise your ideas and information is an important step in the planning of your assignment.

Presentation
These guidelines will help provide accurate references in the presentation of your assignment.
2. Organisation
During the preparation stage, you determine the information and evidence that is relevant to your topic. The actual organisation of your material should flow on smoothly from this stage.

Pause and Consider the Topic
Pausing between information collection and the actual writing of your assignment will help you to organise your ideas and the information that you have obtained from your reading.

Select and Order information
Ordering of information is a technique, which some people find difficult; there are no set rules. Material may be ordered in a variety of styles. Refer back to the assignment topic as the order may be suggested by the question. In some situations it may be up to you to experiment and develop your own style.

Prepare a Plan
Use the mind-map or flow chart that you developed during the preparation stage to prepare a detailed plan of your assignment. The key to planning lies in relating the various parts of your reading and thinking to the topic. Your argument is essentially the linking together of other peoples ideas with your own and relating them to the topic. Remember that your own ideas regarding the topic are an important part of your assignment, however they may need to be substantiated by the ideas of other authors. In some cases you may need to evaluate competing ideas. In this situation you are able to express your opinion of why one argument may be better than the other. However, your arguments should be supported with reasons and evidence obtained from the literature.

Write in the third person throughout your assignments unless stated otherwise. This means that you refer to yourself as ‘the writer’. The use of personal pronouns in your assignment is inappropriate when writing in the third person. For instance; “I will focus on...” Becomes “This paper will address...” Or “The writer will address...” If your assignment is reflective you will be guided to write in the first person – always check guidelines of individual assignments.

Prepare the First Draft
At this point you begin to write your assignment, remembering to base it on the plan that you have prepared. A draft is written so that you are later able to revise your argument where necessary. It is often useful to leave a day or two before rereading or revising your draft. You do not need to write the introduction and conclusion at this stage. Concentrate instead on completing the drafts. Citing your references in an abbreviated form as you write will save time in the final presentation of your assignment.
3. **Presentation**
This stage involves the completion of your essay for submission. The final draft is edited, paragraphs sorted, an introduction and conclusion written, grammar, spelling and punctuation checked and the final copy prepared for presentation.

**Introduction**
The introductory paragraph or paragraphs should refer to the assignment question or statement. Let the reader know what your topic is and give an outline of the importance and background of this topic where appropriate. Outline how you intend to organise your assignment, for example, what subheadings you will use to focus your assignment. This is the opening of your assignment, therefore it should be sharp, interesting and to the point.

**Paragraphs**
Paragraphs should be in a logical sequence, flowing from one to the next. They usually contain **one idea** and its explanation and should not be cluttered with other ideas and information. Generally one sentence does not make a paragraph. Paragraphs, which are too small, interrupt the flow of the assignment and may reflect poorly developed points. Equally, there should be no page of text without any paragraphs as long passages of text may become unfocused.

When editing your assignment before submission, check your paragraph sizes and spacing. Each paragraph should be clearly spaced and edited. **Marks are deducted for poor writing style such as poor grammar, sentence and paragraph structure.**

**Conclusion**
The conclusion summarises your argument and should be a reminder to the reader of the main areas discussed. At this stage do not introduce any ideas or references, which you have not discussed previously in your essay. Again this section should be sharp and to the point, generally one paragraph.

**Word Count**
The prescribed word count of the assignment should be observed and this should be included on the front page of your assignment. All text except for reference list and appendices are included in your word count. **5%** of the mark will be deducted from each assignment, which is **10% above or below** the stated word limit on guidelines. The actual word count of each assignment must be stated on the front sheet.
Revision and Editing
Be sure to check your spelling, grammar, paragraphs and punctuation prior to submitting your final copy of the assignment. If these areas are poor, then what may have been a high quality assignment becomes mediocre. It is often helpful to read your assignment aloud, adding the punctuations in the appropriate places as you do so. Marks are allocated for presentation.

Confidentiality
Institutions or individuals should not be named or identified in assignments unless you are citing referenced studies or research. Check this when editing your assignment.

Referencing
Referencing is an important aspect of your assignment. The Faculty of Nursing & Midwifery has adopted the Harvard system of referencing. Full details are given in the examples in 2.7 of this handbook. Marks are deducted for poor referencing, hence you must adopt the specific referencing guidelines of the Faculty.

Appendices
Appendices can be used to include data or charts that are not easily included in the text. However, appendices should support the main body of the assignment and not replace it. If you feel you are in excess of your word count this is not a reason to include important information in an appendix. Each Appendix used should be labelled in the order that you refer to it in your assignment (Appendix 1, Appendix 2). Appendix 1 is the first appendix you refer to in the text and so on. Appendices should be included after the reference list in your assignment.

Feedback and Grading
You will receive feedback on your assignments on a standard feedback sheet. The pass mark is 50% and awards for different programmes are included under Marks and Standards pages 29-36 of this handbook. Assignments will not be returned to students. All marks are provisional until after the meeting of the Board of Examiners at the end of the academic year.

The General Guidelines on Grading and Level of Learning Expectation can be found in Appendix B.
2.7 REFERENCING

Students must adhere to the Harvard Referencing Guidelines in this handbook as it is the Faculty approved referencing format.

A reference is any piece of communication to which the writer refers to within the assignment. A reference should contain sufficient information for someone else or yourself to trace the item. It is very important to be consistent and accurate when citing references. The same set of rules should be followed every time you cite a reference. The Faculty of Nursing and Midwifery, RCSI requires you to use the Harvard system to compile the reference list for your assignments. Each assignment must be accompanied by a reference list. This section is divided into two separate sections to help you reference your work both in the text and in the reference list.

What is the Harvard System?
This is a method of quoting references by the author/date system. There are different conventions when using the Harvard system of referencing. Consistency is of the greatest importance. Please pay particular attention to the punctuation and layout of the examples provided.

What is plagiarism?
Plagiarism refers to passing off someone else’s work as your own by including it without acknowledgement. The lecturer can easily identify this. Plagiarism is considered a serious offence, which is deemed a breach of examination regulation. It may result in a fail grade and/or disciplinary action.

What is paraphrasing?
Paraphrasing refers to taking the ideas, words or work of another person, putting it into your own words and referencing the source. Provided you ensure that credit is given to the author this is acceptable academic practice. If a particular piece of writing proves difficult to paraphrase, or you want to include it in its original form, then it must be enclosed in quotation marks or indented within the text. See referencing of direct quotes.

What is reference list?
A reference list contains all items referred to directly or indirectly, or quoted from within an assignment. The reference list is included at the end of the assignment.
What is a bibliography?
Any items read as background information but not used in the assignment can be listed as a bibliography. Any reference here is not duplicated in the reference list and vice versa. You are not required to include a bibliography unless specifically requested to do so.

Referencing in Text

How do I reference within the written text?
All statements, opinions, conclusions or other material taken from another writer’s work should be acknowledged, whether the work is directly quoted, paraphrased or summarised. When referencing the work of an author within the text, give the author’s surname and date (year) the work was published. Full details of the published work are given in the reference list at the end of your assignment. In the Harvard system, cited publications are referred to as demonstrated in the examples below.

Single Author Reference

If the author’s surname is part of the sentence you only put date (date) in brackets. Example:

In a study by Smith (1997) coping with illness was investigated... or According to Smith (1997) coping with illness...

If the author’s surname is not part of the sentence you put the author’s surname and date (date means year of publication) in brackets. Example:

The skills and expertise required to reflect effectively are often misunderstood and are poorly developed (Johns 2002). The full stop at the end of the sentence follows after the closing bracket for the reference.

When an author has published more than one article in the same year these are distinguished by adding lower case letters after the date, within the brackets. Example:

Burnard (1992a) wrote about communication skills for health care professionals... Burnard (1992b) stated that there is a lack of communication amongst health care professionals...
Two Author Reference
Both authors must be named. **Example:** Finch & Lewis (2003) present a critical discussion of the role of focus group methodology for health and social care …

More than Two Authors of One Article or Book
When you have more than two authors of one article or book, use *et al.* (*et al.* is in italics with a full stop after al.). This is an example of how a journal article with more than two authors are presented in a journal article:


**To cite this reference in the text** of your assignment you use *et al.* Traynor *et al.* (2010) identify the implications for practice…

**When completing a reference list** all authors must be cited. **Example:**


Digital Objective Identifiers (DOIs)
The doi (numbers) at the end of the Traynor *et al.* (2010) reference are known as the Digital Objective Identifier (DOIs). Many published articles are now using DOIs. This is a system for tagging individual online sources of material (Pears & Shields 2010). When including peer-review articles sourced from the RCSI Library Database it is not necessary to include the DOI number in the reference list. **References from sources other than the RCSI Library Database must include DOIs.**

More than One Reference in a Sentence
If you have more than one reference within a sentence, list them in chronological order, i.e. **oldest one first**, and separate each reference with a coma. **Example:**

(Baines 1998, Effken 2001, McCutcheon & Pincombe 2001)

Where there are **authors with same dates you cite** them in the assignment text in **alphabetical order.** **Example:**

A number of authors examined the role of nursing in community and primary care (Dowswell *et al.* 2002, Hanafin *et al.* 2002, Kaufman 2002)…
Reference a Report or Government Publication

Reports that are not the responsibility of individuals should be listed under the name of the body or organisation responsible for publication.

In the text of an assignment a report/government publication is referenced as follows. **Example:**

Nursing does not exist in a vacuum (An Bord Altranais 2003) *or*

The Nursing and Midwifery Report of the National Taskforce on Medical Staffing (Department of Health and Children 2003) confirms the idea that…. *or*

The Report of the Commission on Nursing (Government of Ireland 1998) states that…

**The report is then referenced the same as for a book in the reference list at the end of the assignment. Example:**


**NB:** Note the spelling of ‘Stationery Office’


Direct Quotes within the Assignment Text
Quotations are used when you wish to illustrate a concept or analyse a quotation in-depth. It is important not to overuse quotations in your assignments, as it will interrupt the logical flow of your assignment. Only use quotes when you believe this is the best way to put across a particular point. Paraphrase using your own words as much as possible in your assignments.

**Short** quotations of up to 2 lines can be included in the body of the text. You must enclose them in single quotation marks and give the name of the author, year and exact page number of the quotation.

**Example:**
Smith (1997: 10) states that ‘defining roles and their remits is not simple’

Longer quotations (greater than 2 lines) should be indented (i.e. moved in from the margins) in a separate paragraph and in italics. They are usually set apart from the text by leaving a line above and below the quote. They are indented from both margins, printed in single-line spacing and must include the exact page number of the quotation. Quotation marks are needed for long quotes. **Example:**

The Report of the Commission on Nursing defined the role of the Clinical Placement Co-ordinators (CPC) as:

“…skilled clinical nurses and their role is to guide and support student nurses in assigned clinical areas and to ensure that the clinical placement, meets the requirements of the educational programme with regard to planned experiences and outcomes. CPCs advise, encourage and facilitate students to achieve the maximum outcomes from clinical placement” (Government of Ireland, 1998: 91).

If part of the quotation is omitted then this can be indicated using three dots

Brady and Smith (1995: 88) state that ‘networking is no longer solely within the male domain . . .’

Referencing from a Secondary Source
Secondary referencing is when one author is referring to the work of another and the primary source is not available. Where possible you should refer to the original source. When this is not possible, you should use the term cited by or in … followed by the reference in which it is quoted.

Kelly (1982, cited in Jones, 2006) agrees that …
In this citation, **Kelly is the primary source**, and therefore the **original. Jones is the secondary source** and may have taken Kelly’s ideas forward and altered the meaning slightly. Therefore, it is important to try and access Kelly’s work and read the original. When citing the reference in the reference list, cite only the work that you have read: **original or secondary. A direct quote from a secondary source should not be used.**

**Reference List**

**Compiling a Reference List**
The reference list is presented on a new page immediately following the assignment text and before including any appendices. Bullet point or numbers are not included when compiling your references. Instead, the Harvard system requires a reference list that consists of **all the works cited in the assignment text**. References should be listed in alphabetical order of the author’s surname, initial and year of publication. The punctuation in the reference list must be consistent.

**Referencing a Single Author of a Book**

**Example:**

If a number of books are cited by the same author these should be list in chronological order by **date (year)** of publication.

**Referencing two or more Authors of a Book**

**If there are two or more authors all** authors should appear in the reference list.

**Example:**

**Referencing List Editing**

When editing a reference list for the final submission of an assignment check the following:

- **Authors(s) surname** plus initials (the author’s surnames should be written in lower case, apart from the first letter, and use a capital letter of the initial. Example: O’Neill M.)
- **Year of publication** in brackets (this should represent the year of publication or last edition of the book, **not** the date of reprint).
Title of book (the full title must be included in *italics* and capital letters as in title of book).
Edition (there is no need to indicate this if it is the first or only edition of a book, however, if there is more than one edition this needs to be indicated.
Volume number, if the book has more than 1 volume include this also.
Name of publisher
Place of publication (where there is more than one place of publication on the title page always use only the first place listed. For example, a publisher may list Philadelphia, Baltimore, New York, London, Buenos Aires, Hong Kong, Sydney; Tokyo in which case Philadelphia is listed.
  • Example: Lippincott Williams & Wilkins, Philadelphia.

Referencing a Chapter in an Edited Book
If referencing the whole book, it should be listed under the editor or editors.
Example:

If referencing a chapter in an edited book, it should include the author(s) of the chapter and also the first and last page numbers of the chapter in the reference. The date given must always be the year in which the book as a whole was published.

  • Authors (s) surname plus initials
  • Year of Publication in brackets
  • Title of chapter
  • The word “in”
  • Name of editor(s), followed by the abbreviation ed. or eds. in brackets.
  • Title of book
  • Name of publisher
  • Place of Publication
  • The number of the first and last pages of the chapter

Example:
Referencing a Journal Article
A reference for an article published in a journal should include the following information:
Authors (s) surname plus initials
Year of Publication in brackets
Title of article
Title of journal in full in italics
Volume / Number
The numbers of the first and last pages on which the article appears

Example:

or


Reference from Unpublished Sources
If referencing unpublished material from a thesis or dissertation the word ‘unpublished’ is included:

Example:

Reference an Editorial
**Reference for a Newspaper Article**

This is referenced similar to a journal article
- Name of Journalist (surname and initials)
- Date of paper by year
- Title of article
- Title of newspaper
- Date of publication
- Page Number

Smyth J. (2010) Services for elderly have undergone’ huge change. *The Irish Times HEALTHplus* August 17\textsuperscript{th} 4-5.

**Referencing a Conference Paper**


**Reference a Document sourced on the Internet**

Addresses on the Internet have a standard format known as URL – Uniform Resource Locator, which is the equivalent of a full postal address. When referencing an article or book from the Internet use the following format:
- Authors (s) surname plus initials
- Year of publication in brackets
- Title of article or book
- Date accessed

Reference for E-Journal Articles
When referencing an article from an e-journal use the following format:

- Authors (s) surname plus initials
- Year of publication in brackets
- Title of article
- Title of journal
- Issue identification, if available
- Date accessed


Lecture Notes
Lecture notes in class or on Moodle should not be referenced. However, the cited references used by the lecturer should be referenced. To conclude, we wish you success in your assignment writing and we hope this guide will help you to develop your referencing skills. If you have any further queries do not hesitate in contacting your programme co-ordinator for advice.
3.1 STUDENT REGULATIONS & PROCEDURES

Registration on Programmes
Students are required to complete the programme for which they are registered within the maximum permitted number of years. The general ruling on this is five years from first registration and entry onto a particular programme.

Notification of Assessments
Students are notified of assessment requirements and arrangements for each module. It is important that coursework is within the word limit specified for the assignment.

Assignments Submission Dates and Requests for Extensions
Assignments must be submitted on the due date on or before 12 noon. Only in extenuating circumstances will extensions be granted i.e. on medical grounds with a medical certificate. Assignments not submitted on time will not be graded unless the student has requested an extension and supplied supporting evidence to the programme co-ordinator (Appendix A). Requests for such an extension must be submitted, in writing, to the programme co-ordinator, two weeks before the assignment/examination date. All student requests for Deferrals/Extensions are processed through the Student Progress Committee, which meets monthly.

It is the students’ responsibility to record/register their work, when using the postal system. The Faculty will not accept responsibility for late or lost work. Results of assignments will normally be available within seven weeks of submitting the assignment.

Repeat Assignments
A decision regarding resubmission of assignments will not be final until after the meeting of the Board of Examiners in the summer or autumn of the academic year. Resubmission of assignments and supplementary examinations are usually timetabled for July/August following the meeting of the Board of Examiners.
3.2 **MARKS AND STANDARDS**

**MSc Nursing Programmes**
Awards may be made at First Class Honours, Second Class Honours Grade 1, Second Class Honours Grade 2, or Pass. To be eligible for such an award at Pass or Honours level, a candidate must:

- Satisfy all the examination and other assessments set for the programme, and
- Pass examinations in accordance with these regulations.

**BSc Nursing Programmes**
Awards may be made at First Class Honours, Second Class Honours Grade 1, Second Class Honours Grade 2, or Pass. To be eligible for such an award at Pass or Honours level, a candidate must:

- Satisfy all the examination and other assessments set for the programme, and
- Pass examinations in accordance with these regulations.

**Pass Standard**
A candidate must obtain 50% in each module.

**Honours Standard**

**First Class Honours**

- A candidate must achieve a minimum average of 70% of the total mark.

**Second Class Honours Grade 1**

- A candidate must achieve a minimum average of 65% of the total mark.

**Second Class Honours Grade 2**

- A candidate must achieve a minimum average of 60% of the total mark. An award at Honours classification may not be considered unless the candidate has passed all examinations/assessments at the first attempt.

**Access to BSc Nursing Degrees**
The award for completion of Access is Proceed or Fail. Students who successfully complete the programme are eligible to progress onto BSc Nursing programmes.

**Post Graduate/Higher Diploma Programmes**
Awards may be made at Pass and Distinction Levels. To be eligible for such an award at Pass or Distinction level, a candidate must:

- Satisfy all the examination and other requirements set for the programme, and
- Pass examinations/assessments in accordance with these regulations.
Pass Standard
A candidate must obtain 50% in each module.

Distinction Standard
- A candidate must achieve a minimum average of 65% of the total mark.
An award at Distinction classification may not be considered unless the candidate has passed all examinations/assessments at the first attempt.

Certificate Programmes
Awards may be made at Pass and Distinction Levels. To be eligible for such an award at Pass or Distinction level, a candidate must:
- Satisfy all the examination and other assessments set for the programme
- Pass examinations in accordance with these regulations.

Pass Standard
A candidate must obtain 50% in each module.

Distinction Standard
- A candidate must achieve a minimum average of 65% of the total mark.
An award at Distinction classification may not be considered unless the candidate has passed all examinations at the first attempt.

Pass by Compensation for all Programmes
Compensation may be applied in the case of a candidate who has failed one module in the following circumstances:
- The marks obtained in the examination in the module being considered for examination must not be lower than 45%
- The pass standard must be reached in all the remaining examination subjects
- Aggregate gross marks above the pass standard obtained in modules must be at least double the deficiency in the examined module being considered for compensation
- Compensation can only be applied where all examinations are presented at the same sitting i.e. a candidate may not pass a repeat examination by compensation.

Carry Forward of Marks for all Programmes
In the case of a candidate repeating an examination, marks awarded on the basis of continuous assessment, project work or course work, shall normally be carried forward from the original examination
to the repeat examinations and aggregated with the marks scored in the latter to determine the total marks to be awarded in respect of the repeat examination.

3.3 EXEMPTIONS

A candidate who fails to achieve an overall pass at a particular stage or year of the programme will be exempted from further examinations in the modules passed.

The granting of exemptions at any examination shall not of itself confer any right on a candidate to present for further attempts to complete the examination.

Where applicable, a candidate should not be admitted to a second or subsequent examination stage without first having passed all modules of the previous examination stage.

3.4 DEFERRAL OF EXAMINATION RESULTS

The Board of Examiners may, in exceptional circumstances, recommend that a final decision on a candidate’s result be deferred to enable the candidate to complete specific outstanding requirements of the programme.

Any deferral of a decision in relation to a candidate’s results shall be for a limited period, not exceeding one academic year. The reason for recommending deferral must be indicated clearly by the Board of Examiners together with the proposed date of final determination of the candidates’ results.

3.5 REPEAT EXAMINATION

Candidates when notified of an unsuccessful attempt at examination will also be notified of arrangements for repeat examination. A fee will be incurred for a resit examination (see notice board at Administration Office for details).

Students will be awarded a maximum grade of 50% if successful in the repeat examination.

3.6 GENERAL EXAMINATION REGULATIONS

Only candidates who have satisfactorily attended or otherwise pursued a programme of study approved by the Council of the College and where appropriate the National University of Ireland and who have completed satisfactorily all programme requirements shall be admitted to the examinations or other tests of attainment
It is the responsibility of each candidate to ensure familiarity with all relevant subject, programme and examination requirements.
Candidates who are unsuccessful in their first sitting of examinations in any year and who are permitted to present for repeat examinations in that year are required to inform the Faculty of their intention to present for the repeat examinations.

Completed entry forms plus the appropriate fee, is required for repeat examinations and must be submitted with the correct fee to the Faculty Administration Office.

Examinations must be taken at the appointed time in each year.

Student who absents herself/himself without prior permission renders herself/himself liable to disciplinary action.

All candidates for examination are advised that they must ascertain for themselves the latest dates of entry for the examinations and the actual dates of the examinations, etc. Notices concerning this information are displayed on the notice boards in the Faculty.

It is the responsibility of each student to ascertain the dates and times of examinations.

3.7 ADMISSION TO EXAMINATION HALL

Each candidate should be present ten minutes before the advertised time of an examination but should not enter the Examination Hall until requested to do so by the Invigilator.

Students must present their student card.

No candidate will be admitted to the Examination Hall more than one hour after the start of the examination; in exceptional circumstances, however, and provided that no other candidate has withdrawn and left the examination room, a candidate may be admitted later, at the discretion of the Head of Faculty (or nominee) (RCSI) & Examinations Officer (or nominee). Extra time will not normally be allowed.
3.8 **CONDUCT DURING EXAMINATION**

No food is permitted in the Examination Hall.

Each candidate will sit at the desk indicated by the Invigilator. Candidates must not turn over the examination paper on the desk until requested to do so by the Invigilator.

The Invigilator will advise all candidates how to complete the cover sheet of the answer book and indicate whether one or both sides of the paper may be used and whether name or registration number should be used. Candidates are requested to read the instructions at the head of the question paper before starting.

Candidates must leave their student identity cards visible on their desk for the purpose of checking, without undue disturbance, after the start of the examination.

Candidates may not use dictionaries, reference books or computers in the examination unless expressly approved.

Approved models of personal electronic calculators may be used, except in circumstances where their use is expressly forbidden. Programmable or text storing calculators is not permitted.

If, after reading the question paper, a candidate should wish to withdraw from the examination, he/she will not be allowed to do so until **one hour** after the start of the examination.

Candidates wishing to leave the Examination Hall temporarily may not do so unless accompanied by an Invigilator. In any event, no person may enter or leave the Examination Hall without the Invigilator’s permission and no candidate may leave within the last **thirty minutes** of the examination period.

Candidates must not, on any pretext whatsoever speak to or have any communication with any other candidate; such communications will be regarded as a breach of the Examination Regulations. If a candidate needs to ask a question or obtain an extra answer booklet, he/she should raise his/her hand and one of the Invigilators will attend to him/her.

At the end of the examination, each candidate must remain in his/her place until an Invigilator has collected his/her answers books, the answer books have been checked, and the Invigilator has announced that candidates may leave the Examination Hall. It is the responsibility of each candidate to ensure that his/her answer books are handed to the Invigilator.
Mobile phones are strictly forbidden in the Examination Hall or any other examination centre.

3.9 **ABSENCE FROM AN EXAMINATION**

A student who absents himself/herself from an examination will not be awarded a grade for the assessment of the module which is being examined. Furthermore, a student who absents himself/herself without prior permission renders himself/herself liable to disciplinary action, which may include discontinuance or expulsion from the College. In the event of illness, a candidate who is unable to attend the examination must lodge a medical certificate within seven days of the examination. Medical Certificates will not be accepted unless they are lodged with the Faculty of Nursing & Midwifery (RCSI) at the time of illness.

3.10 **ILLNESS DURING AN EXAMINATION**

A distressed or ill candidate may be permitted to leave the Examination Hall temporarily during an examination, accompanied by an Invigilator, and subsequently return to complete the examination, provided the continuity and quality of supervision is not affected. The Senior Invigilator may, following consultation with the Internal Examiner, if deemed necessary, give a time extension to such a candidate at the end of the examination equal to the period of absence, or arrange for such a candidate to complete the examination in a separate room under separate supervision.

In respect of his/her performance in any examination or part of an examination (including referred examinations), each candidate shall bring any extenuating circumstances which may have affected his/her performance to the attention of the Faculty of Nursing & Midwifery who will in turn refer all documentation to the Board of Examiners and who shall consider them when arriving at a decision on that candidate. Extenuating circumstances, which could have been brought to the attention of the Examinations Board prior to that body reaching its decision, may not necessarily be admitted later as evidence.

3.11 **BREACHES OF EXAMINATION REGULATIONS**

A candidate who is found to have unauthorised materials in his/her possession in a Written or Clinical Examination, or whose behaviour is prejudicial to the proper conduct of the examination, or who introduces books or notes into the examination, shall be deprived of the entire examination.
The unauthorised materials, together with the candidate’s identity card, shall be removed and retained by the Invigilator who shall make a written report to the Faculty of Nursing & Midwifery (RCSI) and Examinations Officer. The Examinations Officer will report the matter to the Registrar. The candidate will be allowed to complete the examination.

The Registrar will take steps as soon, as is practical to arrange a meeting with the student and will provide in advance, details of the infringement. The Registrar will explain the rights of the student and will ask the student to accept or reject the accusations and offer whatever submission the student sees fit to make in regard to the change. The Registrar may, following this meeting (i) dismiss the complaint or (ii) refer the matter to the Disciplinary Committee.

The Disciplinary Committee shall provide an opportunity to the student member or student members to state their case. The student(s) may also call witnesses on his/her behalf including character witnesses. An accused person may also have representation of his/her choice at any hearing. The Disciplinary Committee will compile a report and make a recommendation to the Examinations Officer (RCSI) and the Registrar.

Serious academic offences (e.g. cheating) may, in addition to such reduction in marks or other action as recommended to Examinations Officer (RCSI), be punished by suspension from the College. Should the offence be repeated, it shall result in expulsion.

The student shall have a right to appeal such decision to an Appeal Committee nominated by the College. However, the student will only be permitted to produce fresh evidence at the hearing before the Appeal Committee, if such evidence was not available before the hearing of the Disciplinary Committee.

3.12 APPEALING AN EXAMINATION RESULT

The recommendation of the Appeal Committee must be ratified by Council of the College, before a student will be refused re-admission to the Faculty of Nursing & Midwifery. In this regard the decision of the Council of the College is final. The student will be informed in writing of such decision of the Council of the College.

An appeal will be considered if:

- There is evidence of substantive irregularity or clear consistency in the conduct or marking of the examination.
- The student is not satisfied that the checking was properly carried out.
• If there are other circumstances for which evidence can be provided and which significantly affect their performance.

A student, who wishes to appeal, should inform the Examinations Officer in writing of the grounds for their appeal within thirty days of the publication of results, or in exceptional circumstances within such an extended period as allowed by the Registrar of the College. The Examination Officer will inform the Head of Department that such an appeal has been lodged and will refer the matter to the Appeals Committee.

The Examinations Office will gather the relevant papers and documentation (including reports of oral and clinical examinations), contact the relevant internal and external examiners, and may confer confidentially with any individual who could be of assistance. The student may be requested to attend for interview.

The Appeals Committee will inform the Examination Officer of their decision, who will inform the student as soon as possible and amend the record if necessary.

There shall be a fee for the appeal of a result. The fee is refundable if an appeal is successful.

Final Results
Final results will be posted on Moodle and displayed on the notice board in the Faculty of Nursing and Midwifery. Transcripts will be posted to students approximately four weeks following the meeting of the Examination Board. Any additional requests for transcripts will incur a fee. The conferring of degrees normally takes place in mid November and students will be notified about these arrangements by post.

3.13 QUALITY ASSURANCE MECHANISMS IN RELATION TO ASSESSMENT PROCESSES AND PROCEDURES

Quality Assurance mechanisms are in place as follows:
• A criterion referencing system is used for both assignments and examinations.
• An External Examiner is appointed to each programme of studies. The External Examiner approves all matters relating to examinations and assessments including all results.
• A system of internal moderation exists for student assessment.
• A Programme Team is formed for each programme to monitor and oversee the delivery of the programme. This team will include student representation.
• Royal College of Surgeons/National University of Ireland Marks and Standards apply.
3.14 **STUDENT CODE FOR THE RCSI**

**Standard of Behaviour**
All students are expected to behave responsibly at all times, to observe and abide by the Regulations of the College and not to engage in any activity, which might bring the good name of the College into disrepute.

The Student Code applies to all aspects of College life including usage of the Education and Research Centre, the Library and all computer facilities.

Students are required to attend punctually the lectures and classes of the course of study for which they are registered and to which they have been assigned, and they shall, in tutorials or other academic work, conform to the directions of the Head of Department or of the staff member responsible.

In cases of temporary absence arising from illness, or for any other reason, a student must inform in writing the Head or Heads of Departments as appropriate, explaining the cause of absence and must, if required, produce such evidence as will satisfy the Head(s) of Department(s). If prolonged leave of absence is necessitated by illness, the student’s return to the College may be conditional on a medical report.

No eating or drinking is permitted in the lecture rooms.

Mobile phones must be turned off during lectures.

**Damage to Property**
Students are required to make good to the satisfaction of the College damage or loss, which they intentionally cause to any property of the College or for any loss, or damage, which arises as a result of their being reckless or negligent. Students are similarly required to make good any damage or loss which they cause to the personal property of any other student or staff member.
Breaches of Discipline
Any act or omission, which adversely affects the rights of any other member of the staff or student community, or which disrupts the orderly and responsible conduct of any College activity, or which violates any College Regulation, shall constitute a breach of discipline. Without prejudice to the generality of the foregoing, the following are examples of offences:

- Any breach of Examination Regulations: cheating, inappropriate use of electronic devices, plagiarism etc.
- Conduct which may be disruptive to examinations, teaching, study or research.
- Conduct likely to interfere with the safe and proper organisation of any meeting or other activity, including sporting and social activities, within the College or organised by the College, a College Club or Society.
- Abuse of alcohol or other substances, personally or by dealing, within the College community.
- Obstruction or harassment of any staff member or student of the College in the performance of duties, work or other College activity.
- Harassment, sexual harassment or bullying of any staff member or student of the College.
- Damaging, defacing, stealing or misappropriating any property of the College, including property of staff or students.
- Contravention of any of the College Regulations. Detailed regulations applicable to specific areas, such as the Education and Research Centre, the Library and all computer facilities, are available.
- Activity, which adversely affects, or is likely to adversely affect, the reputation of the College, the students or members of staff.
- Incitement or encouragement of any other person or persons to engage in any of the aforementioned conduct.
- Criminal activity within or outside the College community.

Complaints
Where a complaint of misconduct or alleged breach of the College Regulations by a student has been brought before the Head of Nursing, steps will be taken to arrange a meeting with the student. The Head of Nursing may contact the student by telephone, e-mail or by registered letter. The Head of Nursing will explain the rights of the student and will ask the student to accept or reject the accusation and to submit a
written statement in regard to the charge. Following this meeting or communication, the Head of Nursing may: dismiss the complaint or refer the matter to the Registrar via the Examinations Officer.

Where the gravity of the situation warrants, the Registrar may impose a temporary suspension of the student from the College and will ensure that the Disciplinary Committee is convened without delay. The Disciplinary Committee will consider the complaint and the written statement made by the student and will interview the student. If the student is not available for interview, the Disciplinary Committee will accept alternative representation (staff member, legal, sponsor or family). Where an alleged breach of the College Regulations appears to involve two or more students, the Disciplinary Committee reserves the right to consider the cases jointly or individually.

**Disciplinary Committee**

The Disciplinary Committee will be composed of two members of the Academic Staff, two senior representatives from the College, one member of the Administrative Staff and one Lay Member appointed by the College. The College will appoint four alternate members who will substitute for members of the Disciplinary Committee who are not available to serve. A member of the Administrative Staff shall be appointed as a non-voting secretary of the Committee and record the proceedings.

**Procedures of the Disciplinary Committee**

**Pre-hearing**

The Registrar or nominee will prepare a summary containing the particulars of the alleged offence and forward the summary to the members of the Disciplinary Committee.

The Chairman of the Disciplinary Committee will serve written notice of the Disciplinary Hearing by registered post to the last known address of the respondent student. The notice may be sent by electronic mail but confirmation of receipt must be obtained.

The written notice referred to in paragraph will contain a copy of the summary complied by the Registrar or nominee and a note of any documents on which the College proposes to rely at the hearing. The notice will request that respondent student submit a written statement to the Disciplinary Committee. The respondent student is entitled, within reason, to call the attendance of witnesses for the purpose of the hearing and to inspect all relevant documents. The student may choose to be represented at the hearing by a third party.
**Disciplinary Committee Procedure**

The Chairman will present the case to the Disciplinary Committee. The student will be asked to respond to the allegations made. Submissions or addresses will be made to provide evidence and to determine the appropriate penalty if applicable.

The Disciplinary Committee will deliberate in private and shall be entitled to seek legal advice on any matter arising in the course of the proceedings. Decisions of the Committee will be taken by simple majority. Disciplinary Committee Penalties may include:

- Expulsion from the College
- Suspension from the College for a stated period of time
- Exclusion from an examination and deprivation of any benefits connected therewith
- Compliance with conditions imposed at the discretion of the Council of the College
- A reprimand with or without a note of events on the student’s record
- No penalty

**Communication of the Decision**

The Disciplinary Committee will make its recommendations to the Registrar and, if accepted, they will be forwarded for final adjudication to the Council of the College. The final decision will be communicated in writing to the student(s) by the Registrar/Chief Executive on behalf of the Council of the College.

**Appeal**

An appeal may be made to the Council of the College within two weeks from the date of issue of the decision of the Council. The appellant will submit in writing the grounds for appeal. An appeal against the decision of the Council should be on the basis of new evidence not available to the Committee. An appeal against the penalty imposed may be made on the grounds of extenuating circumstances.

The Council of the College will appoint the members of the Disciplinary Appeal Committee.

**Procedures of Disciplinary Appeal Committee**

- A copy of the appellant’s grounds of appeal, including a written submission, will be provided to the Committee.
- All documentation available to the Disciplinary Committee will be made available to the Disciplinary Appeal Committee.
- Oral submissions may be made by both the appellant and/or the appellant’s representatives and by the representatives of the College.
• Fresh evidence may be considered as long as such evidence has been notified to all parties. Sufficient time must be allowed to consider and deal adequately with the said fresh evidence at the hearing of the appeal.
• The Disciplinary Committee may:
  • Allow the appeal
  • Decrease or increase the penalty or vary the nature of the penalty
  • Reject the appeal

Communication of Decision
The determination of the Disciplinary Appeal Committee will be given in writing by pre-paid registered post to the last known address of the student appearing on the College register or to the student’s nominated representative.

3.15 POLICY AND PROCEDURE IN RELATION TO HARASSMENT

Policy Statement
The Royal College of Surgeons is committed to a working and learning environment that is free of harassment based on gender, sexual orientation, race, culture or religion. Incidents of harassment will be regarded very seriously and can be grounds for disciplinary action, which may include suspension or discontinuation.

Harassment is unwanted behaviour that is offensive and fails to respect the rights of others and can include:
• Non-verbal (e.g. pictures, posters, intranet messages, text messages, e-mail)
• Verbal (e.g. unwanted remarks)
• Physical (e.g. unnecessary touching)
• Ridicule or intimidating behaviour

If a student feels harassed, they should make it clear, if possible, to the perpetrator that such behaviour is unacceptable and offensive. However, it does not constitute consent to harassment if the student feels unable to do this.

Complaints Procedures
Any student who feels subjected to harassment is entitled to make a formal complaint to the College authorities.
Before making a formal complaint, a student who feels subjected to harassment is advised to consult one of the named contact persons appointed by the College to deal with incidents of harassment in an informal manner. Consultation with a contact person is strictly confidential and no further action will be taken without the consent of the complainant.

If the harassment is serious and the problem cannot be resolved by informal means, the contact person will assist the complainant to make a formal complaint in writing. If the matter is serious, the complainant may also be advised to consult the Gardai. Formal complaints of harassment must identify the alleged offender(s). Formal complaints should be addressed to the or to the Registrar/Chief Executive. Throughout the procedure, the rights of all parties concerned will be given due regard while maintaining minimum delay and maximum confidentiality. Malicious or frivolous complaints may result in disciplinary action against the complainant.

**Right of Appeal**
A student, against whom a complaint of harassment is substantiated, has the right to appeal to the Council authorities.

**Sources of Help**
Contact persons:
- The Head of Department
- The Examinations Officer
- The Student Services Officer
- The Student Welfare Officer
- The Chaplains

### 3.16 HEALTH AND SAFETY

It is the policy of the Royal College of Surgeons in Ireland to provide a healthy and safe working environment. This can only be achieved successfully with the co-operation and vigilance of all students.

According to the Safety, Health and Welfare at Work Act, all staff and students have a “duty of care” to themselves and others, to work in a safe manner. To this end, white coats, safety glasses, and other protective clothing must be worn, when required. Codes of safe working practice will be issued to students when they commence practical classes.
Students are also reminded that it is a criminal offence to interfere with or misuse equipment provided for their collective safety. Action will be taken against any student who deliberately endangers the health and/or safety of others, for example, by misusing fire extinguishers.

Students playing sports on behalf of the College are strongly advised to take out health insurance, which will cover them for both accident and illness while they reside in this country. The College accepts no responsibility for accidents that may happen to students while playing sports.

**Fire Regulations**

Students must familiarise themselves with the notice boards demonstrating the nearest Exits in the event of a fire.

3.17 **SERVICES AND FACILITIES**

**College Restaurant**

The College Restaurant provides full catering facilities with snacks, breakfast and lunch available from Monday to Friday inclusive throughout the academic year.

In addition there is a Coffee Bar (only opened during the hours of 09.30 to 14.30), located in the student basement area, which is open daily for tea/coffee and snacks.
Appendix A.
Request form for Deferral: Extenuating Circumstances & Extension of Assignment Submission Date

Appendix B.
General Guidelines on Grading & Level of Learning Expectation

Appendix C.
Information on Exemption Procedures

For further information please contact
Faculty of Nursing & Midwifery,
Royal College of Surgeons in Ireland

E-Mail: facnurs3@rcsi.ie
01-402 2445/2206
www.rcsi.ie/nursing
APPENDIX A
Royal College of Surgeons in Ireland
Faculty of Nursing & Midwifery
Request Form for Deferral; Extenuating Circumstances and Extension of Assignment Submission Date

Section A – Student and Module Details

Student Name, ID Number and Programme of Studies:

Section B – The Nature of the Request

Please tick the appropriate box

- □ Deferral of examination – please state module

- □ Deferral of assignment – please state module

- □ Poor performance due to extenuating circumstances – please state module

- □ Deferral of Modules – please state module

- □ Extension of Assignment Submission Date – Please state module

Section C – Details of the Circumstances

It is expected that a claim will normally be supported by appropriate evidence (e.g. medical certificate) and this should be attached.

If the circumstances are confidential they should be discussed with the person signing at section D and a note to that effect entered here. If more space is required please use an additional sheet.

Nature of evidence
Medical Certificate: □ Yes □ No
Other: ________________________________

Section D – Extenuating Circumstances

In addition to the specific request for this module are you requesting the Examinations Board takes into account these mitigating circumstances for the whole of this stage of your studies?

□ Yes □ No

Signature of Student:

Section E – Staff Comment

Module Name and Number:

This section must be completed by the Programme Co-ordinator. If more space is required please use an additional sheet.

Statement:

Recommended Deferral/Extension Date:

Signature of Programme Co-ordinator: ________________________________

Date: ________________________________
## APPENDIX B

General Guidelines on Grading & Level of Learning Expectation

<table>
<thead>
<tr>
<th>Class</th>
<th>KNOWLEDGE</th>
<th>COMPREHENSION AND APPLICATION</th>
<th>ANALYSIS</th>
<th>SYNTHESIS</th>
<th>EVALUATION</th>
<th>LITERARY STYLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 70</td>
<td>Exceptionally good use of knowledge from a wide range of relevant disciplines pertinent to the area of study. Use of recent (&lt;5 years) and appropriate research. Mostly primary sources</td>
<td>Excellent use of explanation and summarisation. Answered the question fully and completely.</td>
<td>Exceptionally well developed; logical presentation of argument; clear structure. Makes links between areas of work. Demonstrated clarity of thought.</td>
<td>Excellent level of independent imagination, creative thinking. Consistently generates new ways of looking at things.</td>
<td>Identifies major and minor issues and demonstrates an excellent level of critical thinking</td>
<td>Very well written; evidence of distinct personal style. No spelling or grammar errors; all words used correctly. Paragraphs longer than one sentence; not longer than one page. Headings if used are of the same format and appropriate level. Unnecessary abbreviations not used; necessary ones explained. Numbers are written or spelt as appropriate. Capital and small letters used appropriately. Quotations are appropriately set out and referenced. No unnecessary parentheses.</td>
</tr>
<tr>
<td>65-69</td>
<td>Demonstrates very good use of knowledge from a wide area. Mostly with primary sources some secondary.</td>
<td>Very good use of explanation and summarisation. Answered the question fully and completely.</td>
<td>Very well developed; logical presentation of argument; clear structure. Makes most relevant links between areas of work. Demonstrated clarity of thought.</td>
<td>Very good levels of independent imaginative creative thinking. Frequently generates new ideas of looking at things.</td>
<td>Identifies major and minor issues. Evaluates major and minor issues. Balances arguments.</td>
<td>Punctuation appropriate. Verbs active where appropriate and subjects are in agreement. Pronouns have clear referents. Parallel construction. Tone is not polemic. Sensitive language and awkward constructions avoided. References in Departmental approved format.</td>
</tr>
<tr>
<td>60-64</td>
<td>Evidence of highly relevant knowledge and principles. Use of research, which is relevant and up to date.</td>
<td>Very good use of explanation and summarisation. Answered the question fully and completely.</td>
<td>Well developed. logical presentation of argument; clear structure. Makes some relevant links between areas of work. Demonstrated clarity of thought.</td>
<td>Very good levels of independent imaginative creative thinking. Frequently generates new ways of looking at things.</td>
<td>Identifies major and minor issues. Evaluates strengths and weaknesses of material. Balanced arguments.</td>
<td>Competent use of English. Fluent writing. Accurate spelling and grammar. Distinct personal flair.</td>
</tr>
<tr>
<td>&lt;40 – FAIL</td>
<td>Use of inadequate or outdated knowledge. Evidence of research inadequate. Unsatisfactory reference list.</td>
<td>Poor explanation and summarisation. Has only attempted to answer question.</td>
<td>Weak structure, little logical argument. Links between different areas of work are missing or inaccurate. Thinking sometimes confused.</td>
<td>Minimal evidence of independent thinking. Rarely generates new ways of looking at things.</td>
<td>Does not evaluate/appraise. Descriptive. Identifies few issues.</td>
<td>Difficult to understand. Poor use of English. Numerous spelling and grammar errors</td>
</tr>
</tbody>
</table>
APPENDIX C
INFORMATION ON EXEMPTION PROCEDURES

If you have completed a module comparable in levels of learning and outcomes of the module applied for or (listed in the Prospectus), you may be eligible to apply for an exemption.

If this module was completed in RCSI in the last 5-years, you do not need to complete an exemption Request Form. Document details of module on your Application Form.

PLEASE READ THE FOLLOWING CAREFULLY

A. It is the responsibility of the student to request the exemption. Provide supportive documentation (transcripts and description of the module to include the requirements outlined under D below). Incomplete documentation will not be considered for processing an exemption.

B. Exemption requests are considered on **an individual basis** by the Nursing Accreditation & Valuation panel (AVP).

C. Where students are successful in being granted an exemption, there **will be no reduction of fees** as is the situation in NUI colleges.

D. When applying for exemptions generally the module undertaken must match the module for which exemption is sought, using the following guides:
   - Level at which the module was undertaken (Ref. NQAI Levels)
   - Lecture contact hours (usually 30-35 hours)
   - Mode of assessment (exam/assignment)
   - Grade 8 successful completion of the module

E. Exemptions are usually considered if the module (s) were completed within the previous **five years**.

F. In no circumstance will exemptions be considered after the programme commences.

G. All exemptions requested are considered in accordance with RCSI/NUI policy and procedures. Candidates will be notified about the outcome of their request following an AVP Committee. Early application for exemptions are encouraged.