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

UNIVERSITY OF DUBLIN
TRINITY COLLEGE
Meeting of the Graduate Studies Committee
Thursday 24th March, 2016 at 9 am
Boardroom, Provost's House

AGENDA A

1.	Minutes of GSC of 18th February 2016	*Encl*	*1*
2.	Matters arising		
3.	Report of the Irish Survey of Student Engagement (ISSE) with emphasis on postgraduate courses – Dr Kevin O'Kelly (Dean of Students) to report	*Encl*	*2*
4.	A process for dealing with restructured postgraduate student cases in Academic Registry – presentation by Jim Nugent (Academic Registry Enhancement Analyst) & Elis Dunne (Activity Lead)	*Encl*	*3 to follow*
5.	Non-pay budgets for postgraduate courses – Chief Financial Officer to attend	*Encl*	*4*
6.	A new course proposal: *MSc in Community Health* – Dr Catherine McCabe (School of Nursing and Midwifery) to report	*Encl*	*5*
7.	Any Other Business		

AGENDA B for NOTING and APPROVAL

B.1	A stand-alone specialist module in *Vascular health and diseases* for external applicants only - to be delivered by School of Nursing and Midwifery and St. James's Hospital	*Encl*	B1
B.2	A stand-alone specialist *foundation module for Anaesthesia/Recovery Room Nursing for Nurses/Midwives* for external applicants only – to be delivered by School of Nursing and Midwifery and College of Anaesthetists	*Encl*	B2
B.3	Memo from School of Nursing and Midwifery DTLP on *Clinical practicum* module to be offered as an 'add on' module for students registered on a generic P.Grad.Cert. course from 2016/17	*Encl*	B3
B.4	*Calendar III* changes for 2016/17 from School of Nursing and Midwifery	*Encl*	B4

AGENDA C for NOTING

C.1	Minutes of the Royal Irish Academy of Music Associated College Degrees Committee (RIAM ACDC) of 3 February 2016	*Encl*	C1

18 March 2016
Ewa Sadowska
Trinity Teaching and Learning

Remaining GSC meetings in 2015/16: 21 April 2016, 19 May 2016

ITEM 1

GRADUATE STUDIES COMMITTEE
Minutes of the meeting held at 9am on Thursday 18th February 2016
Boardroom, Provost's House

XX = Council relevance

***Present*:**   Professor Aideen Long, Dean of Graduate Studies (*Chair*)
Directors of Teaching and Learning (Postgraduate) as follows:
Professor Frank Barry, School of Business
Professor Dónall Mac Dónaill, School of Chemistry
Professor Lucy Hederman, School of Computer Science and Statistics
Professor Michael O'Sullivan, School of Dental Science
Professor Ruth Barton, School of Drama, Film and Music
Professor Damian Murchan, School of Education
Professor Roger West, School of Engineering
Professor Laura Cleaver, School of Histories & Humanities
Professor Elizabeth Heffernan, School of Law
Professor John Stalker, School of Mathematics
Professor Stephen Smith, School of Medicine
Professor Joan Lalor, School of Nursing and Midwifery
Professor Louise Bradley, School of Physics
Professor David Hevey, School of Psychology
Professor William Phelan, School of Social Sciences & Philosophy
Ms Helen O'Hara, Information System Services Representative
(in attendance *Ex officio*)
Ms Katie Crowther, Graduate Students' Union President   (*Ex officio*)
Dr Gianna Hegarty, Graduate Students' Union Vice-President
(*Ex officio*)

***Apologies*:**
Professor John J Boland, Dean of Research   (*Ex officio*)
Directors of Teaching and Learning (Postgraduate) as follows:
Professor Amir Khan, School of Biochemistry and Immunology
Professor Paul Delaney, School of English
Professor Seamus Joseph Martin, School of Genetics and Microbiology
Professor Giuliana Adamo, School of Languages, Literatures & Cultural Studies
Professor Christer Gobl, School of Linguistic, Speech & Communication Sciences
Professor Patrick Wyse Jackson, School of Natural Sciences
Professor John Gilmer, School of Pharmacy & Pharmaceutical Sciences
Professor Benjamin Wold, Confederal School of Religions, Peace Studies and Theology
Professor Virpi Timonen, School of Social Work and Social Policy

Ms Jessie Kurtz, Deputy Librarian   (in attendance *Ex officio*)
Ms Patricia Callaghan, Academic Secretary, CAPSL Representative
(*Ex officio*)

In attendance:
Ms Ewa Sadowska (Trinity Teaching and Learning), Temporary Secretary (*Ex officio*)
Ms Helen Thornbury, Office of Dean of Graduate Studies   (*Ex officio*)
Dr Aonghus Mc Nabola (School of Engineering)   for item GS/15-16/28

GS/15-16/24 Minutes of 3rd December 2015
> The minutes were approved by the committee as circulated.

GS/15-16/25 Matters Arising
> *Re: GS/15-16/14   Dean of Graduate Studies' Annual Report 2013/14*
Following what had been agreed at the meeting in October the Dean advised that she had contacted a number of universities in Ireland to survey their thesis submission practises i.e. whether they allowed their PhD students to submit their research thesis with or without the approval and the sign off of the supervisor. The Dean reported that most Irish universities require a sign off by the supervisor and another designated academic staff member but only two universities would not accept the thesis without the two signatures being in place.

> *Re:* GS/15-16/18   *A new course proposal MSc in Applied Behaviour Analysis:*
The Dean of Graduate Studies advised that the proposal had been approved by the University Council on 10 February 2016.

> *Re: GS/15-16/19   A new course proposal MSc in Digital Marketing Strategy:*
The Dean of Graduate Studies advised that the proposal had been approved by the University Council on 10 February 2016. The Dean also reminded the committee that they had approved the course in December subject to clarification about Masters with Distinction regulations on page 9 (point ix). Accordingly, she clarified that the relevant regulation (ix) should read that students who have achieved an overall unrounded aggregate mark of at least 68% for the taught modules and achieved a mark of at least 70% in modules amounting to 30 credits and at least 70% in the dissertation are eligible for the award of Masters with Distinction if they have not repeated any examinations that form part of their module results.

> **Action 1:** The Business School DTLP Prof. Barry undertook to bring this clarification to the attention of the School with a view to it being implemented in all new Business courses approved to date in the academic year 2015/16.

> *Re: GS/15-16/20   A new proposal for Dissertation with Practice Module (Film Studies):*
The Dean of Graduate Studies advised that the proposal had been approved by the University Council on 13 January 2016.

> *Re: GS/15-16/21 Postgraduate Research Students Pilot Survey*

The Dean of Graduate Studies advised that the survey had been finalised and disseminated to the postgraduate research students the previous week.

> **Action 2:** The Dean of Graduate Studies undertook to circulate the final document to the members of the committee.

GS/15-16/26 Discussion Document: non-pay budgets for postgraduate courses
The Dean of Graduate Studies welcomed Prof. Roger West (the School of Engineering DTLP) to talk to the circulated discussion document related to non- pay budgets for postgraduate taught courses. Prof West summarised the concerns and issues raised in the document regarding the current financial model for taught PG courses. In the discussion which ensued the following points were made:

a) Using the current financial model, in certain cases, appears to discourage recruitment of additional EU and non –EU taught PG students.
b) Additional financial clarity on the actual cost of running PG taught courses would be welcomed by members and would greatly assist in the short term and strategic planning for schools.

The Dean of Graduate Studies advised that the Chief Financial Officer had been sent a copy of the document and had been invited to attend the meeting but was not available to attend until the next meeting in March. The committee welcomed this opportunity to engage in dialogue.

> **Action 3:** Prof. Roger West undertook to add in an executive summary to the document and to incorporate additional discussion points which had been raised. It was agreed that the revised document will be re-circulated to the Chief Financial Officer and the committee members for the meeting in March.

GS/15-16/27 Liaison with Schools re Orientation Week in September 2016
The Dean of Graduate Studies welcomed Ms Katie Crowther, GSU President. The Dean underlined that the GSU had done a great job to put on an orientation programme for new postgraduate students over the last three years practically without any College support. In parallel, Schools had also been engaging in orientation activities but the Dean noted that going forward the efforts of both sides would be more effective if they were combined. The GSU President explained that the GSU had begun an internal review of Postgraduate Orientation Week 2015 and met with the various contributing departments College-wide to hear their feedback on the opportunities to further improve the event. The GSU is in a transitional period. They will continue to lead the event but in the long term the event should be an embedded practice in the College calendar possibly ran by a newly established designated "first year experience officer" who would have an overview of orientation for all students, from acceptance until the end of their first semester as is indicated in the College Strategic Plan (page 28).

The GSU President spoke of an identified need for clearer communication channels between the Faculties, Schools and Departments and invited the committee

members to provide her with their feedback on how best such communication could be achieved taking into consideration the following key factors:

a) Information sharing at acceptance of applications (which could enhanced by incorporating additional information into letters of acceptance issued by the Academic Registry, and the Global Office)
b) pre-arrival information
c) Trinity orientation
d) School/course representation elections
e) Postgraduate-focused opportunities College-wide to be communicated by means of postgraduate reps as focal agents.

> **Action 4:** It was agreed that committee members would forward their feedback by email directly to the GSU President.

XX **GS/15-16/28 A new MSc in Engineering strand proposal in Sustainable Energy**
The Dean of Graduate Studies welcomed Prof. Aonghus Mc Nabola from the School of Engineering (director of the established MSc in Engineering proposing the new strand in Sustainable Energy) to talk to the circulated proposal taken as read.

Prof. Mc Nabola explained that a few years before the long-established Masters course in Civil Engineering was reviewed and restructured to the Masters in Engineering with three strands i.e. Environmental, Structural and Geotechnical, and Transportation. The proposed strand in Sustainable Energy was being put in place to respond to a market need for technical and scientific knowledge on sustainable energy engineering including energy efficiency, sustainable energy technologies and energy management techniques. The new strand would complement the established strands by providing more module options for all MSc and MAI students in the School. The strand syllabus would cover energy conservation and the development of alternative sustainable sources of energy.

In a short discussion which followed the course director explained that recruitment to the new strand would also target non engineers such as graduates from Physics with energy disciplines who have interest in sustainable energy. The committee approved the new strand without any changes. The Dean of Graduate Studies confirmed that the strand would not be reviewed by an external assessor (as its course structure and most of its modules are shared with the established strands of the course), and would be put for approval by the University Council *via* the GSC minutes.

GS/15-16/29 Report of the Irish Survey of Student Engagement (ISSE) with emphasis on postgraduate courses
The item was deferred.

GS/15-16/30   AOB
There was none.

Section B for noting and approval
The committee members noted and approved *Calendar* III changes for 2016/17 from the following Schools:

B.1 School of Linguistic, Speech and Communication Sciences including a new optional module *Chinese translation in practical contexts* for MPhil in Chinese Studies;

B.2 School of Engineering;

B.3 School of Drama, Film and Music - only for TAYLOR BEQUEST IN MUSIC ("Miscellaneous research travel funds") and HOME HEWSON SCHOLARSHIP (**"**Postgraduate awards and travel funds").

XX B.4 Noted and approved was also a new stand-alone specialist Trinity Children's Research Centre module in *Child and Life-course Research* for internal College-wide delivery to registered PhD students.

The module will be coordinated by Assistant Professor Dr Lorraine Swords, and delivered through the Children's Research Centre (Director: Professor Trevor Spratt) but the module coordinator will report to the Postgraduate Studies Committees in Social Work & Social Policy and Psychology and the respective Directors of Postgraduate Research and Heads of Schools. The Children's Research Centre is a joint initiative of the School of Psychology and the School of Social Work and Social Policy (SWSP). The module was approved on the 8th January 2016 by the SWSP Management Committee and on the 10th January 2016 by the Head of School of Psychology.

This stand-alone module aims to introduce students to cutting edge research in a field of study characterised by rapid development and inter-disciplinarity between biological, psychological and social sciences and to enhance students' capacities to conduct high-quality empirical research on the lived experiences of children via grounding in key empirical, theoretical and methodological issues. The module will invite students to critically reflect upon, and share, their own approaches to research.

The module will be internal to Trinity-registered PhD student with minimum 5 and maximum 15 places to be reserved on a 'first come' basis by emailing the module co-ordinator. The module will commence in Michaelmas Term 2016 and will last one term. It will take place at the Seminar Room at the Children's Research Centre, Foster Place. It will comprise six lectures. All teaching staff are internal to Trinity and members of the Children's Research Forum. Teaching contributors will volunteer to deliver just one lecture/seminar (maximum three hours' duration) per module on a particular area of research expertise. The contributors responsible for delivering the first module are Prof. Trevor Spratt (Social Studies), Dr Elizabeth Nixon (Psychology), Prof. James Williams (Economic and Social Research Institute), Prof. Richard Layte (Sociology), Prof. Louise Gallagher (Medicine – Psychiatry) and Dr Lorraine Swords (Psychology).

The module will have 5 ETCS equalling 100 student effort hours consisting of six two-hour Lectures/Seminars (12 hours of direct student contact), two one-hour tutorials (2 hours of direct student contact) and 86 student workload hours, in terms

of ECTS, consists of lecture/seminar preparatory reading (approximately 4 hours per lecture/seminar), preparation for individual tutorial (approximately one hour per tutorial) independent study with respect to set tasks (approximately 5 hours per lecture/seminar), and completion of the module assignment (approximately 30 hours). Students' performance on the module will be evaluated on the basis of good attendance (80% overall) and a successful pass on the assigned assessment (an essay of approximately 2,500-3,000 words in length. Students can only miss one lecture/seminar) along with submission of, and a 'pass' grade for, the module assignment). Students are required to achieve a 50% mark in order to pass the assessment. Students who complete the module will obtain a Centre-issued *Certificate of Attendance and Completion* with a module transcript. This stand-alone module does not require a designated online recruitment point to be set up by the Academic Registry.

Section C for noting
The committee noted the below:
C1.   Minutes of the Royal Irish Academy of Music Associated College Degrees Committee (RIAM ACDC) of 4 November 2015
C2.   Draft Minutes of the Associated Colleges Degrees Committee (ACDC) of 18 November 2015

There being no other business, the meeting ended.

Prof. Aideen Long   Date: 18 February 2016

Meabhrán | Memorandum

Déan na Mac Léinn   **Dean of Students**

An Téatar Thiar   West Theatre

Chuig | To: Graduate Studies Committee

Ó | From: Kevin O'Kelly, Dean of Students

Dáta | Date: 4rd February, 2016

Tagairt | Reference: Report of the Irish Survey of Student Engagement (ISSE) 2015

Please finad attached, the report summarising the 2015 ISSE findings. It contains institutional level analysis comparing Trinity to the 3rd elvel sector across 6 engagement indices and 5 outcomes indices. It also includes sample faculty level findings comparing the results of the three faculties to the Trinity overall results.

With the significant increase in response rate and the ability to provide faculty and school level results, the ISSE results now provide strong indications of how our students experience the Trinity education. It is hoped that this will help schools and faculties identify specific initiatives based on the survey evidence.

Dr. Kevin O'Kelly
Dean of Students

Irish Survey of Student Engagement Report 2014/15

Trinity College Dublin

Quality Office

Revised 22 January 2016.

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TCD Irish Survey of Student Engagement *2014/15*

1. Introduction

The Irish Survey of Student Engagement (ISSE) measures student engagement with higher education beyond that ascertained through student satisfaction surveys. Engagement is seen as important to facilitate students' ability to develop key capabilities such as critical thinking, problem-solving, writing skills, teamwork and communication skills. Trinity has participated in the ISSE Survey in the three years since its initiation, with the survey set for a specific three-week period each February – March. Each year the following cohorts of students participate: first year (YR1) and final year (YRF) undergraduate students and postgraduate taught students (PGT); students studying full-time or part-time, on campus or distance / e-learning.

The survey structure is comprised of eleven indices derived from international validated survey instruments the: AUSSE and NSSE. The indices can be described in two parts: (i) Engagement and (ii) Outcomes. There are six engagement and five outcome indices. Table 1 overleaf outlines the ISSE structure and provides a reference for codes used throughout this report.

Table 1: Structure of ISSE Indices

ISSE Survey Structure		
Code	*Engagement Indices* [i]	
AC	Academic Challenge	The extent to which expectations and assessments challenge students to learn
AL	Active Learning	Student's efforts actively construct knowledge
SSI	Student and Staff Interactions	The levels and nature of students' contact and interactions with teaching staff
EEE	Enriching Educational Experiences	Students' participation in broadening educational activities
SLE	Supportive Learning Environment	Students feelings of legitimation within the university community
WIL	Work Integrated Learning	Integration of employment-focussed work experiences into study
	Outcome Indices [ii]	
HOT	Higher Order Thinking	Participation in higher order forms of thinking
LRN	General Learning Outcomes	Development of general competencies
DEV	General Development Outcomes	Formation of general forms of individual and social development
CRE	Career Readiness	Preparation for participation in the professional workforce
OVL	Overall Satisfaction	

Interpreting Survey Data

It is recommended that readers of this report refer to the questions that form each of the ISSE Indices in *Appendix 1*. Note the numbers of questions that form each indices vary, therefore the method to produce the ISSE index score is as follows: when each question is calculated in the indices; the index is averaged to give a comparative index number. This is not a percentage. Index scores provide the greatest benefit when used as signposts to explore the experiences of different groups of students – internally within TCD across the cohorts YR1, YRF, PGT; or externally across all ISSE Universities[iii] or nationally[iv].

The Trinity Quality Office has provided the Trinity Faculty and School structure with undergraduate and postgraduate programmes provision mapped using ISCED codes to the ISSE Project Team. They in turn have provided Faculty level data to Trinity which has allowed for additional analysis including qualitative comment analysis provided in this and Faculty Reports.   Refer to Section 5 and Appendix 2.

The survey has been subject to extensive field testing in Ireland in in 2012/13 and in 2013/14 and will again be reported for 2014/15 (www.studentsurvey.ie). The confidence interval set for testing the data is 95%. Highlights of statistical testing conducted by the ISSE Project Team at institutional level relevant to Trinity are outlined below and further detail can be found in *Appendix 2*:

1. In a One way Anova test on the difference in index scores between Trinity College Faculties (AHSS; FEMS, HS), all index scores with the exception of Supported Learning Environment (SLE) are statistically significant.
2. In a One way Anova test across Trinity cohorts YR1; YRF and PGT, the difference in index scores in all indices other than Overall Satisfaction (OVL) are statistically significant.
3. In Independent t-test comparing Trinity College scores with the other six Irish Universities, all indices were statistically significant other than Acting Learning (AL) and General Development Outcomes (DEV).

2. ISSE the story to date 2012/13- 2014/15

The ISSE survey instrument has remained static in terms of the number of questions and the indices since the pilot in 2012/13. This had allowed comparability with international instruments, the NESSE (USA) and AUSSIE (Australia) on which the design of the ISSE is based. In 2016/17, the survey questions and indices will change to reduce the number of questions from 100 to 67 and to reflect changes in the NESSE survey instrument in the USA, the use of the AUSSE has been discontinued in Australia and a new survey introduced.

As such this presents the opportunity to reflect on the trend data over the past three year datasets and provide an opportunity for some internal benchmarking before the proposed changes are implemented.

2.1. Participation profiles

The ISSE Survey is steadily achieving acceptance in the Irish Higher Education arena as participation has risen each year as outlined in Table 2 below.

Table 2: National Universities Response Rates 2014/15 and 2013/14

Universities	2014/15	2013/14
Dublin City University	26.0%	15.2%
National University of Ireland Galway	25.3%	16.2%
Trinity College Dublin	**23.2%**	**16.5%**
University College Dublin	20.1%	15.0%
National University of Ireland Maynooth	15.4%	14.9%
University College Cork	8.9%	9.3%
University of Limerick	7.2%	12.1%

(Note: Percentage figures represent the proportion of target student cohorts that responded to at least some survey questions).

Trinity achieved the highest participation rate across all ISSE Universities in 2013/14 but has dropped to third place in 2014/15. The numbers of students responding to the survey increased across all cohorts in 2014/15, YR1 increased by 22%; YRF by 53% and PGT students by 87% over 2013/14 levels.

Table 3 below compares the TCD respondent profile of 2014/15 with that of 2013/14. In addition to changes in the response rates across the different cohorts, the following are worth noting:

- the proportion of <23year olds responding has decreased from 70% in 2013/14 to 65% in 2014/15; with a correlating increase in the proportion of >23 years olds from 30% to 35%.
- the proportion of males to females remains fairly consistent at 66% females to 34% males.
- Irish domiciled students dominate at 86%, with non-Irish i.e. EU and NEU making up 14% of respondents.
- full-time students account for 91% of respondents with 9% enrolled as part-time students.

Table 3: TCD Respondent Demographics

	Trinity College Dublin 2014/15				Trinity College Dublin 2013/14			
	First Year	Final Year	PG Taught	All students	First Year	Final Year	PG Taught	All students
Population (Number & %)								
Survey Population	3,210	2,496	2,633	8,339	3,162	2,537	2,438	8,137
Respondents	849	540	545	1,934	698	354	291	1,343
Response Rate	26.4%	21.6%	20.7%	23.2%	22.1%	14.0%	11.9%	16.5%
Age (Number & %)								
23 Years and Under	753 (88.7%)	414 (76.7%)	88 (16.1%)	1,255 (64.9%)	626 (89.7%)	287 (81.1%)	37 (12.7%)	950 (70.7%)
24 years and over	96 (11.3%)	126 (23.3%)	457 (83.9%)	679 (35.1%)	72 (10.3%)	67 (18.9%)	254 (87.3%)	393 (29.3%)
Gender (Number & %)								
Male	323 (38.0%)	174 (32.2%)	164 (30.1%)	661 (34.2%)	217 (31.1%)	128 (36.2%)	93 (32.0%)	438 (32.6%)
Female	526 (62.0%)	366 (67.8%)	381 (69.9%)	1,273 (65.8%)	481 (68.9%)	226 (63.8%)	198 (68.0%)	905 (67.4%)
Domicile (Number & %)								
Irish	796 (93.8%)	488 (90.4%)	372 (68.3%)	1,656 (85.6%)	642 (92.0%)	329 (92.9%)	207 (71.1%)	1,178 (87.7%)
Non-Irish	53 (6.2%)	52 (9.6%)	173 (31.7%)	278 (14.4%)	56 (8.0%)	25 (7.1%)	84 (28.9%)	165 (12.3%)
Mode of Study (Number & %)								
Full-time	836 (98.5%)	532 (98.5%)	346 (63.5%)	1,714 (88.6%)	692 (99.1%)	346 (97.7%)	183 (62.9%)	1,221 (90.9%)
Part-time/Remote	13 (1.5%)	8 (1.5%)	199 (36.5%)	220 (11.4%)	6 (0.9%)	8 (2.3%)	108 (37.1%)	122 (9.1%)

2.2 Summary of Findings by Index

In the two years 2013/14 to 2014/15 Trinity has maintained the highest University index scores across

A. *Academic Challenge* scores remain consistent across years and above ISSE University scores

B. *Enriching Educational Experiences* scores remain consistent across years and above ISSE University scores

C. *Higher Order Thinking* scores have deteriorated across years but remain above ISSE University scores

Fig 1: Comparison of ISSE Index Scores 2013/14 – 2014/15
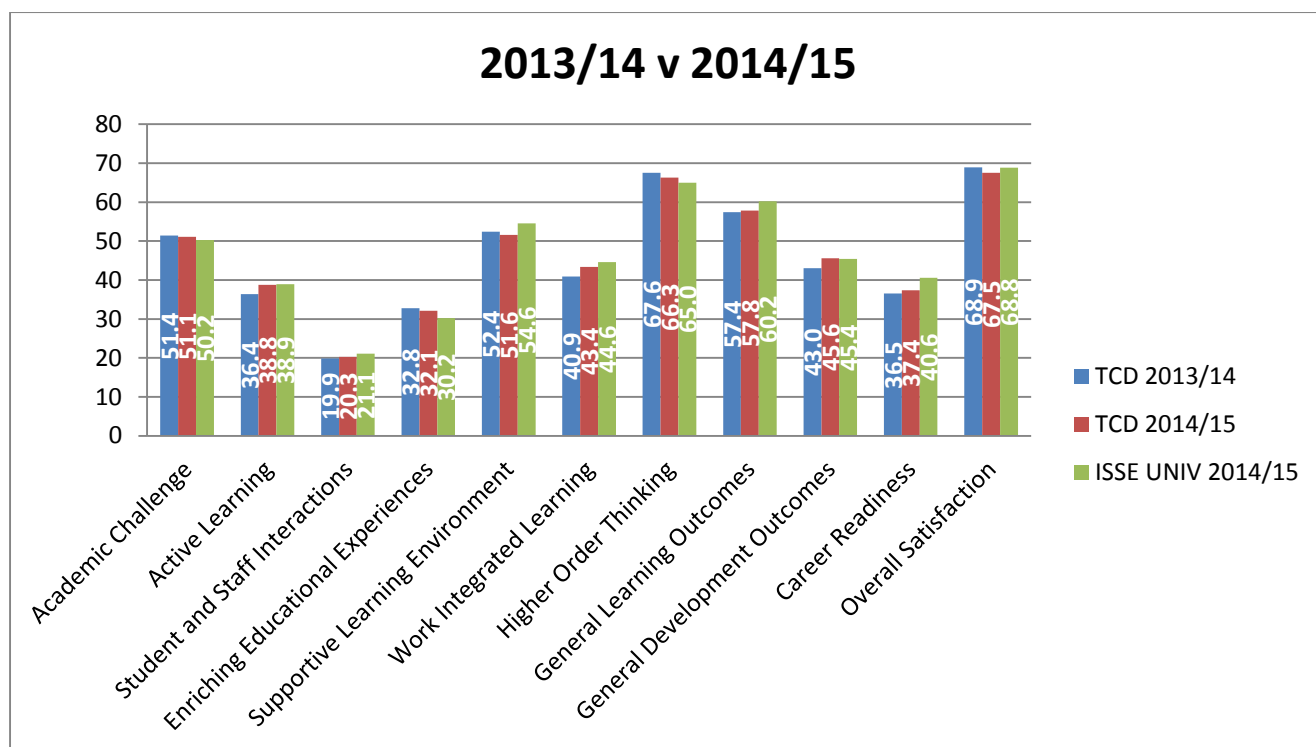
Over the past two years the gap between TCD and other ISSE Universities has narrowed in five indices:

A. *Active Learning* is consistent with the ISSE University score in 2014/15;

B. *Work Integrated Learning* remains lower than the ISSE University score but is trending up;

C. *General Development Outcomes* is consistent with the ISSE University score in 2014/15;

D. *General Learning Outcomes* remains lower than the ISSE University score but is trending up*;* and

E. *Career Readiness* remains lower than the ISSE University score but is trending up, it remains the lowest scoring index across the University sector.

Trinity's performance continues to lag behind ISSE University scores and in some cases has deteriorated:

• *Staff Student Interactions is the weakest performing index across all cohorts YR1, YRF and PGT in the 2014/15 survey findings (see Figs 2, 3, 4)*

• *Supportive Learning Environment* is lower than the ISSE University score and trending downwards; and

• *Overall Satisfaction* is lower than the ISSE University score and trending downwards across all cohorts.

2.3. Summary of Findings by Cohorts

Fig 2: TCD First Years 2012/13-2014/15
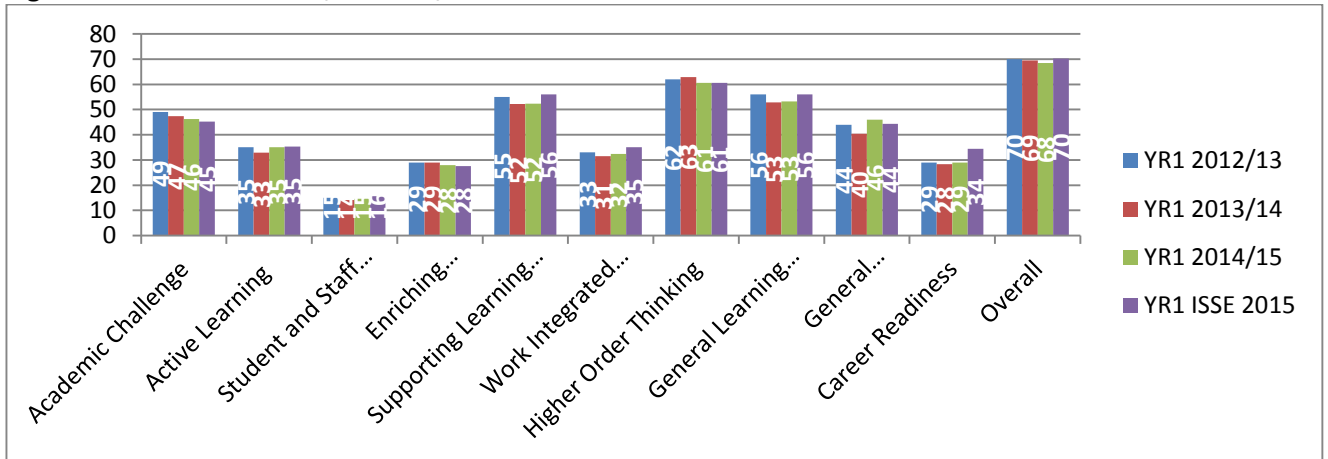
In 2014/15 the first year (YR1) cohort performed lowest across eight of the ISSE indices when compared to final year (YRF) and postgraduate taught (PGT) students. This continues the trend where YR1 have the highest participation rates in terms of survey response but are the least engaged cohort of student in terms of their university learning experience.

Fig 3: TCD Final Years 2012/13-2014/15
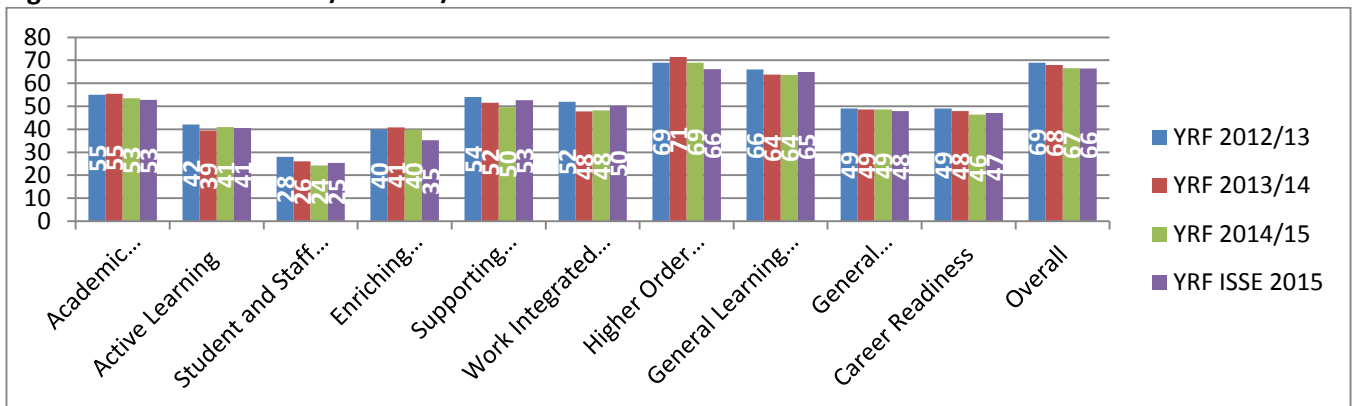
As students' progress through University and approach their final year of study, their engagement in their programme of study and university life increases. As can be seen in Fig 3 above, the TCD YRF indices scores are consistent with the ISSE University scores and higher in the indices where Trinity performs well such as *Academic Challenge, Enriching Education Experience* and *Higher Order Thinking*. Of concern is the decreasing trend in scores in *Student Staff Interaction, Supported Learning Environment*, as well as *Career Readiness* for this cohort.

Fig 4: TCD Postgraduate Taught 2012/13-2014/15

Chart: PGT cohort scores by category

Category	PGT 2012/13	PGT 2013/14	PGT 2014/15	PGT ISSE 2015
Academic Challenge	54	56	56	56
Active Learning	40	41	43	43
Student and Staff...	24	27	25	25
Enriching...	31	32	31	29
Supporting...	54	54	53	54
Work Integrated...	48	54	55	54
Higher Order...	70	74	72	71
General Learning...	57	60	59	62
General...	41	42	42	44
Career Readiness	39	41	41	43
Overall	66	69	67	69
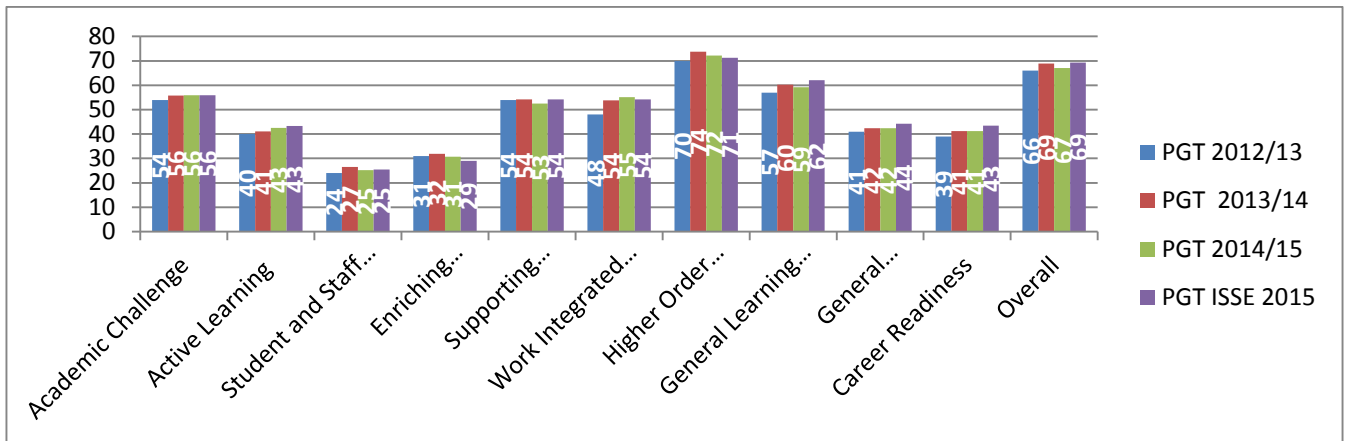
Postgraduate (PGT) cohort scores are consistent over time and against ISSE University values. Of note for this cohort is that *Overall Satisfaction* at 67 has decreased over 2013/14 values and ISSE University Index score for 2014/15 of 69. *Active Learning* has increased for this cohort over time and is now consistent with ISSE University values at 43.

3. The 2014/15 ISSE Survey Findings

3.1 Analysis of TCD Overall Scores against ISSE Universities Overall Scores 2014/15

Figures 5 and 6 below outline the overall Trinity scores against the ISSE University scores from the 2014/15 survey for the Engagement and Outcomes Indices. As in previous years, Trinity continues to exceed the performance of the ISSE University scores in the key areas of *Academic Challenge, Enriching Education Experience* and *Higher Oder Thinking*.

In 2014/15 Trinity scores are consistent with ISSE University scores in *Active Learning, General Development Outcomes* and lower than ISSE University scores in *Work Integrated Learning, Student Staff Interaction, Supported Learning Environment, General Learning Outcomes, Career Readiness* and *Overall Satisfaction*.

Figure 5: Overall Engagement Indices - TCD versus all ISSE Universities 2014/15
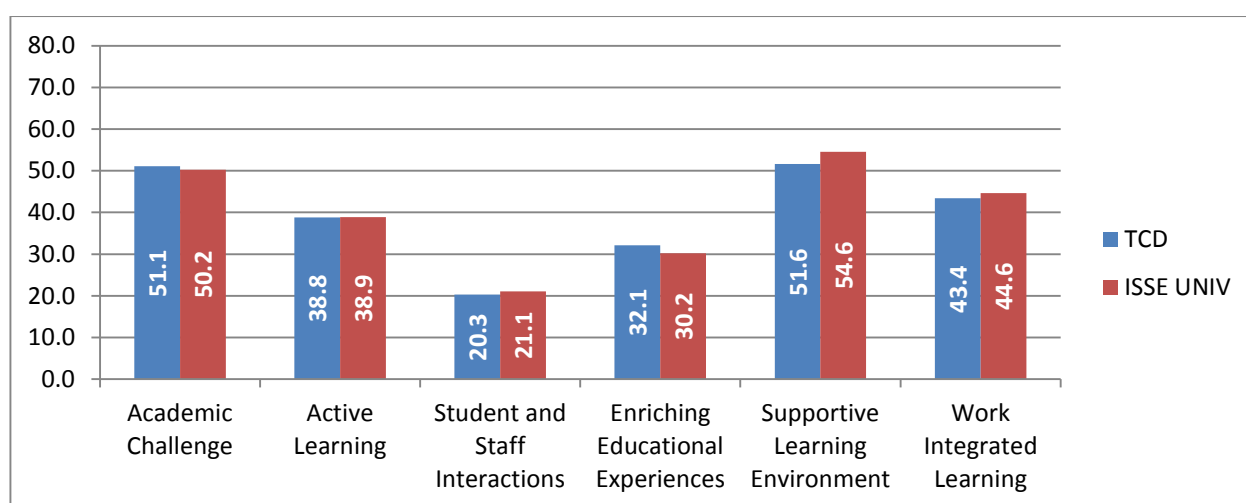
Figure 6: Overall Scores for Outcomes Indices - TCD versus all ISSE Universities 2014/15

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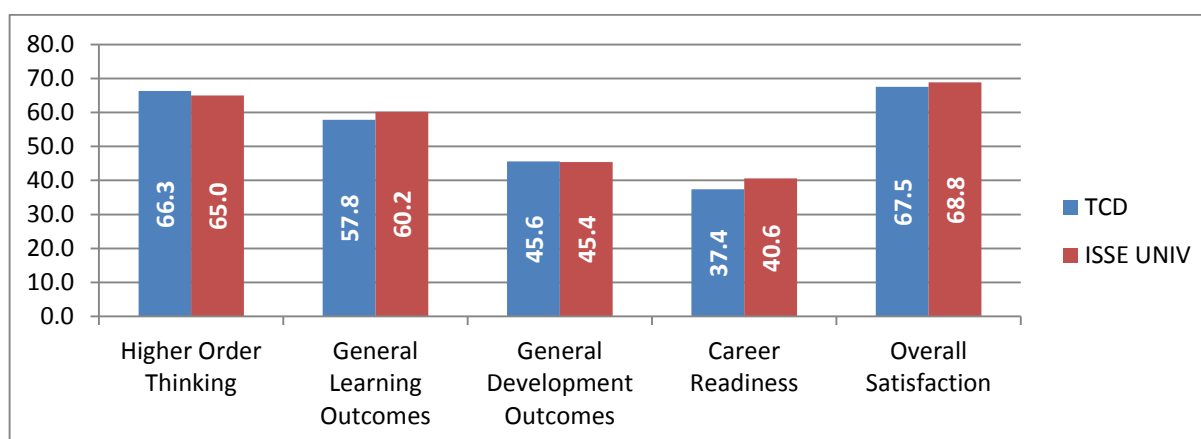
3.2 Analysis of TCD Cohort Scores 2014/15

Figure 7: TCD Cohort and Overall Scores 2014/15
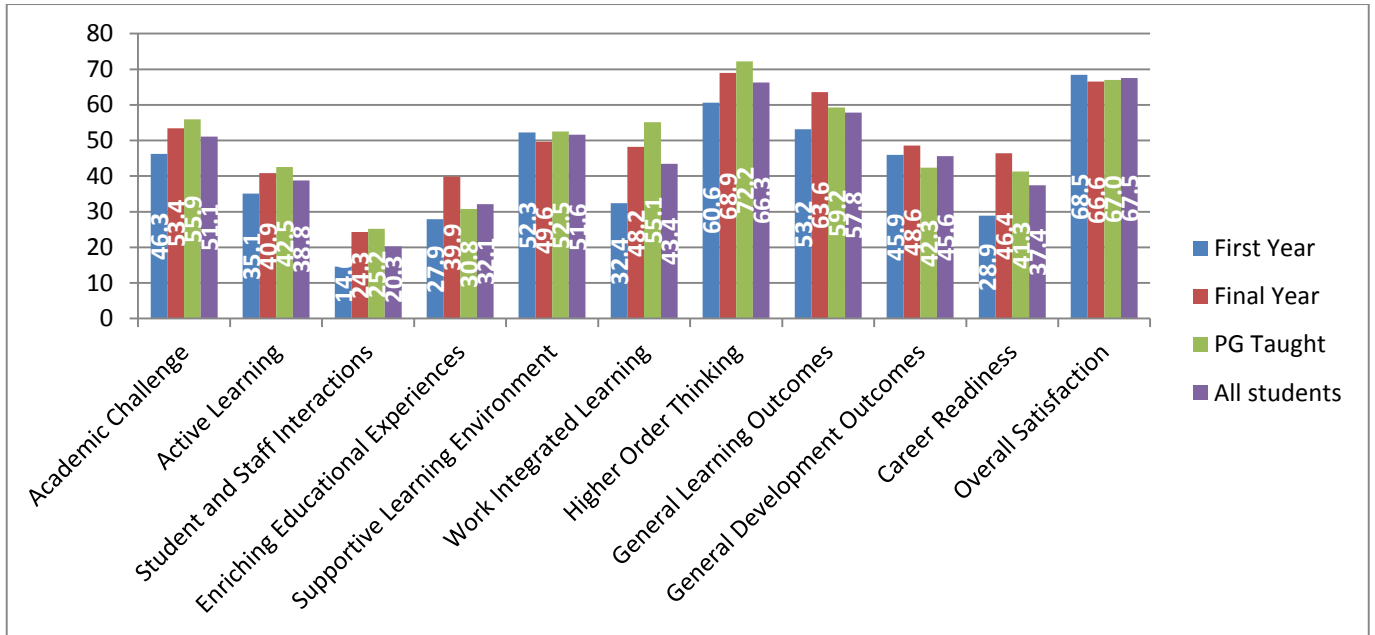
Note: The All Student score represents the TCD overall score for the index.

3.2.1. TCD First Year Cohort YR1 2014/15

Fig 8: TCD First Years' performance on Engagement Indices
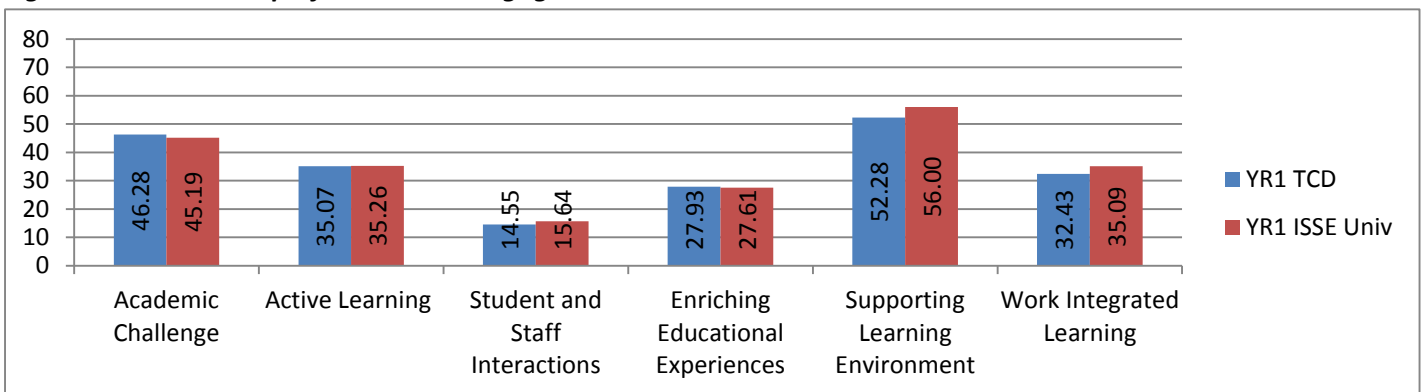
- First year (YR1) scores were lower across eight of the ISSE indices when compared to final year (YRF) and postgraduate taught scores (PGT). Despite this YR1 scores were highest in the *Overall Satisfaction* index when compared across cohorts (YR1 68.5; YRF 66.6; PGT 67.0).

- *Student and Staff Interaction* continues to be the lowest performing index for this cohort at 14.55 in 2014/15 against an ISSE Index score of 15.64, this performance is also reflected across the YRF and PGT cohorts in 2014/15.

- As noted previously all cohorts scored the *Supporting Learning Environment* lower than the ISSE University Index score of 56 (YR1 52.35; YRF 49.6; PGT 52.5).

- Scores for *Academic Challenge* decreased for this cohort in TCD in 2014/15 receiving a score of 46.28; a fall from 47.35 in 2013/14. This is reflected across ISSE Universities with a score of 45.19 in 2014/15; down from 46.06 in 2013/14.

11

- In terms of Outcome Indices the strongest increase in first year scores relate to *General Development Outcomes* index (45.9 in 2014/15; 40.3 in 2013/14); the weakest outcome scores are in *General Learning Outcomes* which was 53.18 in 2014/15 compared to an ISSE University score of 55.98. These represents a fall from 2013/14 levels for this cohort for both TCD (52.86) and across ISSE Universities (56.86).

Figure 9: TCD First Years' performance on Outcomes Indices
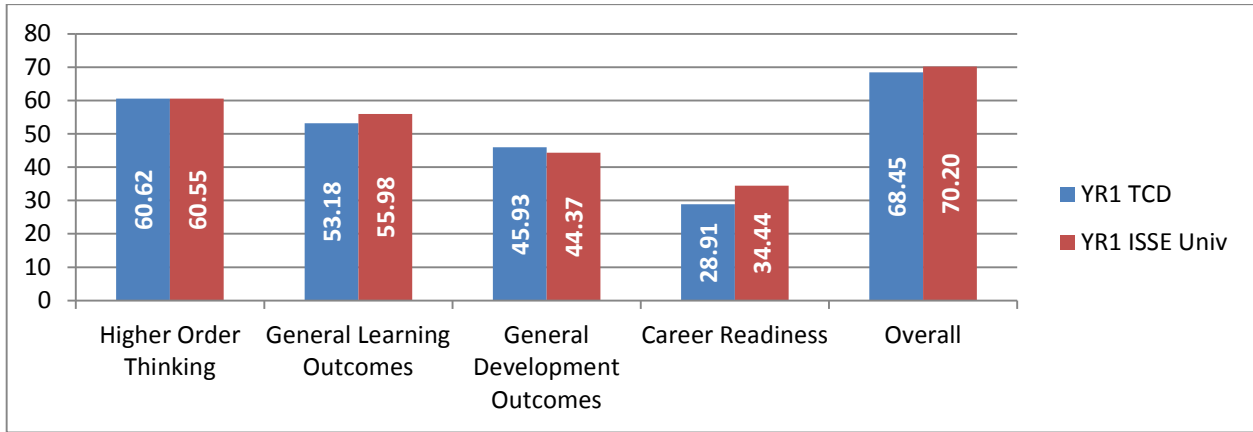
3.2.2. TCD Final Year Cohort YRF 2014/15

Figure 10: TCD Final Years' performance on Engagement Indices
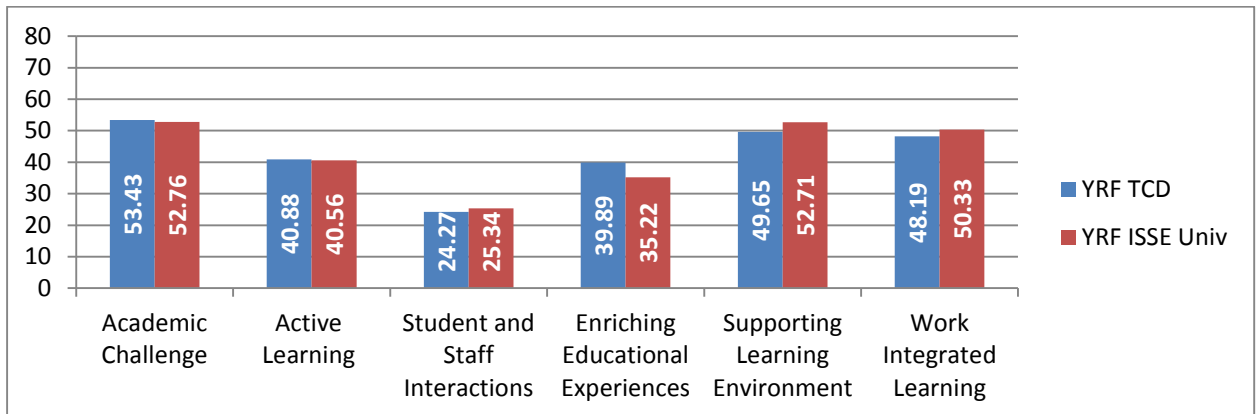
- The influence of stage of study can be seen in the TCD Final Year scores compared to other cohorts such as *Enriching Educational Experiences* (YR1 27.9; YRF 39.9; PGT 30.8), *General Learning Outcomes* (YR1 53.2; YRF 63.6; PGT 59.2), *General Development Outcomes* (YR1 45.9; YRF 48.6; PGT 42.3) and *Career Readiness* (YR1 28.9; YRF 46.4; PGT 41.3).

- Scores were similar to 2013/14, however a decrease of scores is evident over the last three years across *Student and Staff Interactions, Supportive Learning Environment, Career Readiness and Overall Satisfaction* indices.

- In terms of Outcome indices this cohort continues to score higher compared to ISSE University scores in the *Higher Order Thinking* (TCD 68.94; ISSE Univ 66.11). This result while positive does not reflect the fact the Trinity score has fallen from 71.4 in 2013/14, while the ISSE University index score has remained stable. Scores in *General Development Outcomes* in 2014/15 remain stable both within Trinity and across ISSE Universities at TCD

48.6; ISSE Universities at 45.8 for both 2014/15 and 2013/14. TCD's scores for this cohort has decreased in *Career Readiness* 46.42 in 2014/15 and 48.0 in 2013/14 and in *Overall Satisfaction* to 66.56 from 68.0 in 2013/14*.

Figure 11: TCD Final Years' performance on Outcomes Indices
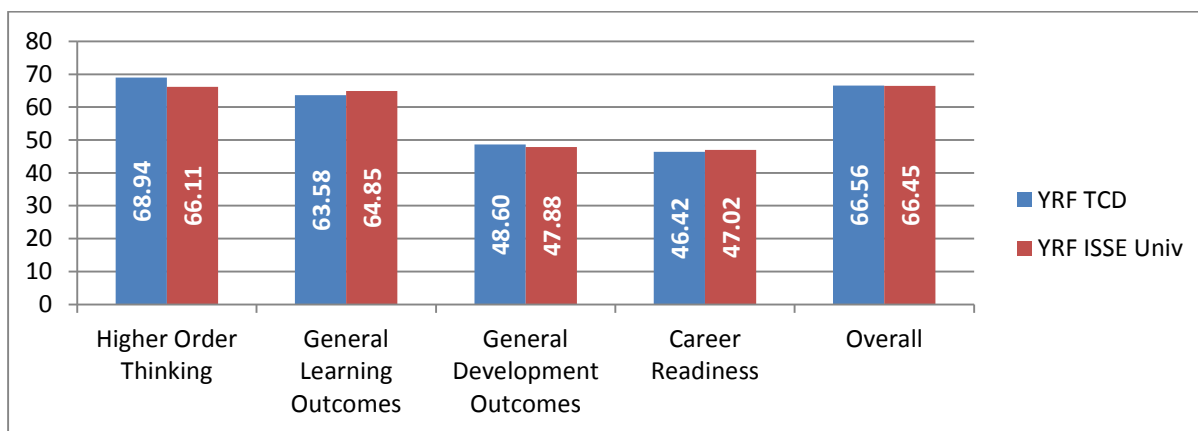
3.2.3. Post-Graduate Taught Cohort (PGT) 2014/15

Figure 12: Post Graduate taught performance on Engagement Indices
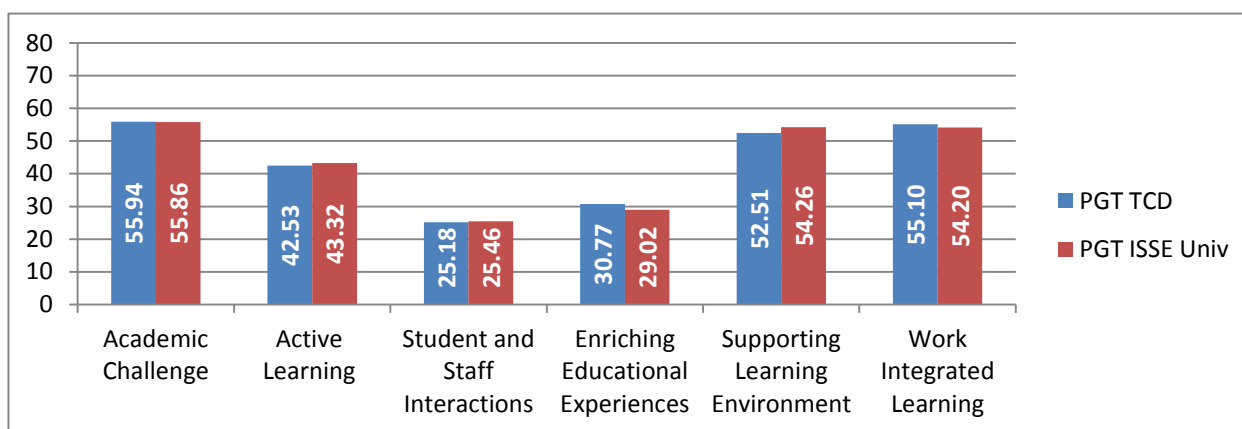
- When compared with other cohorts, postgraduate taught scores continue to be strong in six of the indices notably *Work Integrated Learning* (YR1 32.4; YRF 48.2; PGT 55.1) which has increased marginally each year from a score of 48.3 to 55.1; and in *Higher Order Thinking* (YR1 60.6; YRF 68.9; PGT 72.2) although scores in this index have decreased marginally from 73.82 in 2014 to 72.23 in 2015.

- When compared with ISSE Univ scores, TCD postgraduate taught scores continue to be marginally higher in *Enriching Education Experiences* (TCD 30.77; ISSE Univ 29.02) and *Work Integrated Learning* (TCD 55.10; ISSE Univ 54.20) and marginally lower in *General Learning Outcomes* (TCD 59.24; ISSE Univ 62.07), *General Development Outcomes* (TCD 42.34; ISSE Univ 44.28), *Career Readiness* (TCD 41.28; ISSE Univ 43.50) and *Overall Satisfaction* (TCD 67.03; ISSE Univ 69.27).

Figure 13: TCD Post Graduate Taught performance on Outcome Indices

Chart legend: PGT TCD, PGT ISSE Univ

Index	PGT TCD	PGT ISSE Univ
Higher Order Thinking	72.23	71.31
General Learning Outcomes	59.24	62.07
General Development Outcomes	42.34	44.28
Career Readiness	41.28	43.50
Overall	67.03	69.27
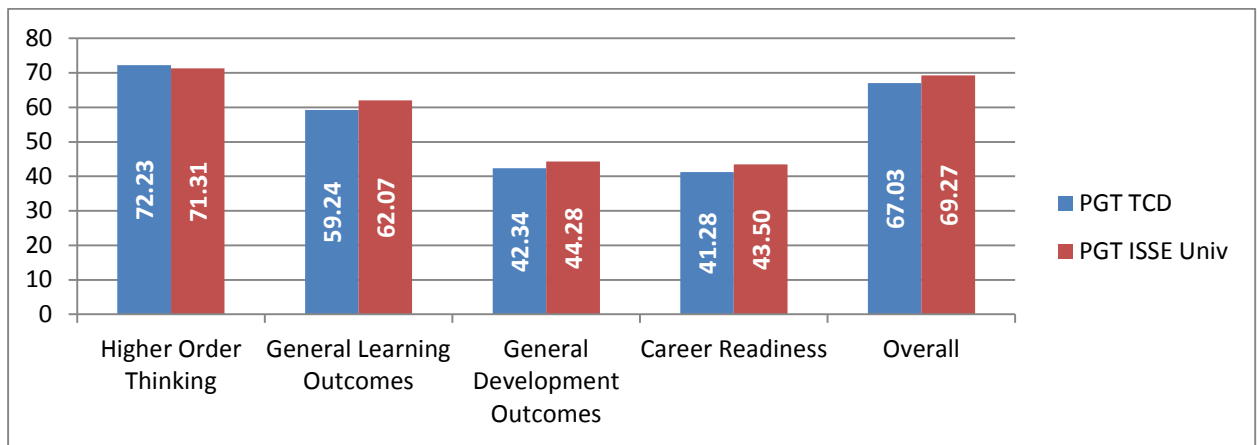
3.3 Comparative Analysis across Faculties in 2014/15

The Faculty of Arts, Humanities and Social Sciences respondents totalled 981, the highest across all faculties and increase of 37% compared to 2013/14. The respondent breakdown included 380 first years, 284 final years and 317 postgraduate taught.

The Faculty of Engineering, Mathematics & Science (FEMS) respondents totalled 529, an increase of 51% compared to last year. The respondent breakdown included 280 first years, 155 final years and 94 postgraduate taught respondents.

The Faculty of Health Sciences respondents totalled 414, and increase of 60% compared to last year. The respondent breakdown included 179 first years, 101 final years and 134 postgraduate taught respondents.

Figure 14: Faculties performance on Engagement Indices in 2014/15

Chart legend: AHSS, FEMS, HS, TCD Overall Score

Index	AHSS	FEMS	HS	TCD Overall Score
Academic Challenge	53.1	47.3	51.6	51.1
Active Learning	38.8	37.2	40.9	38.8
Student - Staff Interactions	21.5	17.1	21.5	20.3
Enriching Educational Experiences	33.4	28.2	34.5	32.1
Supportive Learning Environment	51.8	50.5	52.6	51.6
Work Integrated Learning	40.7	35.1	61.0	43.4
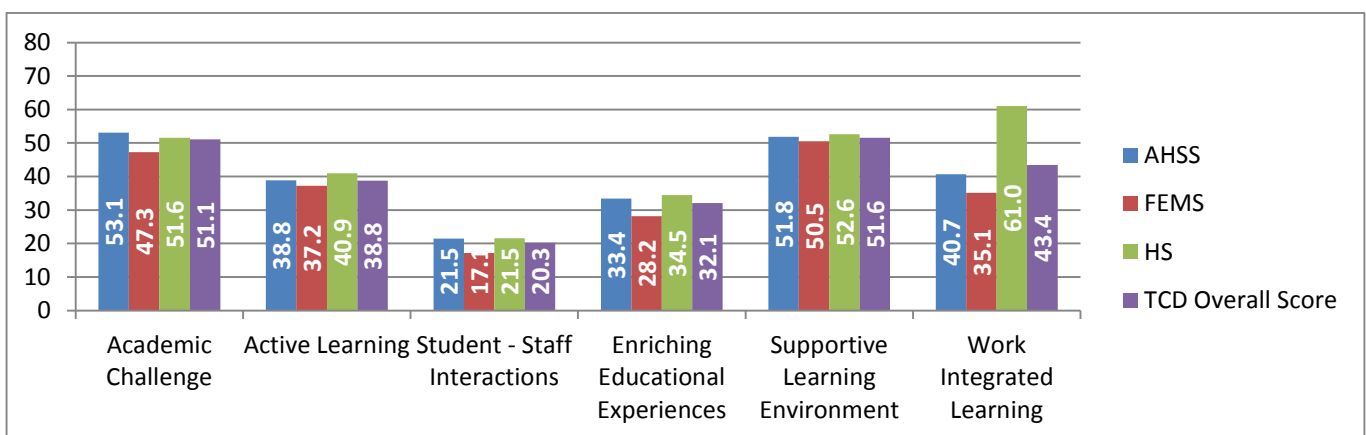
- The Faculty of Health Sciences scored higher across eight of the eleven indices when compared to other faculties and increased scores across six indices this year compared to the other faculties. Health Science strength compared with other Faculties is in the area of *Work Integrated Learning* as reflects the professional /vocational nature of HS programmes (AHSS 40.7; FEMS 35.1; HS 61.0; TCD 43.4). The faculty also scored

strongly compared to the other faculties in *General Learning Outcomes* (AHSS 56.6; FEMS 56.9; HS 62.2; TCD 57.8) and *General Development Outcomes* which evidenced the widest gap in scores across faculties (AHSS 46.0; FEMS 39.9; HS 52.6; TCD 45.6).

- AHSS were higher across eight indices when compared to the overall TCD scores and increased its scores in three indices in 2014/15. AHSS strength was in the *Academic Challenge* index was when compared to overall TCD score in 2014/15 (AHSS 53.1; FEMS 47.3, HS 51.6, TCD 51.1) and when compared with other faculties in the *Higher Order Thinking* index (AHSS 68.0; FEMS 62.0, HS 68.2). There was general consistency of scores across AHSS when compared with last year scores. *Work Integrated Learning* increased this year to 40.7 from 38.3 in 2013/14. *Overall Satisfaction* score decreased this year to 68.2 from 70.1 in 2013/14.

- FEMS increased it scores in four indices in 2014/15 from last year; *Active Learning* from 33.7 to 37.2 in 2014/15, *Work Integrate Learning* from 33.2 to 35.1, *General Development Outcomes* from 33.6 to 39.9 and *Career Readiness* from 32.2 to 33.6 in2014/15. However when compared with other Facilties, lower scores were evident in *General Development Outcomes* (AHSS 46.0; FEMS 39.9, HS 52.6), *Enriching Educational Experiences* (AHSS 33.4; FEMS 28.2; HS 34.5) and *Career Readiness* (AHSS 38.6; FEMS 33.8; HS 39.6). The greatest disparity of scores when comparing FEMS with other Faculties was in *Work Integrated Learning* (AHSS 40.7; FEMS 35.1, HS 61.0). *Overall Satisfaction* score fell to 65.3 in 2014/15 to 68.4 in 2013/14.

Figure 15: Faculties performance on Outcomes Indices in 2014/15
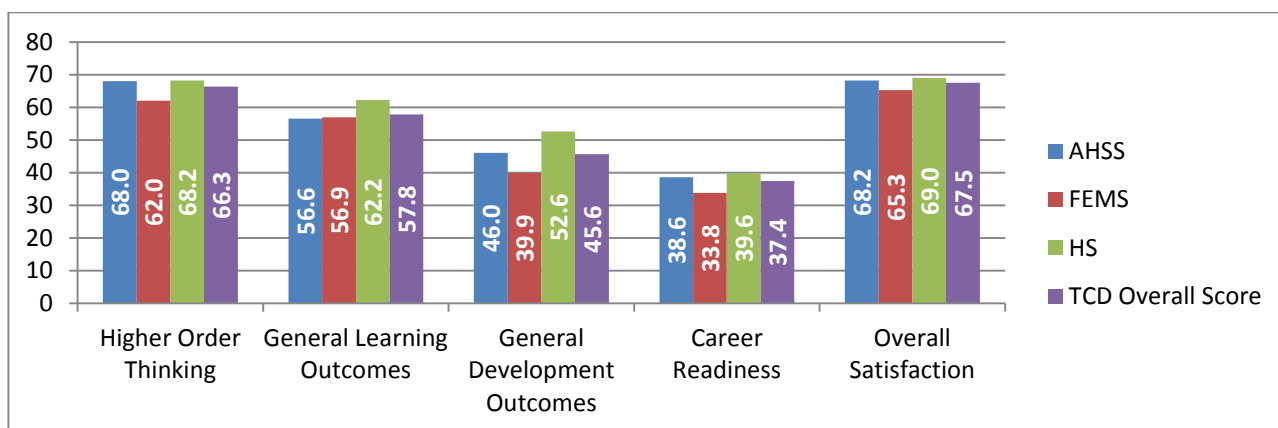
3.3.1   The First Year Experience Scores across Faculties

Figure 16: First Year scores across Faculties performance on Engagement Indices
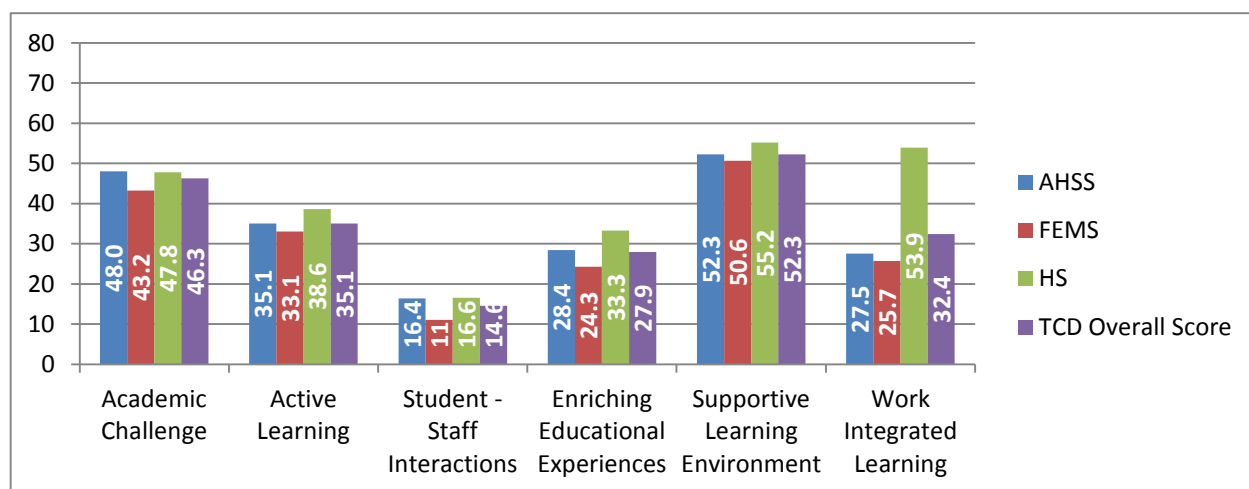
- First year scores were higher across nine of the indices in Health Sciences when compared to the other faculties. Scores for *Work Integrated Learning* was significantly higher (AHSS 27.5, FEMS 25.7, HS 53.9, TCD 32.4).

- The widest disparity of scores was in *General Development Outcomes* (AHSS 46.2, FEMS 40.9, HS 54.2, TCD 45.9).

- *Student and Staff Interaction* continues to be the worst performing index for this (AHSS 16.4, FEMS 11.1, HS 16.6, TCD 14.6).

- The *Overall Satisfaction* score across the faculties for first year students was lowest in FEMS (AHSS 69.6, FEMS 66.1, HS 70.3, TCD 68.5).

Figure 17: First Year scores across Faculties performance on Outcomes Indices
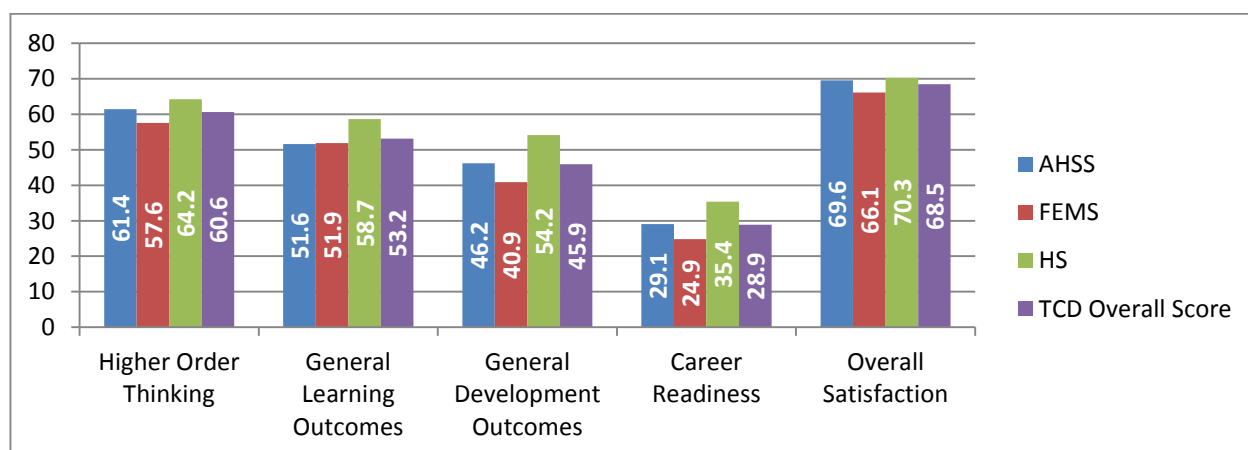
3.3.2 Final Year Experience Scores across Faculties

Figure 18: Final Year scores across Faculties performance on Engagement Indices
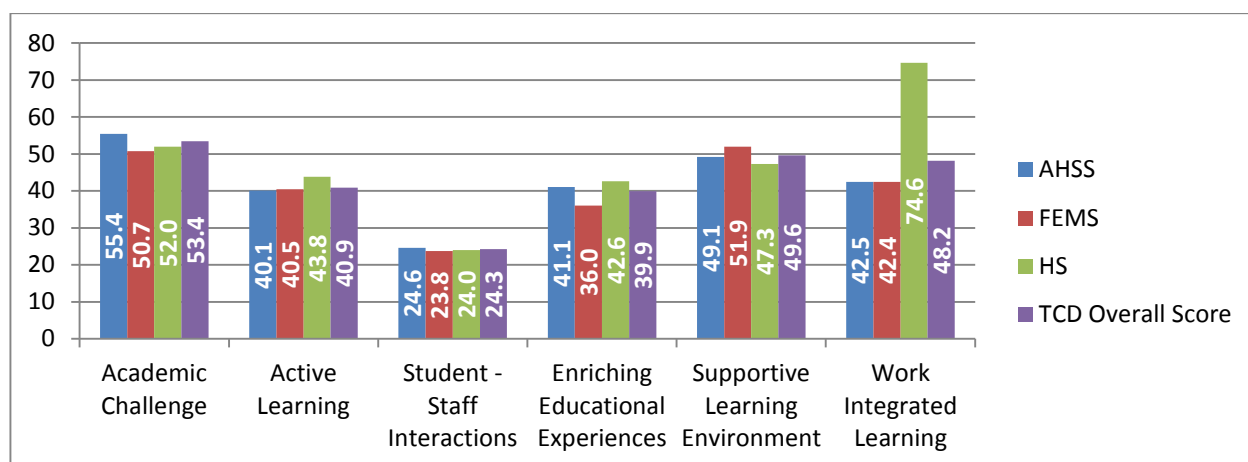
- Final year scores were higher across six of the indices in Health Sciences when compared to the other faculties. Scores for *Work Integrated Learning* was significantly high (AHSS 42.5, FEMS 42.4, HS 74.6, TCD 48.2).

- The widest disparity of scores was in *General Development Outcomes* (AHSS 49.2, FEMS 41.0, HS 59.1, TCD 48.6).

- *Student and Staff interaction* continues to be the weakest performing index for this cohort (AHSS 24.6, FEMS 23.8, HS 24.0, TCD 24.3).

Figure 19: Final Year scores across Faculties performance on Outcomes Indices
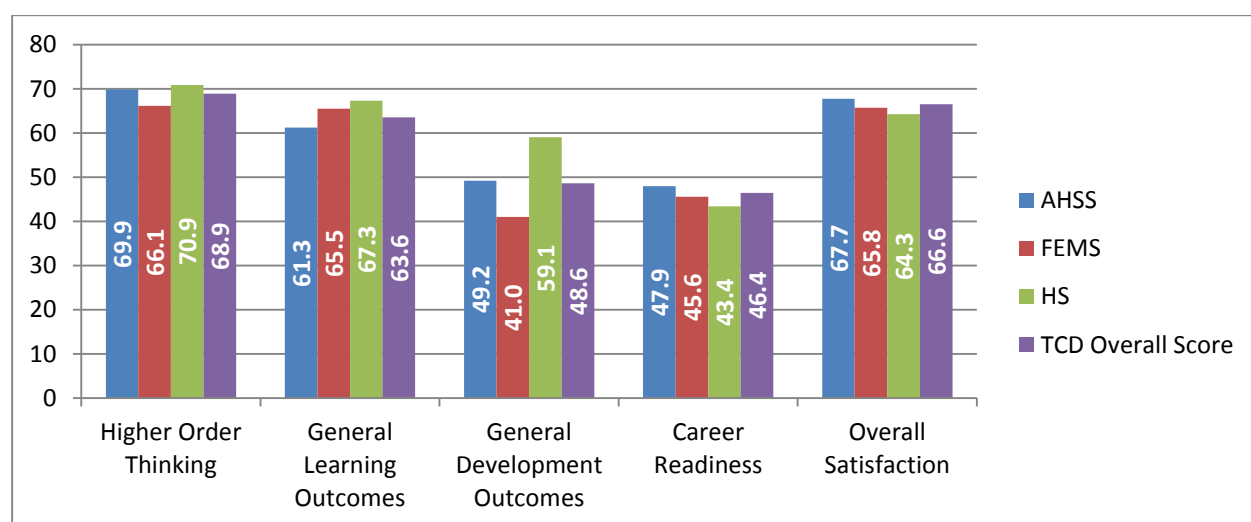
3.3.3 Postgraduate Taught Experiences Scores across Faculties

Figure 20: Postgraduate Taught Scores across Faculties performance on Engagement Indices
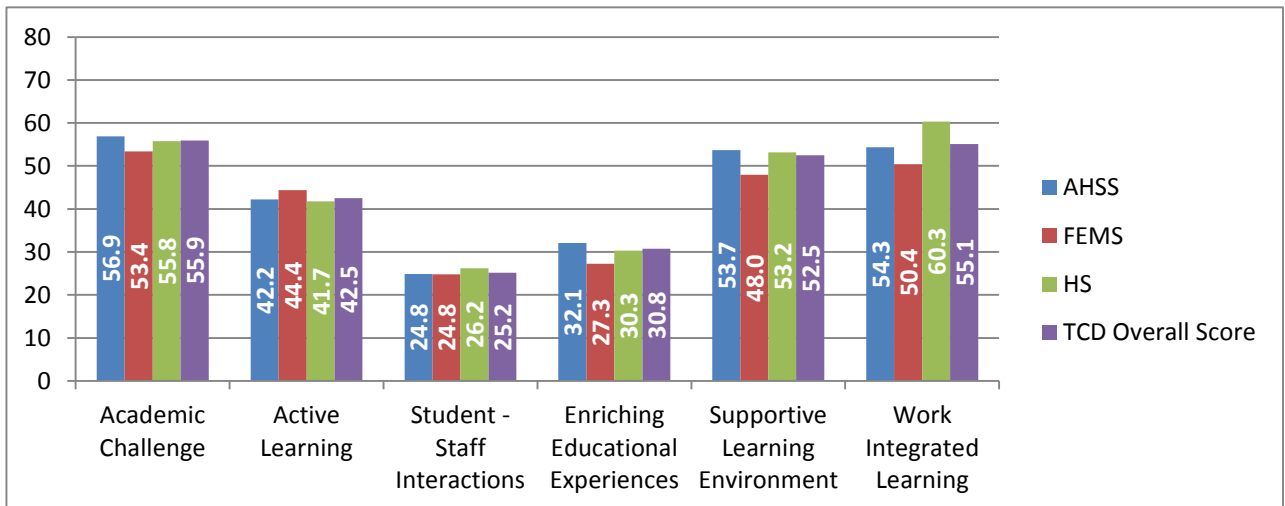
- Postgraduate taught scores were higher across six of the indices in Health Sciences when compared to the other faculties. As with the other cohorts, Work Integrated Learning scores remains highest in Health Sciences (AHSS 54.3, FEMS 50.4, HS 60.3, TCD 55.1).

- The widest gap in scores as shown is in *General Development Outcomes* (AHSS 42.9, FEMS 35.4, HS 46.2, TCD 42.3).

- *Student and Staff Interaction* continue to be the weakest performing index for this cohort (AHSS 24.8, FEMS 24.8, HS 26.2, TCD 25.2).

- The *overall satisfaction* score across the faculties were lowest in FEMS (AHSS 67.1, FEMS 62.3, HS 70.4, TCD 67.0).

Figure 21: Post-Graduate Taught Scores across Faculties performance on Outcomes Indices
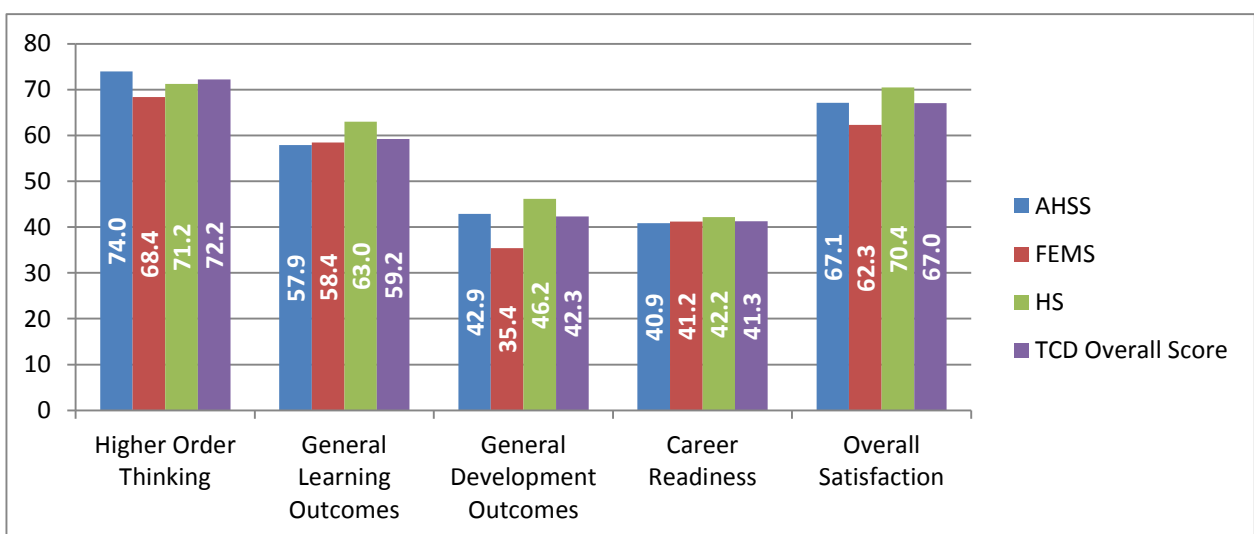
4. ISSE TCD Open Comments Analysis 2014/15-all cohorts.

4.1 Open Comment Analysis across all Trinity cohorts

Students were asked to provide open comments to two questions:

1. *What are the best aspects of how your institution engages students in learning*? 888 students across all three cohorts provided responses to this question - 46% of respondents. These responses can be seen to support TCDs performance in indices such as *Higher Order Thinking, Enriching Educational Experience and Academic Challenge*.

Fig 22: TCD Engagement Strengths

Good Aspects

- Assignments 4%
- Interesting 2%
- Resources 6%
- Learning 27%
- Support 9%
- Tutorials/Labs 14%
- Quality of lecturers 18%
- Engagement 20%

Count:	
Learning	239
Engagement	177
Quality of lecturers	164
Tutorials/Labs	121
Support	82
Resources	57
Assignment	31
Interesting content	17
	888

Table 4: Aspects that contribute positively to Students Engagement in Trinity College Dublin- all cohorts.

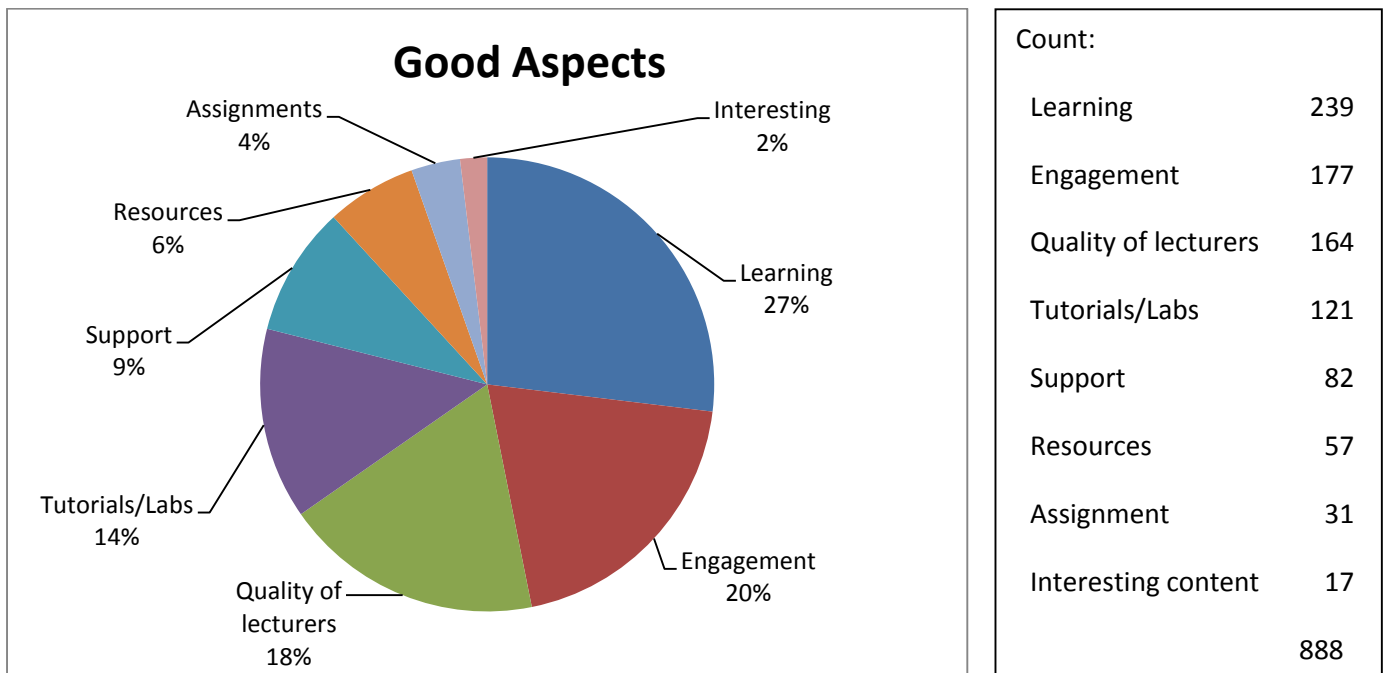|	OPEN COMMENTS (Good Aspects)
Learning	Availability of online notes and quizzes, encourages independent learning, uses clicker questions, engages with problem based learning and provides opportunities for extracurricular activities. *"Excellent work ethos. Everyone very genuine, focused, helpful, friendly. Fascinating course material"* *"They value independent learning which is a much better way of encouraging original and creative thought as well as self-reliance and motivation."*
Engagement	Inclusive environment, engages in class discussions, group work, asking questions, debating and presentation involvement, provides small group teaching, assigns oral assignments, good staff/student relationships and approachable teaching staff. *"The personal involvement of each student despite large classes"* *"By facilitating debate amongst students and a range of events outside the classroom to foster enthusiasm"*
Quality of lecturers	Knowledgeable, engaging, encouraging, passionate, high quality, interesting, excellent and approachable. *"The lecturers are definitely very helpful to students when they have a question."* *"The level of knowledge and passion possessed by our lectures, the talks and the events on throughout the year".*
Tutorials /Labs	Engaging, small groups, interesting, interactive, well planned, good homework and quizzes, active staff, helpful, discussion-based, good course content, one-to-one contact and lively discussions. *"The tutorial classes are very interactive and vastly increase my learning"* *"Tutorials are very beneficial as they allow for an open dialogue in class and a chance to discuss your opinions."*
Support	Provision of workshops and centres of advice/help, maths support, lots of help available, mentoring, supportive groups, emails, tutors, student support (SLD, SCS and S2S), available academics and support services. *"Easy to seek help and everybody is willing to listen and help out"* *"Availability of support services e.g. thesis writing and friendly approachable staff. Overall, the atmosphere on campus is very positive and the environment supportive."*
Resources	Library, blackboard, emails, online resources, sports facilities, student learning facilities, personal tutor system and webct. *"Allowing students to have access to the best resources they can get their hands on to learn as much as they can from experts in their field."* *"Use of Blackboard, discussions, well-resourced library, Online/Internet access, staff availability, course class/assessment timetable"*
Assignments	Practical work, given homework, continuous assessment, encouraging extensive reading and doing group work. *"Assignments are well structured and relevant"* *"Encouraging extensive reading. High quality lectures. Interesting and diverse essay topics."*
Interesting content	Well and informed, interesting seminars and lectures, enjoy the course, interesting course content, modules interlinked, course full-filling and challenging. *"Loved the course because it was very interesting, engagement with tutors, gives a better understanding of topics, loved whole experience"* *"All of my modules are very well interlinked and this is good because it provides continuity which makes the course more interesting"*

Fig 23: Wordcloud depicting the frequency of occurrence of specific words in response to Question 1.

2. *What could be done to improve how your institution engages students*? 860 students across all three cohorts provided open comments to this question – 44% of respondents. These responses can be seen to support TCDs performance in indices such as *Staff Student Interaction, Supportive Learning Environment and General Learning Outcomes.*

Fig 24: Suggested Improvements in how TCD Engages Students

Suggested Improvements

Count:	
Support	424
Lecturers	104
Learning	81
Organisation	80
Feedback	56
Tutorials & Labs	53
Semesterisation	27
Assignments	14
No negatives	21
	860

Support 49%
Lecturers 12%
Learning 9%
Organisation 9%
Feedback 7%
Tutorials & Labs 6%
Semesterisation 3%
No negatives 3%
Assignments 2%
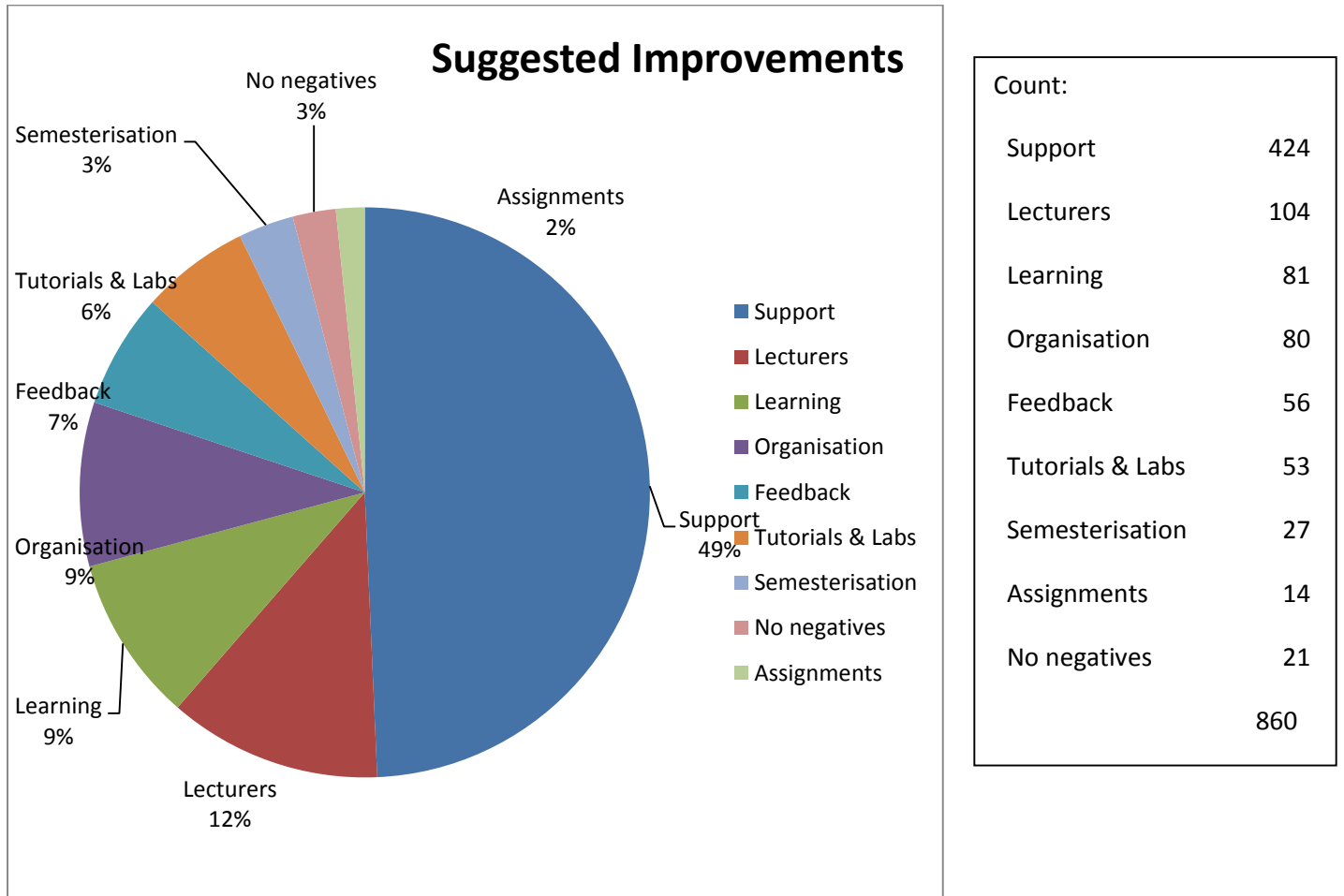
Table 5: Aspects that would improve Student Engagement in Trinity College Dublin –all cohorts.

OPEN COMMENTS (Suggested Improvements)	
Lecturers	More communication and office hours, better organisation, post slides up promptly, more integration with students, more class participation, better teaching skills, clear instructions for assignments and be more approachable. *"Lecturers should be trained in how to effectively teach, communicate ideas and engage with students. A significant number could not effectively communicate course material in which they themselves were often experts."*
Learning	Smaller classes, make classes more interactive, upload lectures online, lecturers should reply by email, campus-based lectures, improve quality of lectures and give time for Q&A's. *"Blackboard and other services could be improved, including getting lectures up on time."* *"More seminars, lectures, continuous assessment"*
Tutorials & Labs	More tutorials and advice, provide tutorials that cover one topic rather than a few, have active engagement in tutorials and organise tutorials nearer to assignment deadlines. *"Less lectures and more active learning (tutorials, labs, group work sessions)"*
Feedback	Provide more feedback, have it timely and useful, improve tutor feedback, more individual feedback and disseminate more continuous feedback from students verbally and continually act on it. *"Listen to complaints and feedback more."* *"Quicker feedback before going on to the next assignment would improve student performance."*
Semesterisation	Have frequent exams, provide more advice on exams, administer exams before Christmas and not in January and introduce semesterised exams. *"Exams at Christmas time, have more continuous assessment - less learning off more analytical"* *"More assignments throughout the academic year, exams at Christmas" "Less emphasis on end of year exams"*
Assignments	Less essay based assessment, more balanced workload, more practical and applied work rather than written work. *"Less assignments, more help with Final Year Projects"* *"Greater consideration of student work load when assigning tasks; more emphasis on practice over theory."*
Support	More study skills groups, teaching assistants, labs and seminars, academic and personal support, one-to-one meetings, tutors and better access to library books and improve online systems. *"More support to help students learn to learn on their own initiative"* *"Make it easier to seek help on academic problems."*
Organisation	Better departmental organisation, improve communication across Schools and about social events, better administrative staff, increase communication through emails and blackboard. *"Administration is very difficult to deal with"* *"Provide relevant information in a timely manner*
No negative comments	No suggested improvements, none at present, nothing to add. *"I would not change anything."* *"I cannot think of anything. I think Trinity does a good job of this. I feel very much a part of this university."*

Fig 25: Wordcloud depicting the frequency of occurrence of specific words in response to Question 2.

5. Enhancement opportunities at Faculty, School and Discipline level

Feedback from the ISSE Survey Project Team to institutions is increasing year-on-year. The degree to which the data can be interrogated now includes Institutional; Faculty; Cohort; Question and ISCED Code (ISCED data allows the data to be interrogated at the School or Programme level along disciplinary lines).

The benefits is that Faculties, Schools and Disciplines can be informed in terms of quality enhancement activities they wish to undertake in choosing what priority they want to pursue, with what cohort. The following examples are provided where specific questions that form each index are presented for consideration and linked to Trinity strategy, policy or quality review findings where appropriate. Information on all indices is available from the Quality Office.

5.1 Feedback to Students on submitted work in the SSI Index*

Table 6: **Student Staff Interactions (SSI) at Faculty Level**

		Faculty			
		AHSS	FEMS	HS	Total
Discussed your grades or assignments eaching staff/tutors	Never	38.4%	50.3%	39.3%	42.0%
	Sometimes	40.8%	36.9%	39.5%	39.4%
	Often	15.3%	11.1%	14.4%	13.9%
	Very often	5.6%	1.8%	6.9%	4.8%
Talked about your career plans with ing staff or career advisors	Never	64.8%	68.5%	65.8%	66.1%
	Sometimes	27.9%	23.8%	24.5%	26.0%
	Often	4.9%	5.8%	6.6%	5.6%
	Very often	2.4%	1.8%	3.1%	2.4%
Received timely written or oral feedback teachers/tutors on your academic rmance	Never	14.7%	32.3%	23.8%	21.7%
	Sometimes	49.1%	46.9%	41.4%	46.8%
	Often	28.5%	16.9%	26.6%	24.8%
	Very often	7.7%	3.9%	8.3%	6.7%
Work on a research project with a staff ber outside of coursework requirements	Do not know about	26.1%	20.0%	16.4%	22.3%
	Have not decided	20.9%	24.6%	24.4%	22.7%
	Do not plan to do	36.2%	27.5%	24.4%	31.2%
	Plan to do	11.1%	18.7%	25.1%	16.2%
	Done	5.7%	9.3%	9.6%	7.5%

*   The number of question in the index has been shortened for presentation purposes; refer *Appendix 1* for all questions within the index.

1. Policy implications: Faculties and schools are reminded that Trinity has a policy on the provision of feedback to students on submitted work. For undergraduate programmes it specifies 20 working days and for postgraduate programmes 30 working days for. Where this is not possible, the lecturer must inform the class in advance and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay.

2. Quality implications: Timeliness and effectiveness of student feedback is a recurring theme raised in student evaluations of academic programmes and quality reviews and also in External Examiner Reports.

3. Strategy implications: The *Careers Readiness Index* is a separate index *(see Appendix 1)*. Responses to the question if students had 'talked about career plans with a staff member or careers advisor' are indicative of low levels of engagement by students in the University sector with career preparation activities. The area of employment is being examined within the Trinity Education Project.

5.2 The Student Transition experience in the SLE Index*

Table 7: Supportive Learning Environment (SLE) at Faculty Level

| | | Faculty | | | |
		AHSS	FEMS	HS	Total
Relationships with teaching staff	Unavailable, unhelpful, unsympathetic	1.5%	3.0%	2.0%	2.1%
	2	5.3%	4.5%	5.9%	5.2%
	3	13.4%	15.5%	9.8%	13.3%
	4	18.5%	23.5%	19.1%	20.1%
	5	28.3%	22.9%	25.2%	26.1%
	6	19.1%	19.0%	22.2%	19.7%
	Available, helpful, Sympathetic	13.7%	11.6%	15.8%	13.6%
Relationships with administrative personnel	Unavailable, inconsiderate, rigid	4.9%	6.2%	5.9%	5.5%
	2	11.5%	10.5%	11.4%	11.2%
	3	19.1%	16.5%	12.4%	16.9%
	4	23.5%	28.2%	25.7%	25.3%
	5	18.0%	22.3%	16.1%	18.9%
	6	13.8%	9.0%	15.6%	12.8%
	Available, considerate, flexible	9.3%	7.4%	12.9%	9.5%
Providing the support you need to help you succeed academically	Very little	9.1%	11.4%	7.9%	9.6%
	Some	34.3%	39.3%	35.6%	36.0%
	Quite a bit	40.1%	36.0%	38.2%	38.5%
	Very much	16.4%	13.2%	18.3%	15.9%

* The number of question in the index has been shortened for presentation purposes; refer *Appendix 1* for all questions within the index.

1. Strategy implications: The Strategic Plan A2.1 Transition to College includes strategies to address the transition experience of first year students such as enhancing and extending Open Days and Induction Days for incoming students and the proposed appointment of a First Year Experience Officer.

2. *Quality implications: Erasmus Coordinators and Global Officers are resources within Schools to assist in the transition experience of international and visiting students. This is an area of increasing importance to College in terms of the growth target of 18% international students by 2019. The International Student Barometer (ISB) is an additional input to the quality of the international student experience. The Global Officer and international Student Coordinator provide information to Faculties and Schools from the ISB. ISSE and the ISB are inputs to Trinity's performance assessment against the Code of Practice for international Learners. The Code is linked to Trinity's application to use the International Education Mark,*

which in turn is linked to the ability of international students to gain immigration visas to access Trinity programmes and Awards.

3. Retention and Progression data has both strategic and quality implications. College Strategic Plan has a target of 90% for retention of new entrants i.e. students entering College for the first time rising from Junior Freshmen to Senior Freshmen. Programme retention and progression rates are reported each year in the Senior Lecturer's Annual Report. Schools may use the question on 'Providing the support you need to help you succeed academically', to promote the level of student engagement with student learning supports e.g. Teaching Assistants, Demonstrators in laboratories or tutorials or in providing referrals to S2S, Student Learning & Development, Library Subject Specialists or the Maths Helpdesk.

5.3   Technology Enhanced Learning and Internships/Placements in the EEE Index*.

Table 8: **Enriching Educational Experiences (EEE)* at Faculty Level**

		Faculty			
		AHSS	FEMS	HS	Total
Used an online learning system to discuss or complete an assignment e.g. Moodle, Blackboard	Never	17.7%	18.1%	15.6%	17.3%
	Sometimes	25.0%	30.5%	20.7%	25.7%
	Often	23.7%	26.7%	19.9%	23.7%
	Very often	33.6%	24.7%	43.7%	33.2%
Internship, fieldwork or clinical placement	Do not know about	12.0%	12.1%	3.7%	10.3%
	Have not decided	11.8%	14.4%	5.2%	11.2%
	Do not plan to do	27.4%	18.1%	10.6%	21.2%
	Plan to do	27.9%	38.4%	38.3%	33.1%
	Done	20.9%	17.0%	42.1%	24.2%
Study abroad or student exchange	Do not know about	6.1%	6.1%	5.8%	6.0%
	Have not decided	11.1%	19.6%	16.2%	14.6%
	Do not plan to do	43.3%	39.0%	51.1%	43.7%
	Plan to do	24.9%	27.7%	20.3%	24.7%
	Done	14.6%	7.5%	6.6%	10.9%
Culminating final-year experience (e.g. honours thesis, final year project, comprehensive exam, etc.)	Do not know about	10.8%	11.7%	11.8%	11.3%
	Have not decided	7.3%	8.9%	8.9%	8.1%
	Do not plan to do	9.7%	4.4%	9.4%	8.1%
	Plan to do	59.2%	58.8%	60.1%	59.3%
	Done	13.0%	16.1%	9.8%	13.2%

* The number of question in the index has been shortened for presentation purposes; refer *Appendix 1* for all questions within the index.

1. Strategy implications: Trinity has an Online Education Strategy which seeks to integrate online courses and pedagogy in to the general methods of education provision of the College. Feedback from student in quality and programme reviews, report variable use by academics of Blackboard and opportunities exist and have been identified for an increase in blended learning particular for large omnibus programmes in freshmen years, where large class sizes can be a deterrent for student engagement. The Trinity Strategic goal (A1.2) has an objective to increase the diversity of the student community and Schools are increasingly active in the area of entering into student exchange agreements with international institutions. Internships, fieldwork or clinical placement are an area for consideration under the Trinity Education Project.

2. Quality implications: Feedback from students on programmes and quality reviews is that students have a high interest in internship opportunities but find it difficult to i. find information on the availability of internships and ii. find the right time in their programme of study to avail of internship opportunities of sufficient duration to benefit the student and their education.

3. Policy implications: As a research-led University, College policy (CL/13-14/167) is that all students have the opportunity to do a final year research project should complete an independent project or dissertation in one of their final two years.

Irish Student Survey of Engagement Items

ENGAGEMENT MEASURES

Academic Challenge

Definition: The extent to which expectations and assignments challenge students to learn

Items
- Worked harder than you thought you could to meet a teacher's / tutor's standards or expectations
- Analysing the basic elements of an idea, experience or theory
- Synthesising and organising ideas, information or experiences
- Making judgements about value of information, arguments or methods
- Applying theories or concepts to practical problems or in new situations
- Number of assigned textbooks, books or book-length packs of subject readings
- Number of written assignments of fewer than 1,000 words
- Number of written assignments of between 1,000 and 5,000 words
- Number of written assignments of more than 5,000 words
- Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities)
- Spending significant amounts of time on studying and on academic work

Active Learning

Definition: Students' efforts to actively construct knowledge

Items
- Asked questions or contributed to discussions in class or online
- Made a class or online presentation
- Worked with other students on projects during class
- Worked with other students outside class to prepare assignments
- Tutored or taught other university students (paid or voluntary)
- Participated in a community-based project (e.g. volunteering) as part of your study
- Discussed ideas from your readings or classes with others outside class

Student and Staff Interactions

Definitions: The level and nature of students' contact and interactions with teaching staff.

Items
- Discussed your grades or assignments with teaching staff
- Talked about your career plans with teaching staff or advisors
- Discussed ideas from your readings or classes with teaching staff outside class
- Received prompt written or oral feedback from teachers on academic performance
- Work on a research project with a staff member outside of coursework requirements

Enriching Educational Experiences

Definition: Students' participation in broadening educational activities

Items
- Used an online learning system to discuss or complete an assignment
- Had conversations with students of a different ethnic group than your own
- Had conversations with students who are very different in terms of religious beliefs, political opinions or personal values
- Practicum, internship, fieldwork or clinical placement
- Community service or volunteer work
- Study group or learning community
- Study a foreign language
- Study abroad or student exchange
- Culminating final-year experience
- Independent study or self-designed major
- Participating in extracurricular activities
- Encouraging contact among students from different economic, social and ethnic backgrounds
- Used an online learning system to discuss or complete an assignment
- Had conversations with students of a different ethnic group than your own
- Had conversations with students who are very different in terms of religious beliefs, political opinions or personal values

Supportive Learning Environment

Definition: Students' feelings of legitimation within the university community

Items
- Relationships with other students
- Relationships with teaching staff
- Relationships with administrative personnel and services
- Providing support to succeed academically
- Helping cope with non-academic responsibilities
- Providing support to socialize

Work Integrated Learning

Definition: Integration of employment-focused work experiences into study

Items
- Blended academic learning with workplace experience
- Improved knowledge and skills that will contribute to employability
- Explored how to apply learning in the workforce
- Industry placement or work experience
- Acquiring job-related or work-related knowledge and skills

OUTCOME MEASURES

Higher Order Thinking

Definition: Participation in higher order forms of thinking

Items
- Analysing the basic elements of an idea, experience or theory
- Synthesising and organising ideas, information or experiences
- Making judgements about value of information, arguments or methods
- Applying theories or concepts to practical problems or in new situations

General Learning Outcomes

Definition: Development of general competencies

Items
- Acquiring a broad general education
- Acquiring job-related or work-related knowledge and skills
- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analysing quantitative problems
- Using computing and information technology
- Working effectively with others
- Learning effectively on your own

General Development Outcomes

Definition: Formation of general forms of individual and social development

Items
- Voting informally in local, state or National elections
- Understanding yourself
- Understanding people of other racial and ethnic backgrounds
- Solving complex real-world problems
- Developing a personal code of values and ethics
- Contributing to the welfare of your community

Career Readiness

Definition: Preparation for participation in the professional workforce

Items
- Kept resume up-to-date
- Thought about how to present yourself to employers
- Explored where to look for jobs relevant to your interests
- Used networking to source information on job opportunities
- Set career development goals and plans

Appendix 2: Statistical Validity Testing

1. One way ANOVA test - between TCD faculties

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Academic Challenge	Between Groups	9491.996	2	4745.998	25.558	0.000
	Within Groups	284856.330	1534	185.695		
	Total	294348.326	1536			
Active Learning	Between Groups	3232.918	2	1616.459	5.868	0.003
	Within Groups	530873.805	1927	275.492		
	Total	534106.724	1929			
Student - Staff Interactions	Between Groups	6893.672	2	3446.836	13.708	0.000
	Within Groups	439262.902	1747	251.438		
	Total	446156.574	1749			
Enriching Educational Experiences	Between Groups	10137.105	2	5068.552	20.010	0.000
	Within Groups	395658.817	1562	253.303		
	Total	405795.922	1564			
Supportive Learning Environment	Between Groups	911.702	2	455.851	1.361	0.257
	Within Groups	516643.778	1543	334.831		
	Total	517555.480	1545			
Work Integrated Learning	Between Groups	137543.678	2	68771.839	118.402	0.000
	Within Groups	896225.712	1543	580.833		
	Total	1033769.390	1545			
Higher Order Thinking	Between Groups	11715.387	2	5857.693	11.186	0.000
	Within Groups	820080.263	1566	523.678		
	Total	831795.650	1568			
General Learning Outcomes	Between Groups	7984.821	2	3992.411	9.091	0.000
	Within Groups	692547.720	1577	439.155		
	Total	700532.542	1579			
General Development Outcomes	Between Groups	31141.732	2	15570.866	26.795	0.000
	Within Groups	915825.538	1576	581.108		
	Total	946967.270	1578			
Career Readiness	Between Groups	8659.253	2	4329.627	6.365	0.002
	Within Groups	1071377.509	1575	680.240		
	Total	1080036.763	1577			
Overall Satisfaction	Between Groups	3137.655	2	1568.828	3.184	0.042
	Within Groups	722393.849	1466	492.765		
	Total	725531.504	1468			

Conclusion: Differences in index scores, other than SLE, are statistically significant between faculties within TCD

2. One way ANOVA - breakdown (year) at institutional level

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Academic Challenge	Between Groups	28094.849	2	14047.425	80.933	0.000
	Within Groups	266253.477	1534	173.568		
	Total	294348.326	1536			
Active Learning	Between Groups	21656.841	2	10828.420	40.719	0.000
	Within Groups	512449.883	1927	265.931		
	Total	534106.724	1929			
Student - Staff Interactions	Between Groups	44819.363	2	22409.682	97.548	0.000
	Within Groups	401337.210	1747	229.729		
	Total	446156.574	1749			
Enriching Educational Experiences	Between Groups	39296.731	2	19648.366	83.740	0.000
	Within Groups	366499.190	1562	234.635		
	Total	405795.922	1564			
Supportive Learning Environment	Between Groups	2322.541	2	1161.271	3.478	0.031
	Within Groups	515232.939	1543	333.916		
	Total	517555.480	1545			
Work Integrated Learning	Between Groups	150823.307	2	75411.654	131.786	0.000
	Within Groups	882946.083	1543	572.227		
	Total	1033769.390	1545			
Higher Order Thinking	Between Groups	40932.142	2	20466.071	40.525	0.000
	Within Groups	790863.508	1566	505.021		
	Total	831795.650	1568			
General Learning Outcomes	Between Groups	30065.072	2	15032.536	35.358	0.000
	Within Groups	670467.470	1577	425.154		
	Total	700532.542	1579			
General Development Outcomes	Between Groups	8919.268	2	4459.634	7.493	0.001
	Within Groups	938048.002	1576	595.208		
	Total	946967.270	1578			
Career Readiness	Between Groups	92215.558	2	46107.779	73.515	0.000
	Within Groups	987821.205	1575	627.188		
	Total	1080036.763	1577			
Overall Satisfaction	Between Groups	1029.968	2	514.984	1.042	0.353
	Within Groups	724501.536	1466	494.203		
	Total	725531.504	1468			

Conclusion: Differences in index scores, other than OVL, are statistically significant between Y1, YF and PGT within TCD

3. This tab includes details of the testing undertaken. The statistical difference between two groups is tested - group 1 is TCD, group 2 is the remaining universities. Note that index scores provided for group 2 are slightly different to the nationally published scores for all universities. This is because group 2 represents 6 universities i.e. excluding TCD.

		Academic Challenge	Active Learning	Student - Staff Interactions	Enriching Educational Experiences	Supportive Learning Environment	Work Integrated Learning	Higher Order Thinking	General Learning Outcomes	General Development Outcomes	Career Readiness	Overall Satisfaction
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
TCD	1.0	51.1	38.8	20.3	32.1	51.6	43.4	66.3	57.8	45.6	37.4	67.5
Other Uni	2.0	50.1	38.9	21.2	29.8	55.2	44.9	64.7	60.7	45.3	41.3	69.1

Independent t-test

Group Statistics

TCD Other Uni		N	Mean	Std. Deviation	Std. Error Mean
Academic Challenge	1.0	1537	51.0835	13.84266	0.35307
	2.0	7185	50.0651	14.36633	0.16949
Active Learning	1.0	1931	38.7905	16.63683	0.37863
	2.0	9418	38.9439	16.64359	0.17150
Student - Staff Interactions	1.0	1750	20.2518	15.97036	0.38173
	2.0	8325	21.2386	16.45277	0.18032
Enriching Educational Experiences	1.0	1566	32.1037	16.10376	0.40697
	2.0	7338	29.8403	15.67744	0.18302
Supportive Learning Environment	1.0	1547	51.6098	18.29757	0.46523
	2.0	7175	55.2013	18.78372	0.22176

TCD Other Uni	N	Mean	Std. Deviation	Std. Error Mean
Work Integrated Learning 1.0	1546	43.4105	25.86449	0.65774
2.0	7152	44.8909	24.64332	0.29140
Higher Order Thinking 1.0	1569	66.2830	23.03123	0.58142
2.0	7336	64.7417	23.76283	0.27744
General Learning Outcomes 1.0	1581	57.8465	21.05972	0.52973
2.0	7302	60.7479	21.24887	0.24866
General Development Outcomes 1.0	1580	45.6177	24.49235	0.61625
2.0	7295	45.3484	24.63099	0.28839
Career Readiness 1.0	1579	37.4117	26.16554	0.65857
2.0	7305	41.2521	26.76553	0.31316
Overall Satisfaction 1.0	1470	67.5029	22.22384	0.57965
2.0	6773	69.1128	22.52573	0.27371

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Academic Challenge	Equal variances assumed	3.605	0.058	2.539	8720	0.011	1.01840	0.40118	0.23200	1.80480
	Equal variances not assumed			2.600	2299.484	0.009	1.01840	0.39165	0.25038	1.78642
Active Learning	Equal variances assumed	0.191	0.662	-0.369	11347	0.712	-0.15341	0.41577	-0.96840	0.66157

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			-0.369	2778.736	0.712	-0.15341	0.41566	-0.96845	0.66162
Student - Staff Interactions	Equal variances assumed	1.869	0.172	-2.293	10073	0.022	-0.98683	0.43046	-1.83062	-0.14305
	Equal variances not assumed			-2.337	2589.939	0.019	-0.98683	0.42218	-1.81468	-0.15898
Enriching Educational Experiences	Equal variances assumed	3.321	0.068	5.161	8901	0.000	2.26335	0.43854	1.40372	3.12298
	Equal variances not assumed			5.072	2242.160	0.000	2.26335	0.44623	1.38829	3.13842
Supportive Learning Environment	Equal variances assumed	2.267	0.132	-6.852	8720	0.000	-3.59141	0.52417	-4.61891	-2.56390
	Equal variances not assumed			-6.968	2302.505	0.000	-3.59141	0.51538	-4.60206	-2.58075
Work Integrated Learning	Equal variances assumed	8.349	0.004	-2.123	8696	0.034	-1.48035	0.69733	-2.84728	-0.11341
	Equal variances not assumed			-2.058	2193.201	0.040	-1.48035	0.71940	-2.89113	-0.06957
Higher Order Thinking	Equal variances assumed	4.734	0.030	2.345	8903	0.019	1.54131	0.65740	0.25266	2.82996
	Equal variances not assumed			2.393	2337.669	0.017	1.54131	0.64422	0.27801	2.80461
General Learning Outcomes	Equal variances assumed	0.083	0.774	-4.930	8881	0.000	-2.90141	0.58857	-4.05514	-1.74768
	Equal variances not assumed			-4.958	2327.819	0.000	-2.90141	0.58519	-4.04895	-1.75387

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
General Development Outcomes	Equal variances assumed	0.061	0.805	0.394	8872	0.693	0.26933	0.68287	-1.06925	1.60791
	Equal variances not assumed			0.396	2321.638	0.692	0.26933	0.68039	-1.06490	1.60356
Career Readiness	Equal variances assumed	4.045	0.044	-5.190	8882	0.000	-3.84043	0.73997	-5.29094	-2.38991
	Equal variances not assumed			-5.266	2345.688	0.000	-3.84043	0.72924	-5.27044	-2.41041
Overall Satisfaction	Equal variances assumed	1.428	0.232	-2.490	8241	0.013	-1.60984	0.64661	-2.87735	-0.34232
	Equal variances not assumed			-2.511	2173.674	0.012	-1.60984	0.64102	-2.86691	-0.35276

NOTES

[i]   *Engagement* deals with the levels of student input and their level of engagement and involved six indices. These include academic challenge (AC), Active Learning (AL), Student and Staff Interactions (SSI), Enriching Educational Experiences (EEE), Supportive Learning Environment (SLE) & Work Integrated Learning (WIL).

[ii]   *Outcomes* measures student outcomes under five indices: Higher Order Thinking (HOT), General Learning Outcomes (LRN), General Learning Outcomes (DEV), career readiness (CRE) and overall Satisfaction (OVL).

[iii]   *ISSE University scores are* an accumulated average of all University scores who took part in the ISSE survey and are referred to as ISSE scores in this document.

[iv]   The *ISSE National scores* relate to all institutes who took part i.e. Institutes of Technology and other institutes etc.

Table 4 below outlines response rates by Faculty for the 2014/15 survey and provides a further breakdown by gender, mode of study (F/T, P/T), Domicile Group and Programme type.

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

18 March 2016

The Case for Restoring non-Pay Budgets for Postgraduate Taught Courses

Executive Summary

College wide, this academic year, the number of postgraduate taught course (PGT) student numbers dropped year-on-year, despite expectations otherwise. Simultaneously, the non-pay budgets distributed by College for PGT courses were removed from the schools' annual budget allocations for the current academic year. This has caused considerable financial difficulty in many schools and has demotivated the Course Directors who are responsible for expenditures on essential non-pay items and the inevitable losses their courses now make, in many cases despite healthy numbers of registered students. In particular, despite being financially viable in College terms, many courses will make a significant loss this year within their respective schools' accounts and it is unsustainable for schools to absorb these losses. In consequence, there is now a strong local motive to reduce student numbers to minimise further losses. This discussion document proposes that the non-pay budgets be restored for the next academic year, without course cuts elsewhere, where non-pay budget allocations would be in proportion to the student cohort. This would enable not only existing courses to survive and expand, but also to motivate staff to continue to develop new ones. Furthermore, a transparent and comprehensive annual reporting of total income (including EU and non-EU fees and block grants) and expenditure to both the College and the schools, for all PGT courses, is sought so that schools can make strategic decisions, in a more stable financial environment, on the benefit of increasing both College and local revenue through extra student recruitment. This will make it much more likely that the overall PGT courses numbers will reach school targets while boosting College income and ensuring local viability and maintenance of quality, insofar as staff and space resources allow.

Discussion Document

At the College's Graduate Studies Committee (GSC) on 22 October 2015, the Dean of Graduate Studies invited Prof Roger P. West, Director of Postgraduate Teaching and Learning in the School of Engineering, to develop a discussion document on the consequences of the withdrawal of the non-pay budget from Postgraduate Taught (PGT) courses in College this academic year. PGT programmes are an essential and rewarding component of the teaching and research portfolios of most schools and it is recognised that enhancing existing and developing new programmes is vital for the financial viability of the College.

The withdrawal of the non-pay budget to schools for their PGT courses this academic year has caused widespread deep concern amongst the Directors of these programmes and for the Heads of their respective schools. While it is recognised that there may be unspent balances in some schools which can bridge the gap in the short term, the use of these funds to prop up the taught courses into the future is neither sustainable nor desirable for many reasons, some of which will be touched upon in this document.

The purpose of this document is to open dialogue on the effects of the loss of the non-pay budgets on the programmes, the academic staff and the Course Directors and to put forward positive points for discussion to justify and rationalise the restoration of the PGT non-pay budgets to the schools and thus to the Course Directors.

Role of DPTL

The Directors of Postgraduate Teaching and Learning (DTPL) have a significant role to play in advising and supporting the Directors of the various postgraduate taught courses. We are close colleagues of the Directors in most cases and we collectively have the aim of enhancing university teaching and learning at postgraduate level. When grave concerns are expressed by Directors of PGT courses, it is the role of the DPTL to bring these matters to the attention of the School Executive and to the College's Graduate Studies Committee. Consistent and strong complaints about the withdrawal of the non-pay budgets for PGT courses have been received by DTPLs such that dialogue is necessary to consider how to address these genuine concerns.

Role of Director of a PGT Course

Acceptance of the job of Director of a PGT course is voluntary and in that sense is supplementary to a normal week's academic workload for most Directors. The post is not remunerated financially for tenured academic staff. It is a multifaceted, complex role, as may be noted from the job outline in Appendix A. It may be observed that there is *a very substantial workload involved if the job is executed diligently*.

Particularly, Directors have to ensure that there is *a sufficient number of academic staff who are prepared to run modules and supervise the thesis/dissertation components* (while maintaining the quality of the student experience), set against a competing background of increasing pressure to take on additional undergraduate and PhD students and postdoctoral staff.

The rewards for expanding PGT cohorts when courses were self-financing were apparent and a collegiate and collective attitude amongst staff led to a sharing of the teaching and supervisory loads. Recently, *in making all PGT courses core, College removed the obvious benefit of increasing recruitment numbers and the incentive to take on extra work is neither individually nor collectively attractive*. *The more students one takes on, the greater the apparent local losses incurred due to the absence of a non-pay budget*, together with a greater reduction in the time available for other principal activities such as research, publication and undergraduate teaching.

Where it has been suggested that PGT courses may have to be terminated, it has been strongly inferred that this *will lead to further cuts in schools due to the loss of revenue to College* and this is deeply unsatisfactory.

Furthermore, persuading colleagues to propose *new PGT courses* where opportunities exist, knowing that they *cannot be viable without a non-pay budget*, is a clear disincentive to expansion. In addition, *replacing resigning or retiring Directors is increasingly difficult*, especially so if the course is not financially viable within the school.

Finances

Traditionally, Directors are keenly aware of the financial resources and constraints on their PGT courses. Two particular aspects of the finances of PGT courses are relevant here – the recruitment of course participants and the medium term financial stability of the course. These were especially relevant when courses were run on a self-financing basis. However, now that all PGT courses are considered to be core, *the parochial financial incentive to maintain and grow numbers has been*

removed. There is no tangible financial benefit to the course budget to increase PGT numbers – indeed it would appear to the Directors that the *local financial losses on a course with large numbers, for which they are responsible, will be reduced by reducing numbers because of the absence of a non-pay budget*.

The importance of a non-pay budget to the essential running of PGT courses may be observed by referring to Appendix B. In the absence of such a budget, it is not possible to effectively run most PGT courses – *dissertations are trivialised, quality drops and essential tasks are left undone*. In particular, on courses where laboratory work plays a large part, the cost of consumables and minor equipment would normally be funded from the non-pay budget and is essential to maintaining quality. This loss directly demotivates not only the Director but also his/her academic colleagues who have agreed to the supervisory workloads, causing them to consider not taking on the supervision of any PGT students, and the collapse of the course, irrespective of numbers of qualified applicants.

It is observed that about half of the PGT courses in College have numbers of participants in single figures and, in the absence of a non-pay budget, these courses too can find it difficult to be financially viable. But, *consideration should be given to the future of courses which persistently do not have sufficient patronage to demonstrate viability and the school itself must decide if it will continue to support such courses*.

To exemplify these points, three case studies of many are presented based on difficulties reported this academic year.

Case studies

1. The conversion of self-financing PGT courses to core PGT courses
There are seven part-time Postgraduate Diploma courses offered by the Department of Civil, Structural and Environmental Engineering in the School of Engineering – these are very successful continuing professional courses with an excellent reputation in the construction industry, Local Authorities, State Bodies, etc. Significant additional fee income has been generated over the last 35 years of the existence of these courses – the income this year is about €760,000. Lectures over the two semesters are delivered on Friday nights and Saturday mornings, through the voluntary support of the established academic staff in Civil Engineering and a significant number of external experts from industry, both cohorts of which already work a full working week.

The financial reasons for running these self-financing courses in the past was that approximately half of the income was returned to the Department via the school and therein lay one of the prime motivations to continue to run them. Over the years a balance was struck between demand, quality and the willingness of the Civil Engineering academic staff to supervise the dissertations and mark the continuous assessments and exam scripts. Participation through Directorships or lecturing was always voluntary but collegiate in nature. When these courses were universally and unilaterally converted to core by College, several significant changes took place.

Firstly, the Directors no longer had a strong motivation to run the courses as they were amongst only a few volunteer academics in the school who were involved with this out-of-hours work. It should be noted that threatening to have more severe cuts in the school if the courses were discontinued did little to encourage a change of attitude.

Secondly, when the non-pay cuts were imposed, Directors observe that their courses no longer break-even; in fact they make substantial losses and are now a cost imposition on the department,

despite generating significant fee income. In this climate, it is very difficult for the DPTL to persuade the Course Directors to continue their voluntary work at weekends and, indeed, no staff has willingly stepped forward to replace the impending Directorships vacancies.

A recent approach by an outside agency to institute a new and much needed Postgraduate Diploma course in Building Control has had no traction in the department and this course may be run elsewhere due in large part to the financial disincentive to run loss-making new PGT courses in the school, no matter how attractive to College.

It is undoubtedly in the best interest of the College for the school to continue to maintain and expand these courses, which are highly respected and successful, as they contribute significantly to the College PGT numbers targets. But in the circumstances, many of those who lecture on and act as Directors of these PGT courses, no longer wish to continue to be involved.

2. Increased numbers in MSc Bio-engineering

Last academic year, the Director of the highly regarded Bioengineering MSc course was requested by the DPTL to consider increasing intake numbers to contribute further to School income. With the agreement of the Head of Department and relevant academic staff to supervise up to 8 MSc dissertations each, the numbers to be supervised were almost doubled to 31, including 5 non-EU students.

The dissertation component of this technically intensive course involves considerable laboratory-based research using expensive consumables and minor equipment, as the course fees reflect. However, on being informed of the withdrawal of the non-pay budget, which is not an insignificant sum, the Director realised that despite doubling the course fee income this year (to approximately €270k, which excludes the core grant), he will preside over a course making a six figure loss. The School office, which does not retain emergency funds, was unable to assist in providing a non-pay budget while the Head of Department has received no additional funds to enable her to support the Director. This is an unsustainable and unacceptable position for the course which won the "Postgraduate Course of the Year" award in Engineering in 2012.

There are at least three notable consequences of this: firstly, the Director is disillusioned and frustrated and the good-will and enthusiasm to run the course has evaporated for all staff – individual academics cannot continue to take on student supervision in the absence of laboratory consumable costs being covered. Secondly, the high fee paying students are not receiving the support they deserve, to the long term detriment to the quality and reputation of the course which it has taken over a decade to build up. Thirdly, The Director sought clarity from his HOD and HOS on how the school wish to proceed this year. In early December, the Head of School was forced to assure the Director that the School/Faculty would undertake to provide financial support to honour this year's student cohort but no such support exists for next year. The Director continues to suspend enrolment on next year's course, in 2016/17.

3. Masters in Education non-pay essentials

The absence of non-pay budget provision has compromised the capacity of the School of Education not only to build student numbers in established PGT courses but to even maintain existing numbers. In 2012 as part of the rationalisation of exchequer finances, the Department of Education and Skills abolished the financial allowance for primary and post-primary teachers who gain additional postgraduate qualifications. This meant that teachers who would have previously been incentivised by additional remuneration as part of their salary to obtain taught Masters' qualification were no longer financially rewarded. This had potential (and ultimately real) impact on enrolment to the school's highly-regarded Master in Education programme.

To counter this threat, the school began to increase its advertising of courses (as did other providers nationally), as part of a suite of initiatives. However, in the past few years the school has not had sufficient funds from non-pay budgets to undertake more broad-based advertising in national media, unlike some of our competitors who have advertised vigorously. The school has been largely restricted to low-level advertising through circulation to primary and secondary schools but even this cost €6,000 out of school funds for the 2015-16 intake. Despite the fact that the M.Ed. staff have brought new strands on stream in the past years, there has been, in reality, a drop in overall student numbers, rather than undertaking the expansion that is possible with sustained funding. Given the breadth and depth of courses offered as part of the M.Ed, a more vigorous combination of mass advertising is required focusing more specifically on the different strands, such as Science Education and Educational Leadership and Management. The latter is an example of a strand that the school could grow further nationally and internationally with more adequate advertising resources, paid for out of the non-pay budget.

An additional area of difficulty for the school related to non-pay issues is the capacity of the school to provide on-site supervision of students while they are on school placement. Accreditation of the Professional Master of Education (PME) by the Teaching Council of Ireland requires frequent supervision of students while they are placement. As a consequence of the lengthening of this initial teacher education programme to two years, the school (like other providers) is finding it increasingly difficult to source work placements for students in the Dublin area and thus this year students were located across the country. The Co-ordinator of the PME has had increasing complaints from supervisors (many of whom are part-time) due to the paucity of reasonable travel funds, directly paid for by the non-pay budget. Some of them have informed her that they are unlikely to continue in this role, suggesting that they will move elsewhere. Such an outcome would have immediate negative impact on the capacity of the school to run the PME within the regulation set down by the Teaching Council (as the school could not service the needs of the students), in addition to losing valuable supervisors in different subject areas.

The implications of these illustrative cases highlight separately the risk to student numbers and to part-time staff availability in Education as a result of the non-allocation of non-pay budgets.

Recommendations

With the **intent of incentivising schools, DTPLs, PGT Course Directors and other academic staff to increase the fee income from PGT courses through enhanced numbers**, for the benefit of the College and the schools, the following recommendations for change are opened for discussion:

1) College should provide, annually, detailed information on the actual core and EU and non-EU fee income it receives and that portion it returns to a school offering a PGT course. This will allow Heads of School and Discipline and Directors of PGT courses to compare local income with expenditure on non-pay and casual pay so that the financial status of these courses can be fully examined **- this will enable schools to clearly identify the financial incentive to increase student cohorts, as resources allow.**

2) The GSC should more closely review the minimum numbers of participants on new courses before approving them by considering the balance of course financial viability (with minimum numbers) with the desirability to run such a course. GSC approval should be conditional on an adequate non-pay budget being allocated by College – **this will ensure that all new courses have the potential to be financially viable, with school support, provided non-pay budgets are allocated.**

3) The College should restore a non-pay budget to all PGT courses which reach their minimum numbers, as appropriate to needs and related to total EU fee income. The College should increase or decrease the course non-pay budgets annually depending on their course numbers (above a three year average baseline) – ***this will encourage Directors of both viable and non-viable PGT courses to increase cohorts.***

4) The College should guarantee an adequate non-pay budget, based on numbers, for those who initiate new PGT courses with realistic minimum numbers for viability – this may re-incentivise disillusioned staff to proceed with the considerable work in starting up a new PGT course – ***this will incentive the proposing of new PGT courses, thereby increasing overall numbers***.

5) A means to assessing a PGT course's viability should be developed. A mechanism is also needed to monitor the registered student numbers for PGT courses which are non-viable by virtue of not reaching their minimum numbers at any point over a three year period. A system is needed whereby persistently non-viable PGT courses are terminated unless their school commits to supporting them financially - ***this again should incentivise staff to increase numbers, within the constraints of the ability to supervise and provide a quality service, but with an awareness of the school's commitment to maintaining such programs if they are individually unviable.***

6) There should be no threat in College of punitive budget cuts to a school if a decision is made to cease a financially non-viable PGT course. This may not incentivise staff to ensure their courses survive, but the threat of a penalty for cessation of a course, in a Director's mind, gives one a reason for continuing to run a chronically non-viable course, leading to an on-going and persistent loss to College.

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Prof Roger P. West
Director of Postgraduate Teaching and Learning
School of Engineering
16 March 2016

Appendix A: Roles of Postgraduate Taught Course Directors

Five key areas of responsibility pertain:

Admissions:
- Develop and update adverting pamphlets
- Circulate pamphlets and advertise on-line
- Update website regularly
- Manage incomplete applications
- Interview applicants
- Approve applicants in SITS
- Make representations to the Dean of Graduate Studies for special cases
- Hold welcome/induction meeting annually

Administration:
- Compile the course proposal and seek approval of College
- Create new streams and new modules and get approval for these
- Develop and update the course handbook
- Devise course lecture timetable and contact lecturers to check availability
- Maintain College calendar entries
- Maintain course website
- Appoint, brief and monitor module coordinators
- Liaise with external/casual lecturers and issue guidelines and marking schemes
- Allocate project supervision
- Act as Tutor for all students on the course, including all normal pastoral duties of a Tutor
- Elect course representatives
- Write references for postgraduate students
- Attend School Graduate Studies Committee meetings
- Liaise with Course PA

Run Modules:
- Prepare and deliver lectures
- Prepare handouts for lectures
- Keep Blackboard entries updated
- Prepare and mark continuous assessments in a timely fashion
- Set examination papers and model solutions
- Adjust exam questions based on external examiners comments, if appropriate
- Mark exam scripts
- Second mark other module exam scripts
- Maintain C/A and exam marks in SITS

Examinations:
- Get all exam papers and solutions from examiners
- Review all papers before sending to External Examiner
- Send papers to External Examiner by courier
- Act on External Examiners recommendations for changes
- Agree exam timetable
- Manage thesis second marking
- Manage script second marking

- Check all marks on SITS and pursue missing marks
- Compile results spreadsheet for exam meeting
- Organise visit of External Examiner and viewing of exam scripts and course work
- Make special exam cases to Dean
- Organise special exams
- Chair preliminary and formal exam meeting
- Record External Examiner's comments and act on them
- Entertain External Examiner
- Arrange for training SITS Progression manager
- Publish exam results
- Meet students and answer exam queries including viewing scripts

Finances

- Agree EU and non-EU fees
- Manage annual budget
- Pay incidentals
- Pay advertising
- Pay casual lecturer's fees
- Authorise laboratory consumables
- Agree External Examiner's own costs
- Agree External Examiner's entertainment

Appendix B: Typical Non-Pay Expenditure

Administration:
- Office equipment for GSPES – e.g. computers. printers, etc.
- Consumables – paper, printer ink, badge labels, headed notepaper, compliment slips, awarding ceremony invitations, etc.
- Advertising of courses
- Reception for awarding ceremony
- Cost of course reviews
- Reception costs at induction and for project presentations

Execution of Modules:
- Copying of notes
- Volumes of research reports
- Annual specialised software costs
- Equipment for class laboratory measurements
- Bus hire, etc. for site visits
- Attendants for out-of-office hours opening
- Accreditation fees for courses
- Laboratory consumables
- Accommodation costs for some lecturers who travel long distances to Dublin

Examinations:
- Couriering of exam scripts to External Examiners
- External Examiners' fees
- External Examiners' travel and accommodation costs
- Meals for External Examiners

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New Proposal for a Postgraduate Masters Course in Community Health
(March 2016)

COURSE TITLE	MSc in Community Health
COURSE GROUP	PG Taught
AWARD TYPE	MSc/PGradDip (exit only)
LEVEL OF AWARD ON NQF	Level 9
ECTS CREDIT VOLUME	MSc: 90 ECTs PGrad Dip: 60 ECTs
DURATION AND MODE OF DELIVERY	Two years part-time (1 year full-time available from 2017/18)
ASSESSMENT MODEL FOR SITS	The final mark is based on a credit-weighted average of the mark awarded in each module
COURSE START DATE	September 2016
CLOSING DATE FOR APPLICATION	30th June 2016
MIN/MAX OF EU/NON-EU STUDENTS	12 Minimum / 20 Maximum
SCHOOL PROPOSING THE COURSE	School of Nursing and Midwifery
HEAD OF SCHOOL	Professor Catherine Comiskey
NAME OF FACULTY AND DISCIPLINE	Faculty of Health Sciences Inter-professional
DIRECTOR OF TEACHING AND LEARNING (PG)	Associate Professor Dr Joan Lalor
COURSE DIRECTOR	Assistant Professor Dr Catherine McCabe
COURSE COORDINATOR	Assistant Professor Dr Michael Brennan
PROGRESSION MANAGER	Mr Frank O'Rourke
DATE OF APPROVAL BY SCHOOL EXECUTIVE	17th February 2016
DATE OF FINANCIAL APPROVAL BY FACULTY DEAN	11th February 2016
DATE OF SUBMISSION TO GRADUATE STUDIES COMMITTEE	24th March 2016
DATE OF SUBMISSION TO UNIVERSITY COUCIL	

1. INTRODUCTION

In Ireland, healthcare services are undergoing significant programme reform in line with Government policy as outlined in *Future Health - A Strategic Framework for Reform of the Health Service 2012-2015*. In the context of this strategy and the *Primary Care Strategy* (2001), the Health Service Executive (HSE) in 2013 commissioned the *Community Healthcare Organisations Review*. This review of the country's community healthcare services was commissioned by the HSE because it views community healthcare services as playing a critical role in promoting, improving and maintaining health and social wellbeing by its strong emphasis on working with individuals and communities (HSE 2014). The outcome of the *Community Healthcare Organisations Review* positions primary care in a central role in the provision of a broad range of community healthcare services to local communities (HSE 2014).

In the context of these changes and in line with College's Strategic Plan (2014-2019), *Securing Trinity's Future*, the School of Nursing and Midwifery (SNM) in partnership with the School of Medicine (Discipline of Public Health and Primary Care) developed the Institute of Population Health (IPH). The purpose of the IPH, through its education courses is to:
- Increase Trinity's international impact and attractiveness in education
- Transform the healthcare experience of patients, by building a patient-centred practice, placing a strong emphasis on maintaining optimal health
- Build valuable relationships with healthcare professionals in the community.

In realising the above, the MSc in Community Health was developed. The planning and delivery of this course is the result of collaborations with colleagues in the School of Medicine and SNM and delivery of its content will be very much an inter-professional effort with representatives from all healthcare professions included.

1.1 Rationale

The recent *Community Healthcare Organisations Review* and the subsequent and current implementation of its findings, pave the way for radical change in the delivery of community healthcare (HSE 2014). It provides an innovative framework for the governance and organisation of community healthcare services whose operational system is primary health; including primary health to persons with intellectual disabilities, mental health and social care services. Community healthcare professionals and primary care practitioners, which includes the general practitioner (GP), practice nurse, public health nurse, dietician, dentist, physiotherapist, occupational therapist, speech and language therapist, podiatrist, community pharmacist, psychologist and others including those from social care, mental health and intellectual disabilities (HSE 2014) are at the centre of these developments. In addition, recent informal discussions with the Department of Health and the HSE strongly indicated that there is a gap in the provision of continuing education programmes in community health and would strongly support the development of such programmes. The core focus of this new inter-professional course content is to provide the application of community health theoretical frameworks to community healthcare practice while also providing an opportunity to critically explore and critique the community healthcare arena. Graduates of this course will be expected to promote and develop excellence in their community practice setting.

The introduction of this inter-professional Masters course in Community Health designed for individuals from a wide range of health and social care professions, is timely. The purpose of the course is to enable students from across a broad spectrum of professional backgrounds listed above to gain a grounded understanding in the core principles of public health and their application to the practice of community healthcare and to increase graduates' employability in community health practice. This course is not subject to statutory and professional accreditation requirements by healthcare professionals. However this course has been submitted to the Nursing and Midwifery Board of Ireland (NMBI), for category ll

approval because, although not required by the NMBI, it is advantageous for Registered General Nurses and Registered Midwives as it provides recognition of specialist education and is an important prerequisite for promotion. This will improve the marketability of the programme.

1.1.1 Market analysis
The unique strengths of the course include:
- The combined strengths of the IPH, School of Medicine and the SNM in addition to contributions in terms of lecture provision from the Schools of Pharmacy and Dentistry in the inter-professional delivery of the course content
- The integration of the core principles of public health to community healthcare practice in the analysis of evidence, implementation and evaluation of community healthcare delivery to individuals, families and communities with a focus on evidence-based practice.

Market analysis of other Irish universities and top UK institutions (based on the International English Language Testing System) provide information on similar courses (Table 1). However none were found to provide both unique strengths listed above.

Table 1: Summary of market analysis of similar courses

Course Name	Host Institution	Target
Master of Public Health (MPH)	UCD	Practice of public health
Masters in Public Health Programme (MPH) and Masters of Public Health (Online)	UCC	Diverse public health roles
Masters in Public Health (MPH)	Queen's University Belfast	Career in public health
Master of Public Health	Imperial College London	Career in public health research and public health management
Master of Public Health	University of Edinburgh	Career in public health
Master of Public Health	King's College London	Career in broad field of public health

As is apparent from the table 1 the courses chosen for comparison target individuals who seek a career in the field of public health, while the purpose of Trinity's new course is to prepare students for a career specifically in community healthcare at the practice level. Trinity's new course integrates the principles of public health to community healthcare in its analysis of evidence, implementation and evaluation of community healthcare delivery to individuals, families and communities with a focus on evidence-based practice.

This course will prepare health and social care professionals in the delivery of universal primary care - a key government commitment. Since 2011 the government's commitment to primary care delivery has been demonstrated by the opening of forty-four primary care centres through direct State investment, with plans for a further twenty centres. Further endorsement was evident in 2015 with the first ever European Investment Bank's capital investment (€70million) in Irish health facilities, the primary care centre PPP (Public Private Partnership) building project, funding a further fourteen primary care centres which are expected to commence in summer 2016 (National Treasury Management Agency, 2016). All centres will provide GP and community nursing with extra services including some or all of:

dental, occupational therapy, physiotherapy, social work, speech and language, home help, mental health, counselling and nutrition.

The likely recruitment market and target audience for this new course are:
- EU and non-EU graduates from dental, occupational therapy, physiotherapy, social work, speech and language therapy, mental health, counselling, nutrition, podiatry and others including those from social care and intellectual disabilities and other professions

- People who are currently either working in, or intend to work in community health and who are seeking an enhanced qualification for their career advancement.

1.2 Relationship to the School(s) and College Strategic Plans
The Strategic Plan (2014-2019) of Trinity College Dublin, the University of Dublin (Trinity) has nine goals. In line with the ninth goal, *Securing Trinity's Future*, the SNM in partnership with the School of Medicine (Discipline of Public Health and Primary Care) committed to the development of the IPH. This endeavour will increase Trinity's international impact and attractiveness in education and research to *Build Valuable Partnerships* with healthcare professionals in the community, as well as *Engage Wider Society* through community, national and international networks. When the SNM invested in the IPH, its business case included the development of a Masters in Community Health. At the outset the Masters in Community Health will use a mixture of face to face contact and online learning but will move to online as the course becomes established, which will enhance its potential in overseas markets. This proposed development is underpinned by national policies and changes in the Irish healthcare sector and aims to support health and equality at a community level through its students, collaborations and research.

1.3 Course learning outcomes at the programme level
On successful completion of this course students should be able to:
1. Critically interpret the core principles of public health and their application to community healthcare.

2. Critically interpret and evaluate evidence on community healthcare promotion and prevention and the management of chronic disease in the community.

3. Use vital statistics and other key data sources to exemplify the health status, social conditions and health risk factors evident in individuals/communities with particular attention given to health promotion, prevention and management of chronic disease in the community.

4. Identify key aspects of risk management, risk assessment and risk assessment tools in client/patient management in community healthcare.

5. Identify social and behavioural factors affecting individual/families/community susceptibility to adverse health hazards.

6. Critically utilise evidence based knowledge of client/patient assessment and consultation to achieve a holistic approach to client/patient care management.

7. Gain and practise methodological skills including research study design, study implementation and data analysis related to community healthcare.

8. Disseminate relevant community health research and interventions.

9.	Critically appraise the collaborative, inter-professional nature of community healthcare team members, and their contribution to service.

2. COURSE STRUCTURE

2.1 Relationship of the proposed course to the existing postgraduate courses

The proposed new MSc in Community Health is not in a local competition to any already existing postgraduate courses within Trinity. It will not overlap with a new Postgraduate Diploma in Population Health and Health Services Research (PHHSR) online course which is being developed as a collaborative initiative of Trinity, University College Cork and Royal College of Surgeons of Ireland under the auspices of the HRB-funded SPHeRE (Structured Population Health and Health-services Research Education) Programme. The primary focus of the SPHeRE-proposed postgraduate diploma is building critical research skills capacity; providing an understanding of population health in the Irish context; and an understanding of health services in the international context. The SPHeRE postgraduate diploma will be of benefit to researchers, policy makers and healthcare professionals interested in developing their research skills. In contrast, the core emphasis of Trinity's new MSc in Community Health is on the application of evidence-based healthcare delivery, within community healthcare practice at the level of the individual, the family and community. This course will be of benefit to those seeking to practice or those who are already practicing in community healthcare practice.

The proposed new MSc in Community Health will become a part of the pool of MSc courses in the School of Nursing and Midwifery sharing designated modules with them. In year one, the new course will share two modules (NU7005 and NU7013) with other MSc courses and in year two, it will share one research dissertation module (NU8007). These are detailed in Table 2 below:

Table 2: Relationship of the proposed course to existing postgraduate modules in the SNM

Year	Module Code	Title	ECTs	Shared with (course codes)
1	NU7013	Theory and Practice of Enquiry Methods for Health Care	10	All MSc courses
1	NU7005	Ethics and Law in Health Care	10	All MSc courses
2	NU8007	Dissertation	30	All MSc courses

2.2 Modules

All students register on the MSc course. The MSc in Community Health has 90 ECTS and the associated exit Postgraduate Diploma has 60 ECTS. The Masters course is two year part-time, and there will be a full-time delivery over one year available from 2017/18. The course is composed of seven mandatory modules.

On the part-time delivery in year one, students are required to take six mandatory modules. In year two, students are required to take the seventh mandatory module which is a substantial piece of research work to be presented in the form of a dissertation eligible for consideration for the award of MSc in Community Health. A supervisor will be appointed to each student to assist with the dissertation.

Part-time students will be required to attend College for approximately 20 days during year one. This includes one full week in September and one day per week thereafter during

Michaelmas and Hilary teaching terms until approximately week 31. A minimum of 10 days attendance is required in the year two during the academic year which will include attending lectures and supervision. Full-time students will be required to attend College for approximately 30 days over one year.

All modules include the provision of 24 direct contact hours and 6 directed online hours of coursework using Blackboard. The online component provides an added dimension to student learning, is student led, flexible and is accessible. Students are expected to use this learning when contributing in class and module assessments. This aspect of the course is supported by the module coordinator and the SNM's Education Technologist.

Each taught module contains an asynchronous online component normally requiring between 6 to 8 hours student work. This aspect of the course work is supported by the module coordinator. Links are provided as relevant supplementary online material that students will be required to discuss in class, in blogs or discussion boards and also include reference to in module assessments.

Schedule of modules on the part-time delivery will differ from that on the full-time course in that full time students will complete all modules in year one and part-time students will complete six modules in year one and one module in year 2.

Table 3: Listing of Module Titles

New Module No: Module Title/ECTS: Term of Delivery	Existing Module Title (CMIS Code)	TCD Module Co-ordinator (SNM affiliation)	Teaching Staff (institutional affiliation other than Trinity indicated)
M1: Epidemiology and Healthcare Statistics /10ECTS: Mandatory		Professor Catherine Comiskey	Dr Katy Tobin*, Research Fellow (SNM)
M2:Theory and practice of enquiry methods of health care/10ECTS: Mandatory	Theory and practice of enquiry methods of health care (NU7013)	Dr Geralyn Hynes, Ussher Associate Professor	Assistant Professors in SNM - Dr Vivienne Brady - Mr Michael Coughlan - Dr Elizabeth Curtis - Dr Deirdre Daly - Dr Louise Doyle - Dr Valerie Smith
M3:Ethics and Law in Health Care/10ECTS: Mandatory	Ethics and Law in Health Care (NU7005)	Dr Louise Daly, Assistant Professor	Ms Helen O'Shea*, (Barrister-at-Law, Law Library, Dublin)
M4:Determinants of Health/10ECTS: Mandatory		Dr Jan De Vries, Assistant Professor	Associate Professor Dr Shane Butler (School of Social Work and Social Policy)
M5:Health Promotion and Management of Chronic Disease/10ECTS: Mandatory		Dr Sharon O'Donnell, Assistant Professor Co-Module	- Assistant Professor Gobnait Byrne (SNM) - Professor Brian O'Connell (School of Dental Science) - Assistant Professor

		Leader Dr Brendan O'Shea, Assistant Professor (IPH/School of Medicine)	Brendan O'Shea, GP (IPH School of Medicine) • Associate Professor Martin Henman (School of Pharmacy & Pharmaceutical Sciences)
M6:Principles and Practice of Community Health/10ECTS: Mandatory		Professor Joe Barry Chair of Population Health Medicine (IPH/School of Medicine) Co-Module Leader Dr Catherine McCabe, Assistant Professor (IPH/SNM)	• Assistant Professor Gobnait Byrne (SNM) • Professor Brian O'Connell (School of Dental Science) • Assistant Professor Brendan O'Shea (IPH/School of Medicine) • Associate Professor Martin Henman (School of Pharmacy & Pharmaceutical Sciences) • Associate Professor Dr Shane Butler (School of Social Work and Social Policy)
M7:Dissertation/10ECTS: Mandatory	Dissertation (NU8007)	Dr Elizabeth Curtis, Assistant Professor Co-Module Leader Dr Geralyn Hynes, Ussher Associate Professor	• Prof Catherine Comiskey Assistant Professors in SNM • Mr Michael Coughlan • Dr Patricia Cronin • Dr Deirdre Daly • Dr Margaret McCann • Dr Valerie Smith

* CVs are in Appendix 7

Table 4: Assessment Component Types and Weighting to be Identified in SITS

Module No	ECTS	Written Assignment	Examination	Poster Presentation	Oral Presentation	Research Dissertation
M 1	10		100%			
M 2	10	100%				
M 3	10	100%				
M 4	10			100%		
M 5	10	100%				
M 6	10	40%			60%	

M 7	30					100%

2.3 Student workload across the module spectrum

The student workload across the full spectrum of modules is outlined in table 5 below.

Table 5: Student Workload Across the Full Spectrum of Modules

Module Code	NU	NU 7013	NU 7005	NU	NU	NU	NU 8007	Total
Module Name	Epidemiology and Healthcare Statistics	Theory and Practice of Enquiry Methods for Health Care	Ethics and Law in Health Care	Determinants of Health	Health Promotion and Management of Chronic Disease	Principles and Practice of Community Health	Dissertation	
ECTS Credits	10	10	10	10	10	10	30	**90**
Contribution to the degree mark	10%	10%	10%	10%	10%	10%	40%	**100%**
Workload (student effort hours)								
Contact hours – direct F2F	24	24	22	24	24	24	60	**202**
Contact hours - online	6	6	8	6	6	6	6	**44**
Assessment Student own Effort	100	50	50	50	50	50	250	**600**
Self-Directed Learning	70	120	120	120	120	120	272	**942**
Direct contact: Supervision							12	**12**
Total workload (hours)	200	200	200	200	200	200	600	**1800**

2.4 Assessment and progression

2.4.1 Assessment model

A combination of assessment methods is used to assess the learning outcomes of the taught modules of the course, namely written assignments, an examination and an oral and a poster presentation. The pass standard for all assessments is 50%. In cases where students fail to achieve a pass grade in a written assignment, a resubmission will be permitted with a deadline for resubmission of four weeks from the publication of the initial results. Only one resubmission will be allowed, and the maximum mark awarded for the resubmitted assignment is 50%. In cases where students fail to achieve a pass grade in examination, a supplemental examination will be permitted. Only one supplemental examination is permitted and the maximum mark awarded for supplemental examination is 50%.

If a student fails a module on the second attempt, this deems failure overall, and indicates failure of the course. At the supplemental Court of Examiners, a mark of less than 45% for

any module indicates a non-compensatory fail (NCF) and students will be deemed to have failed the course.

2.4.2 Compensation

The pass mark for each taught module is 50% and part-time students must pass all modules in year one in order to rise to year two of the course.

Compensation is permitted on taught modules where the following conditions apply:
1. Students may compensate for marks between 45% and 49% in only one taught module with marks in excess of 50% gained in another taught module provided the average of the two is 50% or greater.
2. Students who pass by compensation will be required to exit the course with a Postgraduate Diploma, or may apply to repeat the course on a full fee.
3. Students who pass by compensation and exit with a postgraduate diploma will not be permitted to re-enter the MSc course in Community Health at a later stage.

2.4.3 Assessment of dissertation

The dissertation will concentrate on an aspect of community health related to the students area of practice and will be primarily undertaken during Michalemas, Hilary and Trinity terms for full time and part time (in second year) course. All Community Health Masters students will be allocated a supervisor to facilitate and guide the completion of a research proposal and dissertation which is a major component of the course. The maximum word count is 20,000 words. Normally supervisors will be allocated from the Trinity staff complement of the SNM and the IPH. Part time Students must submit their dissertation by the end of May (Trinity Term) and extensions to this submission date are permissible up to the end of August. Full time students must submit their dissertation by the end of August. Submission dates are listed in the Course Handbook. Students must obtain a pass mark in order to be eligible for consideration for a Masters degree.

Where failure of a dissertation is contemplated students are entitled to an oral *viva voce* examination. The oral examination will take place prior to the examination board meeting for the respective course.

2.4.4 Qualification for the award of the Masters degree

All students register on the MSc course. To progress to the second year part-time students must successfully complete all the requirements of the first year of the course. The Court of Examiners will meet at the end of Year 1 to moderate examination marks of the taught modules of the course and all the results obtained by part-time students in year 1, in order to return end-of-year results to the Academic Registry. The Court of Examiners will also moderate all marks obtained by the full-time students in order to return their final results to the Academic Registry.

Part-time students eligible to rise to year 2 may, following consultation with the Course Coordinator, opt not to progress to the second year. Full-time students who have completed all the taught modules may opt not to submit their dissertation. Such students will be eligible for consideration for the exit award of a Postgraduate Diploma in Community Health. Students who have opted to receive an exit Postgraduate Diploma in Community Health may apply subsequently to re-enter the Masters course in Community Health to complete the dissertation. Following completion of the Masters requirements the student will inform the Registrar of his/her intention to rescind the Postgraduate Diploma in Community Health and have the credit obtained during the Postgraduate Diploma in Community Health integrated into the Masters degree. The student will be required to submit the original Postgraduate Diploma in Community Health and/or any duplicates that have been issued. The time limit for applying to complete the credits required for the Masters degree will normally be up to 5 years following completion of the Postgraduate Diploma in Community Health.

A student who fails the dissertation and who has satisfactorily completed the required ECTS credits for a Postgraduate Diploma (exit award), may exit with such an award. However, where the Postgraduate Diploma is awarded as a result of a fail or unsatisfactory progression, it is not possible for the candidate to return with the Postgraduate Diploma award to work towards a Masters and rescind the Diploma.

To be awarded an exit Postgraduate Diploma, a student must successfully complete six taught modules to the value of 60 ECTS. The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction which shall require an aggregate of at least 70% in all taught modules passed. Postgraduate Diploma with Distinction cannot be awarded if a candidate has failed any module during the period of study.

To be considered for an award of MSc in Community Health, students must pass all modules including the dissertation module and accumulate 90 ECTS. The award of a Masters with Distinction shall require the achievement of a distinction for the dissertation, and an aggregate of at least 70% in all taught modules. A distinction cannot be awarded if a candidate has failed any module during the period of study.

3. COURSE ADMINISTRATION

3.1 *Ex officio* members of the course committee

Table 6: List of *ex officio* members of the Course Committee

Ex officio role	Name	Academic Titles
Course Director (Chair)	Catherine McCabe	Assistant Professor, SNM
Director of Teaching and Learning (PG)	Joan Lalor	Associate Professor, Director of Teaching and Learning (PG), SNM
Module 1 coordinator	Catherine Comiskey	Professor, Head of School, SNM
Module 2 coordinator NU7013	Geralyn Hynes	Ussher Associate Professor, Director of Research, SNM
Module 3 coordinator NU7005	Louise Daly	Assistant Professor, SNM
Module 4 coordinator	Jan de Vries	Assistant Professor in Psychology, SNM
Module 5 coordinator	Sharon O'Donnell	Assistant Professor, SNM
Module 6 coordinator	Joe Barry	Clinical Professor in Public Health Medicine, IPH/School of Medicine
Module 7 coordinator NU8007	Elizabeth Curtis	Assistant Professor, SNM
Co-opted member 1	Brendan O'Shea	GP and Assistant Professor, Discipline of Primary Care and Public Health, IPH/School of Medicine
Subject Librarian	Jessica Eustace-Cook	Librarian, Trinity College Dublin
Administrative Officer	Ailish Whyte	Administrative Officer, Postgraduate and Post-registration Courses, SNM

Student Representative Year 1	To be confirmed	
Student Representative Year 2	To be confirmed	

The Course Committee is a forum at which all issues of academic integrity and quality assurance, course administration, admissions regulations, finances and future curriculum development and teaching needs of the course will be discussed and recommendations will be formulated. The Course Committee will convene at least three times annually. The Course Director has an overall responsibility for the academic integrity and quality assurance of the course and chairs the Course Committee. The Course Committee may co-opt two additional members on a yearly basis.

3.2 Course admissions
The course will admit students once every year in September. Students will join other first year MSc students for a one day introduction before commencing lectures. Closing date for applications will normally be in June.

3.2.1 Entry criteria
Applicants to the course must fulfil the entry criteria listed below.
Applicants
1. will be required to hold a minimum 2.1 grade (Second class Honours) in a relevant primary degree in the applicant's field of practice.
2. must have current registration with the relevant professions' regulatory body.
3. whose first language is not English will need a recognised English language qualification in line with the requirements as specified in the *Postgraduate Calendar* Part 3 Section 1.5 Language of Instruction.

Applications to this course will be made through the SITS Direct Entry Application system. Applications will be reviewed by an Admissions Sub-committee. There will not be interviews.

Applicants without a primary degree, in exceptional circumstances when they are in a position to satisfy the Admissions Sub-committee that they have the ability to complete and benefit from the course, may be recommended for entry to the course following a thorough review of their individual qualifications and experience by the Admissions Sub-committee. Admission of such applicants will be subject to a special submission by the Admissions Sub-committee for consideration by the Dean of Graduate Studies.

3.2.2 List of ex officio members of the admissions sub-committee
The selection sub-committee will consist of experienced staff members of the SNM (Table 7):

Table 7: List of *ex officio* members of the Admissions Sub-Committee

Ex Officio role	Name	Academic Titles
Course Director	Catherine McCabe	Assistant Professor, SNM
Module Representative	Sharon O'Donnell	Assistant Professor, SNM
Administrative Officer	Ailish Whyte	Administrative Officer, Postgraduate and Post-registration Courses, SNM

3.2.3 Proposed marketing and promotion of the course

The Masters course in Community Health will be marketed as one of the SNM suite of MSc/PGradDip. Courses. The SNM's Marketing Group will implement the course's marketing strategy including promotional events such as the Open Day, advertising courses and promotional editorials in key publications, for example the Irish Medical Times. Printed and online versions of the *Prospectus* will be provided to the Global Relations Office and we are in negotiations with the SNM's Global Officer (Office of the Vice-President for Global Relations) regarding our strategy for the specific recruitment of future non-EU students when the course will be available full time in 2017. Methods to be used will include:

- Advertisements of the course in national newspapers (as per standard Trinity procedures)
- Trinity's *Prospectus* and website http://www.tcd.ie/courses/postgraduate/faculty/
- Promotion at relevant events, including the SNM's annual *Healthcare Interdisciplinary Research Conference* and at related health and social care conferences for example the Future Health Summit in 26-27 May 2016, Annual ICGP Conference 6-8 May 2016
- Advertisement in linked Health Service Providers such as the HSE.
- Approval from relevant professional bodies for example the Nursing and Midwifery Board of Ireland and Irish Medical Council.

3.3 Accommodation

Students on this course will attend lectures in the School of Nursing and Midwifery, D'Olier Street and in the Institute of Population Health, Tallaght, Dublin.

3.4 Financial arrangements

This course is self-financing. A minimum of approximately 12 and up to 20 students will be recruited in year one of the course. Course fees and financial details have been agreed with the SNM and with the Faculty of Health Sciences. It is estimated that the fees in year one will be €6,500 (EU) and €13,000 (non-EU) and in year two will be €4,750 (EU) and €9,500 (non-EU).

3.5 Library approval, IT and research facilities arrangements

All students registering for this course will be fully registered with Trinity with full access to library facilities which include:

- Links to Trinity's library, online databases, journals and ebooks
- Links to IT Services, support on access to browsers, email username and password
- Access to Blackboard Learn, the online platform is supported by the SNM's Educational Technologist.

The SNM has a subject specialist librarian who is based in Trinity's library and who supports research activity. In addition, all module reading lists will be submitted to the librarian prior to the commencement of the course. As three modules are already running in the SNM, many items on the required reading lists are already available in the library.

4   QUALITY ASSURANCE

It is the responsibility of the Course Committee in consultation with the Quality Office in Trinity to ensure that the local quality assurance processes are in line with the *Guidelines* laid down by Quality and Qualifications Ireland (QQI) and those of Trinity. The course will be evaluated according to guidelines from the Quality Office at Trinity and according to quality assurance best practice. The new course will be subject to the University Framework for Quality (Appendix 6). The Framework and Quality Office *Guidelines* are informed by the QQI Act 2012 and align with QQI Quality Assurance Policies and Procedures. The Act calls for a 7 year cycle and that can be a review of the School, of its courses(s), or a thematic review,

for example of professional placements. An external panel will be scheduled by the Quality Office within seven years of the commencement of the course. The report and recommendations of the review team will be presented to the Quality Committee. The SNM is then required to advise an implementation plan for all recommendations and report back to the Quality Office on implementation progress.

The course will appoint an External Examiner for a three year period in accordance with regulations for appointment within Trinity. The External Examiner will review the work of each cohort of students and will take part in the annual Court of Examiners. A report will be issued by the External Examiner on an annual basis and all recommendations will be considered by the Course Committee and implemented where appropriate.

The SNM will minute key recommendations of Courts of Examiners meetings to inform quality improvement or enhancement and will discuss and action these at relevant School Committees. External Examiner reports will be submitted to the Dean of Graduate Studies mailbox deanssec@tcd.ie directly by the course coordinator as required by College policy.

The Course Committee should also consider relevant data collected and reported in the Dean of Graduate Studies Annual Report.

Although not subject to statutory and professional accreditation requirements by healthcare professionals, this course has been submitted to the Nursing and Midwifery Board of Ireland (NMBI), for category ll approval which is advantageous for Registered General Nurses and Registered Midwives as it provides recognition of specialist education and is an important prerequisite for promotion. The SNM is subject to the College Accreditation Policy and will inform the Faculty Dean and the Dean of Graduate Studies of upcoming reviews. The Quality Office will be invited to speak to the Accreditation Team to put forward the institutional approach to Quality. The Faculty Dean, the Dean of Graduate Studies and the Quality Office will receive the report and be informed if there are conditions associated with provision of accreditation and if the full period of accreditation is granted.

Student feedback on module content, assessment and teaching will be sought directly from students during and on completion of each module and on completion of the course as a whole. Recommendations arising from this feedback will be made to the course teaching staff. Implementation of such changes will be the responsibility of teaching staff, overseen by the course committee.

Students from this course will be included in ISSE and every year the Quality Office will provide a report to the Faculty, and from this the SNM will receive a report outlining student performance against the ISSE indices and across the various postgraduate courses provided by the SNM. The School will inform the course committee on the findings of the ISSE report relevant to its course so that appropriate action further strengthening its quality assurance could be taken.

Appendix 1: Mapping Course Learning Outcomes to Module Learning Outcomes

Course Learning Outcomes (CLO)	Module Learning Outcomes (MLO)
CLO1 Critically interpret the core principles of public health and their application to community healthcare	MLO4, MLO5, MLO6, MLO7
CLO2 Critically interpret and evaluate evidence on community healthcare promotion and prevention and management of chronic disease in the community	MLO4, MLO5, MLO6, MLO7
CLO3 Use vital statistics and other key data sources to exemplify the health status, social conditions and health risk factors evident in individuals/communities with particular attention given to health promotion, prevention and management of chronic disease in the community	MLO1, MLO2, MLO4, MLO5, MLO6, MLO7
CLO4 Identify key aspects of risk management, risk assessment and risk assessment tools in client/patient management in community healthcare	MLO1, MLO4, MLO5, MLO6
CLO5 Identify social and behavioural factors affecting individual/families/community susceptibility to adverse health hazards	MLO4, MLO5, MLO6, MLO7
CLO6 Critically utilise evidence based knowledge and skills of client/patient assessment and consultation to achieve a holistic approach to client/patient care management	MLO1, MLO2, MLO3, MLO4, MLO5, MLO6, MLO7
CLO7 Gain and practise methodological skills including research study design, study implementation and data analysis related to community healthcare	MLO1, MLO2, MLO3, MLO7
CLO8 Disseminate relevant community health research and interventions	MLO1, MLO4, MLO5, MLO6, MLO7
CLO9 Critically appraise the collaborative inter-professional nature of community healthcare team members and its contribution to service	MLO1, MLO2, MLO3, MLO4, MLO5, MLO6, MLO7

Module 1 Title	**EPIDEMIOLOGY AND HEALTHCARE STATISTICS**		
Module Code	TBC		
Module requirement	Mandatory		
ECTS Weighting	10		
Semester taught	Michaelmas and Hilary		
Contact Hours		Direct Contact: Class	24
		Online	6
		Assessment Student Effort	100
		Self-Directed Learning	70
		Total Hours	**200**
Module Coordinator	Professor Catherine Comiskey		
Teaching Staff	Professor Catherine Comiskey Dr Katy Tobin		
Module Learning Aims	The World Health Organisation, the United Nations, the Department of Health and Children and all major international and national organisations have recognised the need for healthcare professions to base treatments, interventions, policy and planning on sound evidence. Part of this evidence is derived from the analysis and compilation of appropriate statistics. In today's ever changing professional environment it is essential that healthcare professionals are comfortable working with data and deriving and interpreting basic statistics. This module aims to stimulate students' interest in, and knowledge and appreciation of healthcare statistics. It will provide students with some key transferable skills that will be useful in all professions. The emphasis in the module will be on applying the techniques to healthcare data and on understanding and interpreting results in real life data sets.		
Module Content	**Epidemiology** • Introduction to quantitative epidemiology and measurement of rates in human health • Cross sectional study designs • Understanding power analysis • Methods for estimating prevalence rates with appropriate confidence intervals; case studies from the national and international literature • Retrospective case control studies; estimating relative risks and odds ratios, marginal odds, CMH tests and practical examples and class exercises • Prospective cohort studies and measuring incidence rates • Experimental studies and randomised control trials • Review of reports and video case studies from practitioners and researchers • Additional study types: evaluations, mixed methods, mathematical models • Examples from practice with tutorial exercises **Healthcare Statistics** • Types of data, categorical, ordinal and continuous • Measures of centre; mean, median and mode • Measures of spread; range, standard deviation and inter quartile		

	range • Categorical data and the binomial and Poisson distributions • Continuous data and the normal distribution • One and two sample statistics, the z and t tests for hypothesis testing • ANOVA • Testing for associations with continuous and categorical data, correlation, regression and Chi-square tests
Learning Outcomes	On successful completion of this module, students should be able to: **Epidemiology** 1. Describe the range of study designs available 2. Select appropriate study designs and conduct appropriate power analyses 3. Compute epidemiologic rates including crude, adjusted and age specific rates 4. Discuss the difference between prevalence and incidence and describe the different methods for estimating hidden prevalence. 5. Compute relevant confidence intervals, relative risks and odds ratios 6. Describe concrete examples of population health studies and comment on their impact **Healthcare Statistics** 7. Describe different types of data 8. Provide a description of a data set 9. Display a data set graphically 10. Compute basic probabilities 11. Form a basic hypothesis (question of the data) and test that hypothesis (answer the question posed) for different types of data 12. Make predictions based on the data 13. Compare two different sets of data
Module Assessment Components in SITS	Examination 100%
Indicative Bibliography	Detailed reading lists will be provided by module lecturers

Appendix 2: Module Descriptors

Module 2 Title	**THEORY AND PRACTICE OF ENQUIRY METHODS OF HEALTH CARE**
Module Code	NU 7013
Module requirement	Mandatory
ECTS Weighting	10
Semester taught	Michaelmas
Contact Hours	<table><tr><td>Direct Contact: Class</td><td>24</td></tr><tr><td>Online</td><td>6</td></tr><tr><td>Assessment Student Effort</td><td>50</td></tr><tr><td>Self-Directed Learning</td><td>120</td></tr><tr><td>Total Hours</td><td>200</td></tr></table>
Module Coordinator	Professor Geralyn Hynes
Teaching Staff	Dr Vivienne Brady Mr Michael Coughlan Dr Elizabeth Curtis Dr Deirdre Daly Dr Louise Doyle Dr Valerie Smith
Module Learning Aims	Masters graduates should create and promote a climate of enquiry and critical thinking and emphasise the importance of best evidence in their area of practice. In this module students are given the opportunity to consolidate their previous knowledge and appreciation of research and enquiry. Various methodologies and methods in professional practice are presented with the purpose of enabling students to conduct a relevant enquiry into their area of practice.
Module Content	- Formulating a research/ review topic and question - Literature review and literature searching critical analysis, synthesis and writing a review - The role of theory and knowledge (epistemology) in research and enquiry - Principles of determining quality in research - Overview of qualitative, quantitative and mixed methods research - Conducing a systematic review - Conducting survey research - Conducting a qualitative descriptive study - Conducting an action research / innovation in practice study - Conducting evaluation / audit research - Ethical principles in healthcare research
Learning Outcomes	On successful completion of this module, students should be able to: 1. Distinguish the philosophical underpinnings and theoretical frameworks/perspectives of healthcare enquiry and analyse how these influence the subsequent conduct of research and enquiry 2. Critically review, analyse and synthesise the literature, including interpretation of findings 3. Formulate appropriate research/review questions or hypotheses from a defined healthcare problem 4. Explore a variety of enquiry methodologies so as to address stated questions

	5. Outline the actions that are essential in the conduct of ethical enquiries
Module Assessment Components in SITS	Written Assignment: 5,000 word Research Proposal or Systematic Review Protocol 100%
Indicative Bibliography	Detailed reading lists will be provided by module lecturers

Appendix 2: Module Descriptors

Module 3 Title	ETHICS AND LAW IN HEALTH CARE
Module Code	NU7005
Module requirement	Mandatory
ECTS Weighting	10
Semester taught	Michaelmas

Contact Hours		Contact Hours	
		Direct Contact: Class	22
		Online	8
		Assessment Student Effort	50
		Self-Directed Learning	120
		Total Hours	**200**

Module Coordinator	Dr Louise Daly
Teaching Staff	Ms Helen O'Shea (Barrister-at-Law)
Module Learning Aims	Recognising the increasing complexity of healthcare and the diverse nature of service users, settings and professional roles, it is essential that healthcare practice is underpinned by legal and ethical knowledge. This module is based on the premise that decision-making in healthcare is not only about physical, sociological or psychological well-being, but that decisions based on ethical and legal standpoints are also fundamental to the delivery of high standards of professional care. Therefore, the aim of the module is to provide students with an opportunity to explore the legal and ethical structures, concepts and frameworks that impact on their professional practice. The module also aims to enable students to develop the knowledge, critical analysis and decision-making skills necessary to provide care that is legally and ethically sound. Moreover, it aims to do so in conjunction with an exploration of bioethical dimensions of the provision of healthcare and of the relationship between law and ethics in this context.
Module Content	**Unit 1 Law** • An overview of the sources of Law and the Irish legal system. Introduction to human rights law and professional practice • Autonomy, accountability and the law including professional misconduct, healthcare malpractice litigation and liability • Consent and professional practice including the approaches to assessing capacity, the legal principles applicable to consent to care and treatment and the requirements for consent in relation to research • Confidentiality and the professional relationship • An overview of the legal issues relating to documentation including access to information • Beginning of life and end of life issues • An overview of legal considerations in relation children and adolescents • The case law and legislation relating to mental health care

	Unit 2 Ethics • Moral philosophy: an overview • Exploration of the relationship of values and beliefs to ethics • Values clarification and moral development as foundations for ethical practice • Bioethics, ethical concepts, theoretical ethical knowledge (to include traditional ethical theories) and ethical principles • An overview of contemporary ethical theories e.g. postmodern approaches, feminist and narrative ethics • The process of ethical decision-making including: factors affecting ethical decision making, strategies to enhance ethical decision-making, ethical decision making frameworks, the role of professional codes of ethical conduct and ethical decision-making in the context of collaborative practice • Managing ethical dilemmas in practice to include confidentiality and informed consent • Cultural considerations and ethics • Ethics and the allocation of healthcare as a resource • Beginning and end of life issues • An overview of ethical considerations in relation to children and adolescents
Learning Outcomes	On successful completion of this module, students should be able to: 1.Describe the fundamental structure and operation of the legal system in Ireland and discuss the impact of these upon the provision of healthcare 2. Critically debate how case law and legislation guides and impacts on practice within the healthcare system 3. Critically debate the application of a range of ethical theories to a variety of moral dilemmas in practice 4. Appraise the function and application of ethical decision-making frameworks in practice 5. Critically debate the role of the healthcare professional in relation to decision making processes from a legal and ethical perspective 6. Critically analyse and debate the legal and ethical obligations of healthcare professionals in practice 7. Debate a variety of ethical and legal issues relating to their role and practice taking cognisance of counter-arguments
Module Assessment Components in SITS	3,000 word Written Assignment 100%
Indicative Bibliography	Detailed reading lists will be provided by module lecturers

Appendix 2: Module Descriptors

Module 4 Title	DETERMINANTS OF HEALTH		
Module Code	TBC		
Module requirement	Mandatory		
ECTS Weighting	10		
Semester taught	Michaelmas and Hilary		
Contact Hours		Direct Contact: Class	24
		Online	6
		Assessment Student Effort	50
		Self-Directed Learning	120
		Total Hours	**200**
Module Coordinator	Dr Jan De Vries		
Teaching Staff	Associate Professor Shane Butler (School of Social Work and Social Policy)		
Module Learning Aims	Health is determined by behavioural, social, biological, environmental and economic factors. This module explores these factors and their interactions associated with health. The aims of this module are to: • Enable students to develop their knowledge of theories and evidence regarding determinants of health and evaluating community health approaches and related environments • Provide students with the opportunity to engage in critical analysis and discussion of complex theories, evidence, problems and concepts regarding social, psychological, economic, environmental, and political determinants of health		
Module Content	**Unit 1 Social Determinants** • Social determinants of health and health inequalities • Exploration of current theories explaining the development and persistence of disparities in health. Theories which focus on social, cultural, structural/economic and gender roles • The role of states in determining economic and social policy and the impact on funding and delivery of public services within community and society • Exploration of the impact of public policy in specific areas • Exploration of social changes and environment and their consequences for health, nutritional and lifestyle **Unit 2 Human Behaviour** • Human behaviour as a major determinant of health • The role of health behaviour and health education and promotion in emerging public health issues • Exploration of current behavioural theories explaining the development and persistence of health behaviours. Theories that focus on behaviour/psycho-social, and life course explanations of human approaches to health • Analysis of health risk behaviours and their influence on illness and		

	chronic diseases and conditions • Analysis of behaviours that promote, protect and maintain health • Analysis of theories, principles and perspectives that inform conceptual understanding in predicting and facilitating change in individual health behaviours
Learning Outcomes	On successful completion of this module, students should be able to: 1. Critically evaluate evidence for social determinants of health 2. Discuss the impacts of state policies and their impact on the funding and delivery of health services within the community and society 3. Critically evaluate human behaviour as a major determinant of health 4. Critically evaluate the impact of human behaviour on health promotion, prevention and management of chronic disease 5. Critically analyse the role of health behaviour and health education in current and future community health issues 6. Critically analyse the theories, principles and perspectives that inform conceptual understanding in predicting and facilitating change in individual health behaviours
Module Assessment Components in SITS	Poster Presentation; 100%
Indicative Bibliography	Detailed reading lists will be provided by module lecturers

Appendix 2: Module Descriptors

Module 5 Title	HEALTH PROMOTION AND MANAGEMENT OF CHRONIC DISEASE		
Module Code	TBC		
Module requirement	Mandatory		
ECTS Weighting	10		
Semester taught	Hilary		
Contact Hours		Direct Contact: Class	24
		Online	6
		Assessment Student Effort	50
		Self-Directed Learning	120
		Total Hours	**200**
Module Coordinator	Dr Sharon O'Donnell /		
Co- Module Coordinator	Dr Brendan O'Shea		
Teaching Staff	Professor Brian O'Connell (School of Dental Science) Assistant Professor Brendan O'Shea (School of Medicine) Assistant Professor Gobnait Byrne (School of Nursing & Midwifery) Associate Professor Martin Henman (School of Pharmacy & Pharmaceutical Sciences)		
Module Learning Aims	Health promotion strategies aim to improve health by the prevention of premature disease and disability by implementation measures towards the reduction of chronic disease. Chronic diseases such as obesity, heart disease, cancer, chronic respiratory diseases and diabetes are the leading causes of mortality in the world representing 60% of all deaths (WHO 2014). In Ireland, chronic diseases are associated with 77% of overall disease burden (Department of Health, 2012). This module provides students with an overview of the principles and practices of health promotion and prevention and management/control of chronic disease in the community. The module further aims to give students the skills to enable them to examine, analyse and evaluate how health promotion concepts and theories are linked to planning health promotion and disease prevention interventions within society.		
Module Content	**Unit 1 Health Promotion** • Theoretical foundations of health promotion • Concepts and definitions of health, disability and wellness • Critical issues in health promotion, disease and disability prevention • The scope and nature of contemporary health promotion at local, national and global level focusing on its development, current priorities and future challenges • Health promotion and prevention strategies, interventions and programmes that address social, cultural and economic disparities • Assessment strategies of community/individual needs and develop health promotion strategies for the community/individual • Collaboration in health promotion **Unit 2 Health Management**		

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	• Challenges of chronic disease within healthcare systems from the perspective of different stakeholders in Ireland and globally • Significant chronic disease issues including risk factors and trends in chronic disease • Basic concepts and principles of current and innovative chronic care models and theories in chronic disease prevention and management across the lifespan in the context of Ireland and globally • Healthcare programs and strategies to manage chronic disease in the community
Learning Outcomes	On successful completion of this module, students should be able to: 1. Discuss the theoretical foundations of health promotion 2. Critically analyse the principles and practice of health promotion in the community encompassing the current major trends/challenges to health 3. Analyse health priorities in environmental change interventions to promote physical and mental health and social wellbeing and prevent diseases in a variety of settings and for diverse persons across the life span 4. Critically analyse and evaluate the health promotion and prevention strategies, interventions and programmes that address social, cultural and economic disparities 5. Employ assessment strategies for community/individual needs and develop health promotion strategies for the community/individual 6. Collaborate and partner in health promotion 7. Critically analyse the impact and challenges of chronic disease within healthcare systems from the perspective of different stakeholders in Ireland and globally 8. Critically appraise the significant chronic disease issues including risk factors and trends in chronic disease 9. Critically challenge the innovations to address chronic disease issues and analyse translation of innovations into health system
Module Assessment Components in SITS	3,000 word Written Assignment 100%
Indicative Bibliography	Detailed reading lists will be provided by module lecturers

Appendix 2: Module Descriptors

Module 6 Title	**PRINCIPLES AND PRACTICE OF COMMUNITY HEALTH**		
Module Code	TBC		
Module requirement	Mandatory		
ECTS Weighting	10		
Semester taught	Hilary		
Contact Hours		Direct Contact: Class	24
		Online	6
		Assessment Student Effort	50
		Self-Directed Learning	120
		Total Hours	**200**
Module Coordinator	Prof Joe Barry		
Co-Module Coordinator	Dr Catherine McCabe		
Teaching Staff	Professor Brian O'Connell (School of Dental Science) Assistant Professor Brendan O'Shea (School of Medicine) Assistant Professor Gobnait Byrne (School of Nursing & Midwifery) Associate Professor Martin Henman (School of Pharmacy & Pharmaceutical Sciences) Associate Professor Shane Butler (School of Social Work and Social Policy)		
Module Learning Aims	The focus of this module is to explore healthcare practice in the community. Students will develop an understanding of the structure and functioning of shared health and care services and integrated care pathways (ICP). The aims of this module are to: • Equip students with the theoretical knowledge that will enable them deliver community health and care within a variety of community environments • Develop an understanding of the current reform of primary care in the community • Provide students with the opportunity to develop knowledge on community healthcare approaches taking cognisance of the use of ICP delivery		

Module Content	**Module Content**
	• Working in community practice
	   o Principles of primary healthcare and its environment
	   o Policy influences on practice
	   o Strategies for developing and promoting primary healthcare
	   o Collaborative inter-professional teams underpinning effective community healthcare delivery
	   o Strategies for achieving ICP in the community
	   o Evaluate the effectiveness of primary healthcare programs and strategies to prevent and manage chronic disease. Describe and critically evaluate the chronic care model
	• Working with individual, families and communities
	   o Assessing the needs of the individual, family and communities
	   o Service and financial provision for homecare
	• Professional practice
	   o Evidence based practice		

	○ Clinical risk management in community healthcare ○ Caseload management Continuing professional development in community and primary health care practice
Learning Outcomes	On successful completion of this module, students should be able to: 1.Critically analyse the principles and practice of community healthcare encompassing the current major trends/challenges to health 2. Critically evaluate the evidence for primary healthcare strategies in the community 3. Critically appraise the contribution of collaborative inter-professional team working in effective community healthcare delivery 4. Critically appraise ICPs and their application to community healthcare 5. Critically appraise and evaluate the chronic care model and its application to community healthcare 6. Critically appraise and evaluate effective professional practice 7. Execute continuing professional development in community and primary health care practice
Module Assessment Components in SITS	Group oral presentation of a critique of an aspect of community health practice; 60% Individual critical analysis case study, 1,500 words written assignment; 40%
Indicative Bibliography	Detailed reading lists will be provided by module lecturers

Module 7 Title	**DISSERTATION**
Module Code	NU8007
Module requirement	Mandatory
ECTS Weighting	30
Semester Taught	Michaelmas, Hilary and Trinity terms - full time students Michaelmas, Hilary and Trinity terms - part time students in year 2
Contact Hours	Direct Contact: Class — 60 Online — 6 Assessment Student Effort — 250 Self-Directed Learning — 272 Supervision — 12 **Total Hours** — **600**
Module Coordinator	Dr Elizabeth Curtis
Co-Module Coordinator	Prof Geralyn Hynes
Teaching Staff	Prof Catherine Comiskey Mr Michael Coughlan Dr Patricia Cronin Dr Deirdre Daly Dr Margaret McCann Dr Valerie Smith
Module Learning Aims	Masters graduates require a thorough grounding in research study/systematic review methods in order to plan, undertake and evaluate a research study/systematic review and contribute to evidence-based health care. This module is designed to build on students' knowledge and prior learning gained while undertaking Module 2 'Theory and Practice of Enquiry Methods of Health Care' in Michaelmas Term. The aim of this module is to: • Provide students with the skills and knowledge required for undertaking a research study/systematic review.
Learning Outcomes	On successful completion of this module, students should be able to: 1. To produce a dissertation 2. Plan, design and conduct a research study/systematic review that has relevance for their area of practice 3. Critically discuss the theoretical underpinnings of their chosen research study/systematic review 4. Demonstrate coherence in their chosen research study/systematic review approach 5. Justify all decisions/choices made at every stage of the research study/systematic review 6. Present, discuss and evaluate their study findings within the context of their practice discipline and the existing literature 7. Outline an appropriate plan for dissemination of the findings from their research study/systematic review
Module Content	• Introduction to Module • Submitting an application for Ethical Approval • Framing (philosophical, theoretical, conceptual) research

	approaches/enquiries
	• Refining and finalising a protocol for a synthesis study
	• Literature Searching/Retrieval Protocols (Individual and synthesis enquiry)
	• Accessing and recruiting respondents/participants
	• Data extraction and quality assessment in a synthesis enquiry
	• Data collection (interviews, focus groups, surveys)
	• Data synthesis in a synthesis study
	• Analysing data manually
	• Analysing data using software packages (SPSS/RevMan)
	• Validity and reliability / trustworthiness
	• Presenting and discussing research / review findings
	• Implications of findings and recommendations for clinical practice
	• Writing the research report in a dissertation format
	• Dissemination of research findings
Module Assessment Components in SITS	Up to 20,000 word Dissertation 100%
Indicative Bibliography	Detailed reading lists will be provided by module lecturers

Appendix 3: Proposed calendar entry for 2016/2017

Calendar Part III Entry

M.Sc. Community Health
P.Grad.Dip. Community Health

Introduction: The aim of this inter-professional course is to enable students to develop knowledge required to practice in community healthcare and to prepare students for their role as community healthcare practitioners. The course will also provide students with an opportunity to critically explore, critique and evaluate the community healthcare arena. Graduates of this course will be expected to promote and develop excellence in their community practice setting.

Admission Requirements:
Applicants
1. will be required to hold a minimum 2.1 grade (Second class Honours) in a relevant primary degree in the applicant's field of practice.
2. must have current registration with the relevant professions' regulatory body.
3. whose first language is not English will need a recognised English language qualification in line with the requirements as specified in the *Postgraduate Calendar* Part 3 Section 1.5 Language of Instruction.

Duration: This course is offered on a two-year part-time from 2016/17 and a full-time basis from 2017/18.

Course structure:
The Masters is the equivalent of 90 ECTS and the exit Postgraduate Diploma is the equivalent of 60 ECTS. The course commences with one full study week followed by one to two study days per week. Part-time students are required to complete six taught modules in year one and a dissertation in year two while full-time students must complete all the course requirements within one year. All taught modules are mandatory.

Core Modules:
1.	Epidemiology and Healthcare Statistics	10 ECTS
2.	Theory and Practice of Enquiry Methods for Health Care	10 ECTS
3.	Ethics and Law in Health Care	10 ECTS
4.	Determinants of Health	10 ECTS
5.	Health Promotion and Management of Chronic Disease	10 ECTS
6.	Principles and Practice Delivery of Community Health	10 ECTS
7.	Dissertation	30 ECTS

Assessments and examinations:
1. A combination of assessment strategies is used to assess the learning outcomes for the course and submission of a research dissertation is mandatory for full time and part time students. The pass mark for all assessments is 50%.
2. In cases where students fail to achieve a pass mark in a written examination, a resubmission will be permitted in the Supplemental period.
3. In cases where students fail to achieve a pass mark in an assignment, a resubmission will be permitted within a stated timeframe.
4. Only one resubmission will be allowed and the maximum mark awarded for the resubmitted assignment is 50%.
5. If a student fails a module on the second attempt, this indicates failure of the whole course.
6. Compensation is permitted on taught modules where the following conditions apply:

Appendix 3: Proposed calendar entry for 2016/2017

    i.   Students may compensate for marks between 45% and 49% in only one taught module with marks in excess of 50% gained in another taught module provided the average of the two is 50% or greater.

    ii.   Students who pass by compensation will be required to exit the course with a Postgraduate Diploma, or may apply to repeat the course on a full fee.

    iii.   Students who pass by compensation and exit with a postgraduate diploma will not be permitted to re-enter the MSc course in Community Health at a later stage.

Progression: All students register on the MSc course. To progress to the second year part-time students must successfully complete all the requirements of the first year of the course. The Court of Examiners will meet at the end of Year 1 to moderate examination marks of the taught modules of the course and all the results obtained by part-time students in year 1, in order to return end-of-year results to the Academic Registry. The Court of Examiners will also moderate all marks obtained by the full-time students in order to return their final results to the Academic Registry.

Part-time students eligible to rise to year 2 may, following consultation with the Course Coordinator, opt not to progress to the second year. Full-time students who have completed all the taught modules may opt not to submit their dissertation. Such students will be eligible for consideration for the exit award of a Postgraduate Diploma in Community Health. Students who have opted to receive an exit Postgraduate Diploma in Community Health may apply subsequently to re-enter the Masters course in Community Health to complete the dissertation. Following completion of the Masters requirements the student will inform the Registrar of his/her intention to rescind the Postgraduate Diploma in Community Health and have the credit obtained during the Postgraduate Diploma in Community Health integrated into the Masters degree. The student will be required to submit the original Postgraduate Diploma in Community Health and/or any duplicates that have been issued. The time limit for applying to complete the credits required for the Masters degree will normally be up to 5 years following completion of the Postgraduate Diploma in Community Health.

A student who fails the dissertation and who has satisfactorily completed the required ECTS credits for a Postgraduate Diploma (exit award), may exit with such an award. However, where the Postgraduate Diploma is awarded as a result of a fail or unsatisfactory progression, it is not possible for the candidate to return with the Postgraduate Diploma award to work towards a Masters and rescind the Diploma.

To be awarded an exit Postgraduate Diploma, a student must successfully complete six modules to the value of 60 ECTS. The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction which shall require an aggregate of at least 70% in all taught modules passed. Postgraduate Diploma with Distinction cannot be awarded if a candidate has failed any module during the period of study.

To be considered for an award of MSc in Community Health, students must pass all modules including the dissertation module and accumulate 90 ECTS. The award of a Masters with Distinction shall require the achievement of a distinction for the dissertation, and an aggregate of at least 70% in all taught modules. A distinction cannot be awarded if a candidate has failed any module during the period of study.

Course Director: Dr Catherine McCabe

Appendix 4: Prospectus entry

Duration: Two years part-time from 2016/17 and one year full-time from 2017/18
Course Director: Dr Catherine McCabe
Course Administrator: Michael Brennan
Course Email: nursing.midwifery@tcd.ie
Course Telephone: +353 1 8963950
Internet: http://www.nursing-midwifery.tcd.ie/postgraduate/
Next Intake: September 2016. Applications should be made through the SITS Direct Entry Application System.

Introduction: The aim of this inter-professional course is to enable students to develop knowledge required to practice in community healthcare and to prepare students for their role as community healthcare practitioners. The course will also provide students with an opportunity to critically explore, critique and evaluate the community healthcare arena. Graduates of this course will be expected to promote and develop excellence in their community practice setting. The course has been submitted to the Nursing and Midwifery Board of Ireland (NMBI), for category ll approval in order to provide Registered General Nurses and Registered Midwives recognition of specialist education.

Admission Requirements:
Applicants
1. will be required to hold a minimum 2.1 grade (Second class Honours) in a relevant primary degree in the applicant's field of practice.
2. must have current registration with the relevant professions' regulatory body.
3. whose first language is not English will need a recognised English language qualification in line with the requirements as specified in the *Postgraduate Calendar* Part 3 Section 1.5 Language of Instruction.

Duration: This course is offered on a two-year part-time basis form 2016/17 and full-time from 2017/18.

Course structure:
The Masters is the equivalent of 90 ECTS and the exit Postgraduate Diploma is the equivalent of 60 ECTS. The course commences with one full study week followed by one to two study days per week. Part-time students are required to complete six taught modules in year one and a dissertation in year two while full-time students must complete all the course requirements within one year. All taught modules are mandatory.

Core Modules:
1. Epidemiology and Healthcare Statistics   10 ECTS
2. Theory and Practice of Enquiry Methods of Health Care   10 ECTS
3. Ethics and Law in Health Care   10 ECTS
4. Determinants of Health   10 ECTS
5. Health Promotion and Management of Chronic Disease   10 ECTS
6. Principles and Practice Delivery of Community Health   10 ECTS
7. Dissertation   30 ECTS

Assessments and examinations:
1. A combination of assessment strategies is used to assess the learning outcomes for the course and submission of a research dissertation is mandatory for full time and part time students. The pass mark for all assessments is 50%.
2. In cases where students fail to achieve a pass mark in a written examination, a resubmission will be permitted in the supplemental period.
3. In cases where students fail to achieve a pass mark in an assignment, a resubmission will be permitted within a stated timeframe.

4. Only one resubmission will be allowed and the maximum mark awarded for the resubmitted assignment is 50%.
5. If a student fails a module on the second attempt, this indicates failure of the whole course.
6. Compensation is permitted on taught modules in some clearly outlined circumstances.

Progression: All students register on the MSc course. To progress to the second year part-time students must successfully complete all the requirements of the first year of the course.

Part-time students eligible to rise to year 2 may opt not to progress to the second year. Full-time students who have completed all the taught modules may opt not to submit their dissertation. Such students will be eligible for consideration for the exit award of a Postgraduate Diploma in Community Health. Students who have opted to receive an exit Postgraduate Diploma in Community Health may apply subsequently to re-enter the Masters course in Community Health to complete the dissertation. The time limit for applying to complete the credits required for the Masters degree will normally be up to 5 years following completion of the Postgraduate Diploma in Community Health.

A student who fails the dissertation and who has satisfactorily completed the required ECTS credits for a Postgraduate Diploma (exit award), may exit with such an award. However, where the Postgraduate Diploma is awarded as a result of a fail or unsatisfactory progression, it is not possible for the candidate to return with the Postgraduate Diploma award to work towards a Masters and rescind the Diploma.

To be awarded an exit Postgraduate Diploma, a student must successfully complete six modules to the value of 60 ECTS. The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction. To be considered for an award of MSc in Community Health, students must pass all modules including the dissertation module and accumulate 90 ECTS. The award of a Masters with Distinction shall require the achievement of a distinction for the dissertation, and an aggregate of at least 70% in all taught modules.

Course Director: Dr Catherine McCabe

Appendix 5: Financial projections

New Activity or Taught Course Proposal - Financial Data Template						
Title of New Activity or Course		Master in Community Health				
Sponsoring School		School of Nursing & Midwifery				
Activity Sponsor or Course Director		Dr. Catherine McCabe				
Type of Course		MSc				
Full or Part Time		PT				
Duration		2 years				
Intake		Annual				
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Maximum Student numbers - Full capacity		**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**
EU		20	20	20	20	20
Non-EU		0	0	0	0	0
EU MSc **Yr 2**		0	8	8	8	8
non-EU MSc **Yr 2**		0	0	0	0	0
Minimum Student Numbers to run course						
EU		12	12	12	12	12
Non-EU		0	0	0	0	0
EU MSc **Yr 2**		0	8	8	8	8
non-EU MSc **Yr 2**		0	0	0	0	0
Forecasted Student numbers - for inclusion in College Financial Forecast						
EU Yr 1		16	16	16	16	16
Non-EU Yr 1		0	0	0	0	0
EU MSc **Yr 2**		0	10	10	10	10
non-EU MSc **Yr 2**		0	0	0	0	0
Fees						
Fee per student - MSc **Yr 1**	EU	€6,500	€6,500	€6,500	€6,500	€6,500
Fee per student - MSc **Yr 1**	Non-EU	€13,000	€13,000	€13,000	€13,000	€13,000
Fee per student - MSc **Yr 2**	EU	€4,750	€4,750	€4,750	€4,750	€4,750
Fee per student - MSc **Yr 2**	Non-EU	€9,500	€9,500	€9,500	€9,500	€9,500
Total Income - EU		€104,000	€151,500	€151,500	€151,500	€151,500
Total Income - Non-EU		€0	€0	€0	€0	€0
Expected total Incremental College Income		**€104,000**	**€151,500**	**€151,500**	**€151,500**	**€151,500**
Contribution to College		€52,000	€75,750	€75,750	€75,750	€75,750
Maximum 50% Available to School for Running Costs of Activity/Course		€52,000	€75,750	€75,750	€75,750	€75,750
Activity/Course Running Costs						
	Detail	**Per Student cost**				
1. Direct Costs						
Additional Academic Staff (Lecturer 0.5 year 1, reducing to 0.25 FTE)	Monthly Payroll		€44,496	€22,248	€22,248	€22,248	€22,248
	Casual						
Additional Demonstrators & Tecnical Staff	Monthly Payroll						
	Casual						
Additional Administrative Staff	Monthly Payroll						
	Casual						
External Examiners	Fees & Assoc costs	40	€640	€1,040	€1,040	€1,040	€1,040
Travel Costs		€19	€500	€500	€500	€500	€500
Library							
Consumables		60	€960	€1,560	€1,560	€1,560	€1,560
Advertising			€4,000	€3,000	€2,000	€1,000	€1,000
Equipment - Annual or recurring							
Office/admin costs		50	€800	€1,300	€1,300	€1,300	€1,300
Total Direct Annual Costs			**€51,396**	**€29,648**	**€28,648**	**€27,648**	**€27,648**
Direct costs as a % of Income			*49%*	*20%*	*19%*	*18%*	*18%*
2. Once off & Capital Costs						
Total Once off & Capital Costs			**€0**	**€0**	**€0**	**€0**	**€0**
Total Activity/Course Running Costs			**€51,396**	**€29,648**	**€28,648**	**€27,648**	**€27,648**
Direct/specific increase in Indirect costs related to running this Activity/Course						
			€0	**€0**	**€0**	**€0**	**€0**
Surplus/(Deficit) Contribution to College			**€52,000**	**€75,750**	**€75,750**	**€75,750**	**€75,750**
Surplus/(Deficit) Contribution to Running Costs of Activity/Course to School			**€604**	**€46,102**	**€47,102**	**€48,102**	**€48,102**

Appendix 5: Financial projections

<mark>**Maximum numbers**</mark>

New Activity or Taught Course Proposal - Financial Data Template						
Title of New Activity or Course		**Master in Community Health**				
Sponsoring School		School of Nursing & Midwifery				
Activity Sponsor or Course Director		Dr. Catherine McCabe				
Type of Course		MSc				
Full or Part Time		PT				
Duration		2 years				
Intake		Annual				
		Year 1 **2016/17**	**Year 2** **2017/18**	**Year 3** **2018/19**	**Year 4** **2019/20**	**Year 5** **2020/21**
Maximum Student numbers - Full capacity						
EU		20	20	20	20	20
Non-EU		0	0	0	0	0
EU MSc **Yr 2**		0	8	8	8	8
non-EU MSc **Yr 2**		0	0	0	0	0
Fees						
Fee per Student	EU	€6,500	€6,500	€6,500	€6,500	€6,500
	Non-EU	€13,000	€13,000	€13,000	€13,000	€13,000
Fee per student - MSc **Yr 2**	EU	€4,750	€4,750	€4,750	€4,750	€4,750
Fee per student - MSc **Yr 2**	Non-EU	€9,500	€9,500	€9,500	€9,500	€9,500
Maximum Incremental College Income		€130,000	€168,000	€168,000	€168,000	€168,000
Contribution to College		€65,000	€84,000	€84,000	€84,000	€84,000
Maximum 50% Available to School for Running Costs of Activity/Course		**€65,000**	**€84,000**	**€84,000**	**€84,000**	**€84,000**
Activity/Course Running Costs						
		Per Student cost				
1. Direct Costs	**Detail**					
Additional Academic Staff	Monthly Payroll		€44,496	€22,248	€22,248	€22,248	€22,248
	Casual		€0	€0	€0	€0	€0
Additional Demonstrators & Tecnical Staff	Monthly Payroll		€0	€0	€0	€0	€0
	Casual		€0	€0	€0	€0	€0
Additional Administrative Staff	Monthly Payroll		€0	€0	€0	€0	€0
	Casual		€0	€0	€0	€0	€0
		€0	€0	€0	€0	€0
External Examiners	Fees & Assoc costs	40	€800	€1,120	€1,120	€1,120	€1,120
		€0	€0	€0	€0	€0
Travel Costs		€500	€500	€500	€500	€500
Library		€0	€0	€0	€0	€0
Consumables		60	€1,200	€1,680	€1,680	€1,680	€1,680
Advertising		€4,000	€3,000	€2,000	€1,000	€1,000
Equipment - Annual or recurring		€0	€0	€0	€0	€0
Office/admin costs		50	€1,000	€1,400	€1,400	€1,400	€1,400
Other - specify		€0	€0	€0	€0	€0
Other - specify		€0	€0	€0	€0	€0
Total Direct Annual Costs		**€51,996**	**€29,948**	**€28,948**	**€27,948**	**€27,948**
Direct costs as a % of Income		*40%*	*18%*	*17%*	*17%*	*17%*
2. Once off & Capital Costs						
Total Once off & Capital Costs		**€0**	**€0**	**€0**	**€0**	**€0**
Total Activity/Course Running Costs		**€51,996**	**€29,948**	**€28,948**	**€27,948**	**€27,948**
Direct/specific increase in Indirect costs related to running this Activity/Course						
		€0	€0	€0	€0	€0
Surplus/(Deficit) Contribution to College		**€65,000**	**€84,000**	**€84,000**	**€84,000**	**€84,000**
Surplus/(Deficit) Contribution to Running Costs of Activity/Course to School		**€13,004**	**€54,052**	**€55,052**	**€56,052**	**€56,052**

Appendix 5: Financial projections

<mark>**Minimum numbers**</mark>

New Activity or Taught Course Proposal - Financial Data Template							
Title of New Activity or Course		**Master in Community Health**					
Sponsoring School		School of Nursing & Midwifery					
Activity Sponsor or Course Director		Dr. Catherine McCabe					
Type of Course		MSc					
Full or Part Time		PT					
Duration		2 years					
Intake		Annual					
			Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
			2016/17	**2017/18**	**2018/19**	**2019/20**	**2020/21**
Minimum Student Numbers to run course							
EU			12	12	12	12	12
Non-EU			0	0	0	0	0
EU MSc Yr 2			0	8	8	8	8
non-EU MSc **Yr 2**			0	0	0	0	0
Fee per Student	EU		€6,500	€6,500	€6,500	€6,500	€6,500
	Non-EU		€13,000	€13,000	€13,000	€13,000	€13,000
Fee per student - MSc **Yr 2**	EU		€4,750	€4,750	€4,750	€4,750	€4,750
Fee per student - MSc **Yr 2**	Non-EU		€9,500	€9,500	€9,500	€9,500	€9,500
Minimum Incremental College Income			**€78,000**	**€116,000**	**€116,000**	**€116,000**	**€116,000**
Contribution to College			€39,000	€58,000	€58,000	€58,000	€58,000
Maximum 50% Available to School for Running Costs of Activity/Course			**€39,000**	**€58,000**	**€58,000**	**€58,000**	**€58,000**
Activity/Course Running Costs							
1. Direct Costs	**Detail**	**Per Student cost**					
Additional Academic Staff	Monthly Payroll		€44,496	€22,248	€22,248	€22,248	€22,248
	Casual		€0	€0	€0	€0	€0
Additional Demonstrators & Tecnical Staff	Monthly Payroll		€0	€0	€0	€0	€0
	Casual		€0	€0	€0	€0	€0
Additional Administrative Staff	Monthly Payroll		€0	€0	€0	€0	€0
	Casual		€0	€0	€0	€0	€0
External Examiners	Fees & Assoc costs	40	€480	€800	€800	€800	€800
			€0	€0	€0	€0	€0
Travel Costs			€500	€500	€500	€500	€500
Library			€0	€0	€0	€0	€0
Consumables		60	€720	€1,200	€1,200	€1,200	€1,200
Advertising			€4,000	€3,000	€2,000	€1,000	€1,000
Equipment - Annual or recurring			€0	€0	€0	€0	€0
Office/admin costs		50	€600	€1,000	€1,000	€1,000	€1,000
Other - specify			€0	€0	€0	€0	€0
Other - specify			€0	€0	€0	€0	€0
Total Direct Annual Costs			**€50,796**	**€28,748**	**€27,748**	**€26,748**	**€26,748**
Direct costs as a % of Income			*65%*	*25%*	*24%*	*23%*	*23%*
2. Once off & Capital Costs							
Total Once off & Capital Costs			**€0**	**€0**	**€0**	**€0**	**€0**
Total Activity/Course Running Costs			**€50,796**	**€28,748**	**€27,748**	**€26,748**	**€26,748**
Direct/specific increase in Indirect costs related to running this Activity/Course							
			€0	€0	€0	€0	€0
Surplus/(Deficit) Contribution to College			**€39,000**	**€58,000**	**€58,000**	**€58,000**	**€58,000**
Surplus/(Deficit) Contribution to Running Costs of Activity/Course to School			**-€11,796**	**€29,252**	**€30,252**	**€31,252**	**€31,252**

Appendix 6: Framework for Quality in Trinity College Dublin – University of Dublin

Framework for Quality in Trinity College Dublin –University of Dublin

University	Education	Research	Student Experience		ENABLERS
University Board	Academic Council	Research Committee	Student Life Committee		Trinity Strategies Policies Procedures Regulations Systems and People
Quality Committee	USC/GSC/ACDC				
Institutional Review (7yrs)	Programmes Reviews (7yrs)	Trinity Research Institutes (5years)	Irish Survey of Student Engagement (Annually)		QQI Act 2012 QQI Policies/ Guidelines European Standards & Guidelines National & International Good Practice Benchmarking
Annual Institutional Quality Report	School Reviews (7yrs)	Trinity Research Centres (5-7years)	International Student Barometer (Annually)		
Admin/Service Reviews (7 years)	Accreditation Reviews (1-5yrs)		Code of Practice (TBD)		
Linked , Collaborative Transnational Partnerships	External Examiners (Annually)	Funding Body Reviews			
Proposed IEM	Annual UG Module Evaluations / PG Surveys				
	Annual Faculty Quality Report	January 21 2016			

KATY TOBIN

email: tobin.katy@gmail.com
Home Address: 2 Sarsfield Drive, Newbridge, Co Kildare
085-7180805

EDUCATION

2009 – 2012   Trinity College Dublin
Doctor of Philosophy in Mathematical Epidemiology.

THESIS TITLE: *Modelling the spread of the Human Papillomavirus (HPV) and simulating the impact of a HPV immunisation program on women in Ireland.*
PRIMARY METHODS: ODE dynamics, estimation of epidemiological parameters, prediction of effectiveness of a HPV vaccine, simulation of disease dynamics.
SUPERVISOR: Professor Catherine Comiskey

2009 – 2010   Trinity College Dublin
Postgraduate Diploma in Statistics
MODULES: Introductory Base Module, Regression, Design and Analysis of Experiments

2004 – 2008   National University of Ireland, Maynooth, Co.Kildare.
B.Sc. (Double Honours) Biology and Applied Mathematics

Final Year:	**1.1**	**Biology, Applied Maths**
Third Year:	**1.1**	Biology, Applied Maths
Second Year:	**1.1**	Biology, Standard Maths, Theoretical Physics
First Year:	**1.1**	Biology, Standard Maths, Theoretical Physics, Chemistry

DEGREE COURSES TAKEN:
Include: Tumour Biology, Mechanisms of Human Disease, Bioethics, Biotechnology, Mathematical Biology (maths modelling), Computer Programming for mathematicians, Numerical Analysis, Real Analysis, Fractals and Real Dynamical Systems (taught through Irish). Also completed a thesis following a six-week project in the Immune Signalling Lab, NUIM.

RELEVANT SKILLS

POSTDOCTORAL RESEARCH EXPERIENCE:
2013 – present. **HRB-ICE Research Fellow** in mathematical epidemiology and health economics of Motor Neurone Disease.

- Econometric/Statistical analysis and predictive modelling of epidemiological trends.
- Design, coordinate and analyse two Discrete Choice Experiments with patients and their caregivers.
- Manage a large longitudinal dataset of patient and carer interviews.
- Carry out epidemiological interrogation on study dataset, as well as a national clinical database on MND patients.

2012 - present. **Researcher/Coordinator** for the IARE study (*International Access, Rights and Empowerment).*

- Econometric analysis of a Discrete Choice Experiment to assess patient preferences for palliative care.

- Cognitive and qualitative interviewing.
- Organise and maintain a large postal survey database and contribute to analysis and dissemination of results.

TEACHING & SUPERVISION: 2009 – present.
- Co-supervisor of two PhD students in the areas of population health and epidemiology.
- Lecturer in Health Economics on HRB SPHeRE PhD Scholars programme.
- Guest lecturer in Modelling of Epidemics on TCD's MSc. in Immunology.
- Lecturer and Tutor for the undergraduate modules *Statistics for Healthcare Professionals* and *Measuring and Reporting on Population Health*, TCD.

DATA MANAGEMENT:
- Worked on a number of national and international studies. Completed and coordinated all associated tasks from project design to distribution, data entry, data cleaning, analysis and dissemination of results.
- Experience of the development and analysis of cross sectional and longitudinal datasets.
- Organised a large postal research survey as part of an international study.
- School Statistical Service in the School of Nursing and Midwifery, TCD; Offered advice to staff and students on conducting statistical tests, data management, statistical software and project design.

SOFTWARE:

R, SPSS, Matlab, SAS, Berkeley Madonna, LaTeX, Microsoft Office

RECENT CONFERENCE PUBLICATIONS & MANUSCRIPTS

- *"Age-Period-Cohort analysis of trends in ALS incidence."* Poster at the International ALS Symposium, December 2014: **Tobin K**, Hardiman O.
- *"Discrete Choice Experiment For Preferences Of Care In Motor Neurone Patients And Their Carers."* Poster at the International ALS Symposium, December 2014: **Tobin K**, Maguire S, Normand C, Hardiman O
- *"Age-Period-Cohort analysis of trends in ALS incidence."* **Tobin K**, Gilthorpe M, Hardiman O (In draft)
- *"Caregiver Burden in Amyotrophic Lateral Sclerosis (ALS): a Prospective Analysis."* Poster at the International ALS Symposium, December 2014: Galvin M, **Tobin K**, Mays I, Staines A, Hardiman O.
- *"Reducing the economic burden of Human Papillomavirus (HPV) related disease: Estimating the impact of vaccination on HPV prevalence."* Oral presentation at the International Health Economics Association Congress 2014. **Tobin K**, Comiskey C.
- *"A novel application of a classical method for calculating the Basic Reproductive Number, R_0 for a gender and risk structured transmission dynamic model of human papillomavirus infection."* **Tobin K**, Comiskey C. Int. J. Biomath, 06, 1350046 (2013).

Appendix 7: Curricula Vitae

June - September 2007, June 2008 – March 2009
     Bord na Mona Environmental Ltd., Newbridge, Co. Kildare.
     Environmental Analyst
- Observed the laboratory's quality system and INAB accreditation at all times
- Monitored qc checks using qc charts
- Participated in proficiency schemes for the test methods
- Operated, maintained and calibrated standard laboratory equipment
- Trained less experienced analysts
- Performed laboratory tests as per written procedures:
  BOD, COD, PH, Conductivity, Analysis of: Solids, Dust, Sulphite, Silica, Cyanide, Formaldehyde, Microbiology, MBAS, Total Phosphorous (acid digestion, uv-vis), Total Nitrogen, Total Organic Carbon, Analysis of anions and cations, ortho-phosphate, alkalinity and hardness by Konelab.
- Recorded analytical results accurately using LIMS software and interpreted results to present to supervisor or senior colleagues

SHORT COURSES TAKEN

- PhD course in Health Economics. Topics covered include econometrics, cost effectiveness analysis, consumer theory.
- Discrete Choice Experiments. Analysis of consumer demand, NUIG
- ISPOR Distance Learning modules in Observational Data Methods, Outcomes Research Methods, Economic and Modelling Methods.
- An Introduction to Research Supervision, TCD.
- Regularly participate in online training through Coursera and other open learning platforms.

Interests: Cooking, playing piano, reading, jogging.
Other: Full Irish Driving Licence.

CURRICULUM VITAE

Name:	Ellen (Helen) O' Shea
Current Position	Barrister at Law
Address:	Massford, Castlecomer, Co. Kilkenny.
Professional Qualifications:	Barrister at Law Registered General Nurse Registered Nurse Tutor

ACADEMIC QUALIFICATIONS			
COLLEGE/UNIVERSITY/OTHER	FROM	TO	AWARD
University of Leicester, (Distance Education)	2008	2009	Post Graduate Certificate in European Union Law Pass with Merit
Royal College of Nursing, London (Validated by the University of Manchester) (Distance Education)	1997	2002	MSc. in Nursing
The Honorable Society of Kings Inns, Henrietta Street, Dublin1.	1999	2001	Degree of Barrister at Law (2nd Class Honours)
The Honorable Society of Kings Inns, Henrietta Street, Dublin1.	1997	1999	Diploma in Legal Studies (2nd Class Honours)
University College Dublin Belfield, Dublin 4	1995	1997	Bachelor of Nursing Studies Degree (1st Class Honours)
Dublin Institute of Technology Aungier Street, Dublin 8.	1994	1996	Diploma in Legal Studies (Pass)
University College Dublin Belfield, Dublin 4	1992	1993	Diploma in Nursing Studies (Pass with Distinction)
The Whittington Hospital, Highgate Hill, London.	1990	1991	Certificate in Operating Department Nursing
The Meath Hospital Heytesbury Street, Dublin 8.	1985	1988	Certificate in General Nursing

Appendix 7: Curricula Vitae

Kevin Street College of Technology Kevin Street, Dublin 8.	1985 (Part time)	1988	Certificate in Science for Nurses (Pass with Distinction)

EMPLOYMENT RECORD			
Place of Work	**From**	**To**	**Role**
Self-employed	September 2001	Present	Barrister Areas of practice include; medical and healthcare law, regulatory law, probate law, land law, landlord and tenant law, commercial and insolvency law, company law.
Beaumont Hospital, Beaumont Road, Dublin 9.	February 1991	August 2001	Role included - Nurse Tutor, Acting Clinical Teacher, Staff Nurse in the operating theatre department.
The Whittington Hospital, Highgate Hill, London.	January 1990	January 1991	Staff nurse undertaking the certificate in operating department nursing course.
The National Hospital for Nervous Diseases, Queen Square, London.	May 1989	December 1989	Staff nurse on a neuro-medical ward.
The Meath Hospital Heytesbury Street, Dublin 8.	January 1989 October 1985	May 1989 December 1988	Staff nurse in casualty and admissions ward. Student Nurse.

PUBLICATIONS AND CONFERENCES

Peer Reviewed Journals:
O'Shea, E. (2015) "Ambulance response time in Ireland: the legal implications.*" Journal of Paramedic Practice*. 7(10): 514-518.

O'Brien, I., Duffy, A. and O'Shea, E. (2010) "Medical futility in children's nursing: making end-of-life decisions." **British Journal of Nursing**, 19(6): 352-256.

Kelly, J. and O'Shea, E. (2007) "The Medical Practitioners Act – An Overview". **Medico-Legal Journal of Ireland,** 13(2): 63-71.

O'Shea, E. (2003) "Self-directed learning in nurse education: a review of the literature." **Journal of Advanced Nursing,** 43(1): 62-70.

O'Shea, E. (1999) "Factors contributing to medication error: a literature review." **Journal of Clinical Nursing.** 8(5): 496-504.

Appendix 7: Curricula Vitae

Conferences:
McCabe, C, Daly. L. Fahy McCarthy, E. and O'Shea, H. Ethical and Legal Decision Making with a Person with Advanced Dementia, Conference: Palliative Care Needs of People with Dementia: Building Capacity, Mullingar Park Hotel, 3rd November, 2015, Irish Hospice Foundation.

O'Shea, E. Legal Issues and the Operating Department Nurse, Conference: INMO Operating Department Nurses Conference, Hotel Kilkenny, 2nd April 2011. Irish Nurses & Midwives Organisation.

Bankruptcy Law (2004) Continuing Professional Development Lecture, 21st April 2004. Legal Services Training. Dublin.

O'Shea, E. Legal Issues in Nursing, Conference: Cappagh Orthopaedic Nursing Conference, Cappagh Orthopaedic Hospital, Dublin, 30th April 2003, Cappagh Orthopaedic Hosptal.

OTHER INFORMATION

UCD Nursing Scholar 1997

Currently facilitating lectures in law at undergraduate and postgraduate level to nursing students, and to a variety of healthcare professionals undertaking Masters programmes in the School of Nursing and Midwifery, Trinity College, Dublin.

I facilitate tutorials in Civil Litigation, Medical Litigation, Advanced Civil Litigation and Legal Presentation Skills for apprentice Solicitors in the Law Society, Blackhall Place, Dublin 7.

Date: 9th March 2016

A new stand-alone module proposal in *Vascular health and diseases* for external applicants only for approval by the Graduate Studies Committee on 24 March 2016

1. Proposed module title: Vascular health and diseases (NFQ level 9)
2. School owning the new module and name of Head of School: School of Nursing and Midwifery (SNM); Prof Catherine Comiskey
3. Name of the Discipline: Nursing and Midwifery
4. Date of approval of the proposed module by the School Committee/Executive: 17th February 2016
5. Date of approval of the proposed module by the Faculty Dean: 9th March 2016
6. Date of submission to the Graduate Studies Committee: 11th March 2016
7. Explain the rationale for the proposed module, its target audience, how it fits into the School strategic plan, and if there are financial costs to the School for running it:
-Strategic purpose of the module: The module has been developed between Trinity and its associated health service providers, St. James's Hospital (SJH) and Tallaght Hospital, in response to an identified service-user need and to meet the requirements and standards for post-registration nursing and midwifery education programmes.

The management of patients with vascular disease is complex and diverse. Vascular disease management mandates particularly specialised knowledge relating to patient assessment, and management from surgical, medical and rehabilitative perspectives. In addition, there is a requirement for specialist knowledge of the pathology and epidemiology of vascular disease. This module is designed to develop the knowledge and skills of those who deliver care and promote the health interests of patients with vascular disease. The candidates undertaking this module will be equipped to work in specialist clinical settings relating to vascular nursing. The module is aimed at enhancing the practitioner's skills, autonomy, responsibility and clinical accountability. It is aimed at practitioners who work across a variety of settings including hospitals, primary care, and community care where patients with vascular illnesses are cared for. The administration of the module will be undertaken within the current structures for the P.Grad.Cert/P.Grad.Dip/MSc courses in Specialist Nursing. Students will exit with a certificate of completion issued by the School of Nursing and Midwifery indicating the credits awarded for fulfilling the module requirements (detailed in a module transcript).

Module title	Vascular health and diseases
Module code in SITS	tbc
Module NFQ level	9
Module coordinator	Assistant Professor, Dr Mary Mooney
Module lecturers	-Ms Avril Lowry, Educational Facilitator (SJH): -Dr Mary Paula Colgan - Consultant Vascular Surgeon -Input from expert practitioners in vascular disease in SJH, as guest lecturers, already in situ delivering other clinical modules for current nursing courses in SNM. Consequently teaching staff are either internal to Trinity or are staff members with relevant expertise in the clinical site.
Min/max number of students	Minimum of 10 – maximum expected at 35 but as there is no clinical facilitation required the maximum number is determined by the lecture theatre capacity The aim is to deliver the module over two terms with option of delivering once per term if the need arises.
Module availability: internal or external to Trinity?	External applications to Trinity only Applications will be assessed by the admissions selection panel within the structures of the current MSc in Specialist Nursing courses
Module admission requirements	The Nurse/Midwife must 1. be on the active register held by the NMBI 2. currently work in a clinical area with relevance to vascular nursing 3. hold an honours degree (or equivalent)
Online application, registration and fee	Applicants apply online once a designated module entry point is set up by the Academic Registry The fee of €1,200 (plus 3% College increase for 2016) is payable upon online registration
Designated online admissions entry access to be set up by Academic Registry	Yes
Module	Dr Mary Mooney will coordinate the module as Educational Facilitator for cardiovascular course, and will report to Dr Fintan Sheerin in his role

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A stand alone module in *Vascular health and diseases*

coordination within School governance structure	as Course Coordinator of the MSc in Specialist Nursing. Dr Sheering will provide administration of the module within the specialist nursing courses. External Examiner for MSc in Specialist Nursing, Dr Louise Barriball, will review borderline samples of students work etc. The ratification of results will take place at the MSc in Specialist Nursing examination boards and Courts of Examiners.
Module ECTS weighting (credit volume) and corresponding student effort hours	10 ECTS (1 ECTS equals 20 student effort hours totalling 200) 24 face to face contact hours; 6 online hours to cover additional material to support all the leaning units of the module
Module length and term-schedule	To be delivered annually, starting in Michaelmas 2016 spread over 24 weeks spanning Michaelmas and Hilary term with possibility to change to delivery in one term (Michaelmas or Hilary term only) in subsequent years pending review of first completed delivery of module.
Contact and independent study hours	10 ETCS = 200 student effort hours consisting of: 24 face to face contact hours; 6 hours online • Twelve two-hour Lectures = 24 hours of direct student contact (theoretical). This will be delivered over four 6 hour days (initially spread over Michaelmas and Hilary terms) as clinical staff (participants) can only be released at most one day per month (in general). • Written assessment (student effort hours) =50hrs Self-directed =120hrs (engagement with the material, preparatory reading, accessing online resources etc.)
Module learning aims	This module aims to provide the nurse/midwife with: 1. a greater understanding and knowledge of the assessment and management of patients with vascular disease 2. knowledge of the effects of lifestyle on the development and management of vascular disease 3. the knowledge to support patients to self-care through Health Promotion and rehabilitation
Module description/content	The module content is summarised in the following units of learning: 1 Physiology of the circulatory system and related pathophysiology (on-line). 2 Incidence and prevalence of vascular disease. 3 Aneurysmal and carotid disease. 4 Assessment and management of venous disease, including conservative, pharmacological and surgical management. 5 Assessment and management of arterial disease, including conservative, pharmacological and surgical management. 6 Radiological and surgical intervention for patients with peripheral occlusive disease. 7 Assessment and management of Lymphedema. 8 Emergency assessment, treatment and management of acute ischaemic limb and deep vein thrombosis. 9 Effects of lifestyles changes on vascular disease. 10 Health Promotion and rehabilitation.

A stand alone module in *Vascular health and diseases*

	Final two weeks are for submission of the written assignment.
Module learning outcomes (MLO)	On successful completion of this module, students should be able to: 1. Identify the key physical processes and pathophysiological changes related to vascular health and apply this understanding to the assessment, management and evaluation of patient outcomes. 2. Apply an advanced knowledge of key issues relevant to the assessment of vascular patients in primary and acute care settings and relate this information to the development of evidence-based care planning. 3. Critically examine the scope of specialist nursing practice and discuss how it interfaces with multidisciplinary team activities in the delivery of specialist care. 4. Demonstrate how normal and abnormal parameters are considered when making decisions regarding a plan of care. 5. Identify clinical issues of relevance that warrant consideration or exploration and critically appraise current evidence to underpin best practice. 6. Demonstrate the integration of theory and evidence for practice through the design of a case study to reflect the assessment, planning and implementation of care of a client with a related vascular health issue.
Module assessment components in SITS	a case study (3,000 words in length) worth 100%
Compulsory elements	One compulsory assessment element.
Pass standard and any special requirements for passing module	50% in the written assessment
Penalties for late submission	Students will not be penalised for late submission following an approved extension on excusable grounds (e.g. illness). Otherwise the maximum grade a student can achieve for a late submission without permission is a 'pass'. Students who fail their assessment will be required to revise and resubmit. The maximum grade these students can achieve on resubmission is a 'pass'.
Module recognition in honour of achievement	School of Nursing and Midwifery will issue a Certificate of Completion with a module transcript.
Stand-alone module Calendar III entry	This stand-alone module in *Vascular health and diseases* is designed to recruit external applicants and to facilitate registered nurses and midwives to work in specialist clinical settings relating to vascular nursing. It is aimed at enhancing knowledge and evidence for practice. The module targets practitioners who work across a variety of settings including hospitals, primary care, and community care where adults with

A stand alone module in *Vascular health and diseases*

	vascular health issues are cared for. The module has been developed by the School of Nursing and Midwifery in Trinity in collaboration with its associated health service provider, St. James's Hospital. Successful participants will receive 10ECTs at the NFQ level 9 for fulfilling the requirements of the module along with a Certificate of Completion (and a module transcript) issued by the School.
Indicative reading list	Christensen Cynthia Rebik (Editor),. Lewis Patricia A (Editor)(**2014) Core Curriculum for Vascular Nursing:** An Official Publication of the Society for Vascular Nursing (SVN) Second Edition Dean Steven M. DO (Editor), Mohler III Emile R. MD (Editor), Mukherjee Debabrata MD FACC (Editor) Rajagopalan Sanjay MD FACC FAHA (Editor) (2013) **Manual of Vascular Diseases** Second Edition Clouse W. Darrin MD FACS (Author), Rasmussen Todd E. MD (Author), Tonnessen Britt H. MD (Author) 2008 **Handbook of Patient Care in Vascular Diseases** (Lippincott Williams & Wilkins Handbook Series) Fifth Edition

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A stand alone module in *Vascular health and diseases*

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

Date: 9 March 2016

A new stand-alone proposal for *Foundation Module for Anaesthesia/Recovery Room Nursing for Nurses/Midwives*
for external applicants only for approval by the Graduate Studies Committee on 24 March 2016

1) **Proposed module title**: *Foundation Module for Anaesthesia/Recovery Room Nursing for Nurses/Midwives*

2) **School owning the new module and name of Head of School**: School of Nursing and Midwifery (SNM), Prof Catherine Comiskey (HOS)

3) **Name of the Discipline:** Nursing and Midwifery

4) **Date of approval of the proposed module by the School Committee/Executive:** 17th February 2016

5) **Date of approval of the proposed module by the Faculty Dean:** December 18th 2015

6) **Date of submission to the Graduate Studies Committee:** 24th March 2016

7) **Resourcing and strategic purpose of the module:**

The HSE tendered for the programme and the School of Nursing and Midwifery was the successful applicant and has been awarded a Service Level Agreement (SLA) with the HSE to facilitate training for up to 400 nurses/midwives over a 2-3 year period. The College of Anaesthetists are key collaborators in the development and delivery of the module and have guaranteed access to their lecture theatres, sim-labs and will support delivery with staff with relevant expertise (**Appendix 1 letter attached**). Casual teaching and consumables will be reimbursed and are costed within the SLA.

8) **Explain the rationale for the proposed module, its target audience, how it fits into the School strategic plan, and if there are financial cost to the School for running it:**

The key aim of the *Foundation Module for Anaesthesia/Recovery Room Nursing for Nurses/Midwives* is to facilitate nurses and midwives to enhance their knowledge and competence in the provision of safe, quality evidence based care to patients in the perioperative setting. Students will receive credits for fulfilling the requirements of the module along with a letter of completion issued by the Centre. The National Clinical Programme for Anaesthesia (NCPA) identified that as advances in anaesthesia are ongoing it is essential that nurses and midwives are afforded an opportunity to advance their education and competencies in anaesthesia/recovery room care in order to improve quality of patient care and safety. The availability of skilled nurses/midwives to care for patients and assist the anaesthetist is essential to the safe conduct of anaesthesia. A recent survey conducted on behalf of the clinical programmes identified the need for an educational pathway to be developed to facilitate staff to achieve a nationally agreed set of competencies. The foundation module has been developed in partnership with the College of Anaesthetists in terms of the theoretical and simulated content and comprises core content common to all facilities. The competency document (**Appendix 2 attached**) has been developed by the

NCPA and is the agreed national standard. Students will receive credits for fulfilling the requirements of the module along with a letter of completion issued by the School.

Detailed Module Descriptor

Module title:	Foundation Module for Anaesthesia/Recovery Room Nursing for Nurses/Midwives
Module code in SITS:	TBC
Module NFQ level:	Level 8
Module coordinator:	Dr Fintan Sheerin
Max/min number of students:	Minimum 25 students Maximum 50 students The aim is to deliver the module once per term three times a year with 50 students per module.
Module availability: internal or external to Trinity?	Available only to external candidates; not intended to be offered as an elective module on any current courses in the School;
Entry Requirements	The applying nurse/midwife must 1. be on the active register held by the NMBI 2. currently work in an anaesthesia/recovery room setting 3. commit to full attendance at the theoretical and clinical simulation education days 4. provide a letter of support from the Director of Nursing/Midwifery confirming that there is full support to undertake the course and that a clinical mentor can be provided to assess clinical competence on site. Applications will be assessed by the admissions selection panel within the structures of the current MSc in Specialist Nursing courses.
Online application, registration and fee	Applicants apply online once a designated module entry point is set up by the Academic Registry The fee of €1,000 is payable by the HSE for each candidate upon online registration (as per the SLA).
Designated online admissions entry access to be set up for registration by Academic Registry	Yes

Module teaching staff and institutional affiliation:	The foundation module is being delivered in partnership with the College of Anaesthetists. Consequently teaching staff are either internal to Trinity or are members of the College of Anaesthetists and will deliver lecturers as guest lecturers based on their area of expertise. The main contributors (i.e. main guest lecturers) responsible for delivering the module are: Ms Aileen O'Brien, Lead Nurse, National Clinical Programme for Anaesthesia Dr Barry Lyons (School of Medicine, Trinity) with Dr Jeremy Smith Consultant Anaesthetist and Clinical Lead for NCPA. Dr Crina Burlacu Consultant Anaesthetist and Director of the Simulation laboratory (COA) Ms Louise Kelly nurse lead in the simulation laboratory (COA) Unit of learning 1,5,10 Ms. Aileen O'Brien Unit of learning 2,3, 4 6,7,8,9 Dr Barry Lyons Consultant Anaesthetist (Trinity and COA) Unit of learning 8,9 Dr Jeremy Smith Consultant Anaesthetist (NCEP and COA) Simulation Laboratory; Dr Crina Burlacu (COA), and Ms Louise Kelly
Module coordination within School governance structure	The module coordinator will normally report to Course Coordinator of the MSc in Specialist Nursing, and will provide administration of the module within the specialist nursing courses. The module coordinator will also be the conduit between the SNM and the COA. External Examiner for MSc in Specialist Nursing, Dr Louise Barriball, will review samples (including all fail grades) of students work etc. The ratification of results will take place at the MSc in Specialist Nursing examination boards and Courts of Examiners.
Module ECTS weighting (credit volume) and corresponding student effort hours	10 ETCS = 200 student effort hours
Module length and term-schedule:	The module will commence in Michelmas 2016, and will be offered again in Hilary and Trinity Terms 2017. Its delivery will last 12 weeks. It will take place at the College of Anaesthetists, 24 Merrion Square, Dublin 2 and will make use of the lecture theatre and simulation laboratories. Online content will be hosted by Trinity via Blackboard and supported by Trinity Online Services (letter of undertaking is in **Appendix 3**).

Contact and independent study hours	10 ETCS = 200 student effort hours consist of:
	
	    i) Ten 30 minute lectures plus discussion = 8 hours of direct student contact (theoretical) - face to face delivery.
	    ii) Two simulated clinical scenarios and demonstration of use of equipment = 8 hours of direct student contact (clinical)
	
	All remaining content is delivered online:
	
	    iii) Each unit of learning will be followed up with an online lecture (total = 20 hours). The online lectures will also include indicative reading that is available electronically. Additional content will be provided online in preparation for the clinical scenarios for the simulation lab (approx. 4 hours preparatory time/reading/handling equipment in local clinical site).
	    iv) Remaining 160 student workload hours, in terms of ECTS, consists of completion of clinical competence document (100 hours) + lecture/seminar preparatory reading and independent study with respect to completion of the case study assignment (60 hours).

Module learning aims:	To provide the nurse/midwife with: (i) a greater understanding of the principals involved in anaesthesia (ii) the knowledge to underpin the clinical skills to offer best care to the patient in the anaesthesia/recovery room (iii) the knowledge to support the anaesthetist across a range of clinical scenarios to deliver safe patient care
Module description/content:	This module focuses on the key principles of care required for the perioperative patient such as preparation for theatre, airway management and intubation (difficult airway management), types and principles of anaesthesia, circulation and haemodynamic monitoring (haemorrhage), and other relevant emergencies. Participants will be required to demonstrate an understanding of the key principles in the safe conduct of anaesthesia in the case study assignment. Clinical competence will be recorded in the clinical assessment of practice document and assessed by a clinical mentor in the clinical site. The online aspect of the module is primarily for dissemination of follow up lecture material for each unit via the Blackboard platform supported by Trinity online. Interaction with the material online is available but not required. The module content is summarized in the following units of learning which have been agreed by the National Clinical Programme for Anaesthesia (as an agreed national standard): 1. Preparation of the patient for theatre 2. Airway management and intubation 3. Types and principles of anaesthesia 4. Circulation and haemodynamic monitoring 5. Positioning of the patient 6. Anaesthesia for specific conditions 7. Anaesthesia for surgical specialty

	8. Anaesthesia for outlying areas 9. Equipment in anaesthesia/recovery and maintenance 10. Post-operative patient care
Module learning outcomes (MLO):	On successful completion of this module, students should be able to: 1. Apply the principles of anaesthesia and post anaesthesia care in the clinical setting. 2. Critically appraise issues relevant to patient safety in anaesthesia/recovery 3. Professionally assemble, operate and check that equipment is safe for use in the clinical setting. 4. Professionally assess, plan and implement care for a patient undergoing anaesthesia and in recovery room. 5. Provide professional skilled support for the anaesthetist in the clinical setting.
Module assessment components/modes in SITS:	1. a case study (1,500 words in length) worth 100% 2. Submission of the completed clinical assessment of practice document.* *Should the participant not submit they will have failed to complete the module
Compulsory elements:	Three compulsory elements. 100% attendance, completion of assignment and submission of the completed clinical assessment of practice document.
Pass standard and any special requirements for passing module:	100% attendance 50% in the written assignment Submission of case study assignment and the completed clinical assessment of practice document
Penalties for late submission:	Students will not be penalised for late submission following an approved extension on excusable grounds (e.g. illness). Otherwise the maximum grade a student can achieve is a 'pass'. Students who fail their assessment will be required to revise and resubmit. The maximum grade these students can achieve on re-submission is a 'pass'.
Module recognition in honour of achievement	Students will receive credits for fulfilling the requirements of the module and a Certificate of Completion issued by the School.
Stand-alone module *Calendar* III entry	This stand-alone foundation module in *Anaesthesia/Recovery Room Care for Nurses and Midwives* is designed to recruit external applicants and to facilitate nurses and midwives working in this specialist anaesthesia field. The module is aimed at enhancing the participants' knowledge and skills for practice. It targets HSE employees in this area and has been developed and is delivered in collaboration with the College of Anaesthetists with input from the National Clinical Programme for Anaesthesia. Successful

	applicants will receive 10ECTs at the NFQ level 8 for fulfilling the requirements of the module along with a Certificate of Completion (and a module transcript) issued by the School.
Appendices	Appendix 1 College of Anaesthetists letter of collaboration Appendix 2 The National Clinical Programme for Anaesthesia competency document Appendix 3 Trinity Online Services letter of undertaking to support the online content to be hosted by Trinity via Blackboard
Indicative reading list:	Aitkenhead, A. R. Smith. G. and Rowbotham, D. J. (2007) Textbook of Anaesthesia, 5th Edition. Edinburgh: Churchill Livingstone. Allman, K., McIndoe, A. and Wilson, I. (2012) Oxford Handbook of Anaesthesia, 3rd Edition. Oxford, OUP. Allman, K., McIndoe, A. and Wilson, I. (2009) Emergencies in Anaesthesia, 2nd Edition. Oxford, OUP. Al-Shaikh, B. and Stacey, S. (2013) Essentials of Anaesthetic Equipment, 4th Edition. Edinburgh, Churchill Livingstone. Hatfield, A. and Tronson, M. (2009) The Complete Recovery Room Book, 4th Edition. Oxford: Oxford University Press. Simpson, P. J. and Popat, M. T. (2002) Understanding Anaesthesia, 4th Edition. Oxford: Butterworth-Heinemann. Smith S, Scarfe, E and Sasada, M. (2011) Drugs in Anaesthesia and Intensive Care, 4th Edition. Oxford: Oxford University Press.

Appendices
Appendix 1 College of Anaesthetists of Ireland letter to confirm support for development and delivery of the module
Appendix 2 Clinical assessment of competence document
Appendix 3 Trinity Online Services letter of undertaking to support the online content to be hosted by Trinity via Blackboard

College of Anaesthetists of Ireland

To: **Dean of Graduate Studies**

From: **Mr Fintan Foy, Chief Executive Officer, College of Anaesthetists**

Cc   **Dr Kevin Carson, President**

Date: **11th March 2016**

Reference: **Foundation Module in Anaesthesia/Recovery Room care**

The College of Anaesthetists of Ireland, in collaboration with the School of Nursing and Midwifery, Trinity College, Dublin, supports the proposed module in the education and training of Anaesthesia/Recovery room nurses/midwives and will provide the facilities which will include access to lecture rooms and high fidelity simulation laboratory facilities including specialist nursing/anaesthetist lecturers, thereby ensuring a high quality learning experience for the students.

The module, which has been designed and developed by The National Clinical Programme for Anaesthesia, will be the framework used for delivery of this module.

The first intake is proposed for September 2016.

Regards,

Mr Fintan Foy
Chief Executive Officer,
College of Anaesthetists,
22, Merrion Square,
Dublin 2.

National Clinical Programme for Anaesthesia
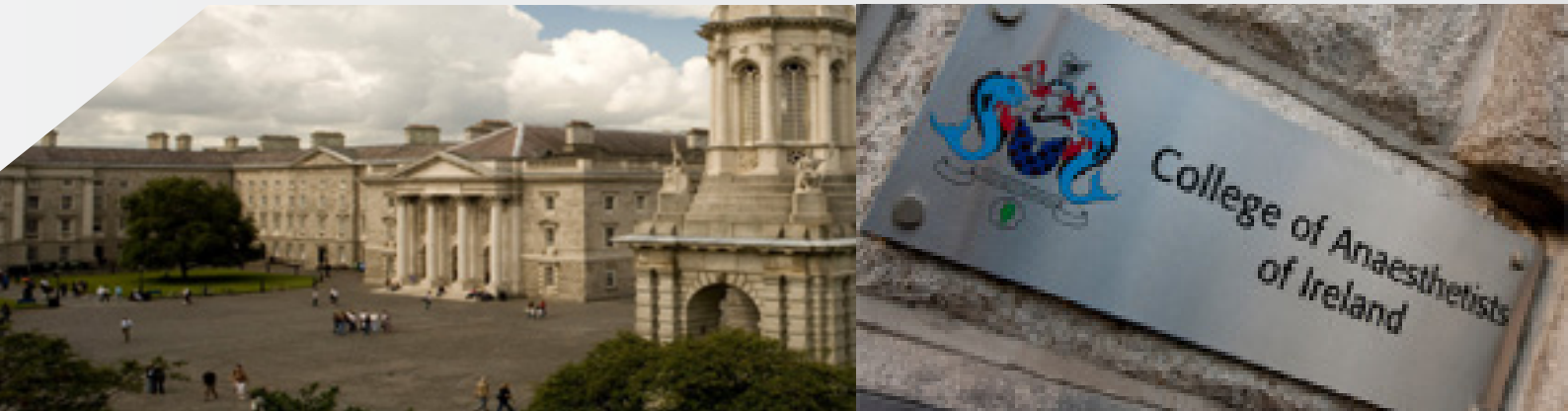
Framework Proposal

for Level 8 Foundation Programme for Anaesthesia/Recovery Room Care

for Nurses/Midwives

Programme is delivered by
School of Nursing and Midwifery TCD
in collaboration with the
College of Anaesthetists
and the National Clinical Programme for Anaesthesia

Table of Contents

Introduction/Foreword

The National Clinical Programme for Anaesthesia commenced in 2010. One of its main objectives is to improve quality patient care and safety. Advances in Anaesthesia are ongoing. We must ensure that nurses/midwifes are afforded the opportunity to advance their education and that ongoing competencies are achieved by a commitment to lifelong learning. The availability of skilled nurses/midwives to care for patients and assist the anaesthetist is considered to be of fundamental importance to the safe conduct of anaesthesia, as recommended by the Association of Anaesthetists of Great Britain and Ireland (AAGBI) *Assistance for the Anaesthetist – A report by the Irish Standing Committee of the Association of Anaesthetists of Great Britain and Ireland 2007.*

Based on the results of a recent survey conducted by the National Clinical Programme for Anaesthesia (NCPA) the following recommendations have been made:

- o Staff providing anaesthesia assistance should achieve a nationally agreed set of competencies.

- o Education for Anaesthesia/Recovery Room Nurses/Midwives should be placed within a structured and standardised pathway.

- o All programmes for the education and professional development of Anaesthesia/ Recovery Nurses/Midwives should meet this set of nationally agreed competencies.

- o This programme provides the Nurse/Midwife with the knowledge and competency based skills to function at a baseline foundation in anaesthesia/post anaesthesia care nursing. This will in turn improve care and deliver better outcomes for our patients.

This foundation programme addresses the first stage of the Group's recommendations and provides an excellent education resource for staff within the anaesthesia/recovery department. The National Clinical Programme for Anaesthesia has worked with colleagues from across Ireland to produce general and speciality-specific competencies that should guide the learning and personal development of Anaesthesia/Recovery Room nurses/midwives.

The NCPA recognises that each peri-operative facility offers different nursing roles and surgical specialities. With that in mind, the foundation programme comprises core theoretical lectures and core competencies common to all facilities, with the option for individual units to tailor site-specific learning as required to meet local needs.

We would like to congratulate the NCPA on producing such a succinct framework within the context of a speciality as complex as anaesthesia and recovery-room nursing and offer our support and encouragement to all hospitals, staff and education providers engaging in this foundation programme.

Dr. Michael Shannon

Director Nursing and Midwifery Services,

Clinical Strategy & Programme Division, HSE

Date: 9th December 2014

Dr. Bairbre Golden

Director, National Clinical Programme for Anaesthesia

Ms Aileen O Brien

Lead Nurse National Clinical Programme for Anaesthesia

Philosophy of Programme

The philosophy of the programme is based on the importance of promoting and maintaining the highest standards of quality of clinical care taking into account the patients individual needs and what matters to them. It is based on the principles of adult education, which recognises that learning is based on prior knowledge and facilitators must provide learning experiences that expose inconsistencies between current knowledge and new experiences (Quinn and Hughes, 2007). The aim is to develop a partnership approach to education and seek equality with the learner (Quinn and Hughes, 2007). There will be an emphasis on facilitating learners to critically evaluate their own learning needs and to take responsibility for their continuing professional development. The participants will be required to participate, to be self-motivated and responsible for his/her learning. The educator/facilitator is required to support participant learning and is committed to encouraging participants to take responsibility for their own learning (Zepke, 2011).

The role of the Nurse/Midwife is perceived as a lifelong learner and these learning needs are assessed and support provided for the individual nurse or midwife to update and maintain their competencies in the specialised area of anaesthesia and post anaesthesia care. It is a collaborative process best achieved when learners are actively engaged in the process. It is an essential requirement that the learning environment is one where enquiry, collaboration, problem-solving, reflection and autonomy feature predominantly in order to facilitate continuing professional development of learners. Teaching and learning methodologies are organised to enable learners to acquire the further knowledge in evidence-based approaches and attitudes. This programme will offer support in education and personal professional development while encouraging the use of evidence informed practice.

Aim of programme

The Aim of this continuing professional development programme is to facilitate registered nurses/midwives to enhance their knowledge and competence in providing safe quality evidence informed care to patients in the perioperative setting.

The Programme objectives are:

- To provide The Nurse/Midwife with a greater understanding of the principles of anaesthesia.

- To provide The Nurse/Midwife with knowledge and clinical skills to function competently as an anaesthesia nurse in providing the highest level of patient care.

- To equip The Nurse/Midwife with the expertise to make appropriate, logical and often rapid decisions.

Learning Outcomes

The learning outcomes for this programme were derived from the educational aims of the programme but are stated in terms of the 'capabilities that participants should attain as a result of instruction' (Quinn & Hughes, 2007, p112). For this module the overall learning outcomes are intentionally broad; nevertheless they have adequate detail to direct learning (Bligh, 1999). The module is divided into 10 units with realistic, specific and achievable learning outcomes for each unit. This approach acted as building blocks and linked each unit while linking to the overall module learning outcomes.

On successful completion of the programme the Nurse/Midwife will be able to:

1. Critically discuss the professional and legal responsibilities of the Nurse/Midwife in the management of the peri-operative patient within his/her Scope of Practice.

2. Conduct a holistic systematic nursing assessment and implement care in accordance with best practice guidelines.

3. Apply knowledge to describe the principles and techniques of anaesthesia.

4. Demonstrate the ability to Assess, Plan, Implement and evaluate safe Patient care.

5. Demonstrate safe and skilled support for the Anaesthetist in the holistic care of the patient for both elective and emergency anaesthesia.

6. Demonstrate the ability to provide effective physical and psychological support to patients undergoing Surgery.

7. Discuss the physiological responses to Anaesthesia and Perioperative procedures.

8. Demonstrate the ability to communicate effectively with all members of the multidisciplinary team.

9. Discuss the requirement for clear, concise, current and accurate documentation.

10. Demonstrate an understanding of relevant issues that may affect Patient care pre, peri and post –operatively.

11. Evaluate measures to reduce risk of injury or complications to patients in the peri-operative environment.

Entry Requirements

- The Nurse/Midwife must be on the active register maintained by NMBI

- The Nurse/Midwife must have up to date certification in all mandatory education

- The Nurse/midwife must be currently working in the operating department and either be permanent in area of anaesthesia/recovery or rotate through all areas of peri operative care.

- We acknowledge that the recovery room which is referred to in this programme is internationally recognised as the post anaesthesia care unit.

- Commit to full attendance for the theoretical and practical component of the programme

- Undertake simulated skills/practice/training and complete skills acquisition/update proforma in clinical skill room during programme delivery

- Commit to undertake continuing professional development activities to maintain professional competence

- Adhere to all aspects of the education programme and with the evaluation process.

The Nurse/Midwife must have completed Certification in the administration of Intravenous medication.

Selection Criteria

The programme will be advertised by the ONMSD in collaboration with Directors of Nursing in Acute Hospitals who will manage and agree the selection of participants. Priority will to be given to senior nurses working in the area of anaesthesia/recovery. The maximum number of participants on the programme will be .... The minimum will be................

Suggested Start Date

March/April 2015

Duration

The theoretical and clinical components of the programme must be completed within 12 weeks from the date of commencement of the programme. The programme will consist of 250 hours of theoretical and clinical learning to include library time, individual learning time and assessment. Programme participants will continue to work in their respective clinical areas for the duration of the programme unless an identified clinical practice placement is required.

Programme Structure/Mode of Delivery

The curriculum is structured combining Theory and Clinical Practice Elements with continuous competency assessment in the clinical areas. In the event that Nurses/Midwives are unable to achieve the desired competencies in their clinical areas further clinical placements may be organised in another location in order to complete the programme and achieve the relevant competence. Where access to specialised clinical areas is necessary to complete competencies this will be organised between Hospitals, College, Students and managers. The duration of the programme will be 12 weeks and will be delivered using a combination of face to face and blended learning supplemented by work based learning, reflection on practice and additional self-directed learning. **100% attendance** is expected of each Nurse/Midwife to both Theoretical and clinical component of the Programme.

This programme will consist of ten units of learning underpinned by NMBI Requirements and Standards for Nurse Post Registration Education Programmes (2007) inclusive of the five Domains of Competence. While drawing on the Requirements and Standards for Post Registration Nursing and Midwifery Education Programmes - Incorporating the National Framework Qualifications (June 2010).

The Units of Learning include

- Unit 1: **Preparation of Patient for Theatre**

- Unit 2: **Airway Management and Intubation**

- Unit 3: **Types and Principles of Anaesthesia**

- Unit 4: **Circulation and Haemodynamic Monitoring**

- Unit 5: **Positioning of the Patient**

- Unit 6: **Anaesthesia for Specific Conditions**

- Unit 7: **Anaesthesia for Surgical Speciality**

- Unit 8: **Anaesthesia in Outlying Areas**

- Unit 9: **Equipment in Anaesthesia/Recovery and Maintenance**

- Unit 10**: Post-operative Patient Care**

Unit 1:　　　Preparation of Patient for Theatre

The aim of this unit is to equip the participants with the knowledge and competence in the anaesthesia/recovery of patients that promotes logical decision making in the planning and delivery of care

On successful completion of this unit the Nurse/Midwife will be able to:

- Understand the professional, legal and ethical issues of the role of the Anaesthesia Nurse pertaining to nursing patients undergoing anaesthesia

- Demonstrate an understanding of pre op investigations and an ability to interpret results

- Critically discuss the psychological factors of what matters to patients

- Critically evaluate the importance of working as part of a team to ensure quality patient care is maintained throughout the patient journey in pre assessment and admission of patients to theatre

- Understand the importance of following best practice guidelines to ensure patient safety

Indicative Content

- Role of the Anaesthesia Nurse

- Communication and documentation

- Human factors and mindfulness, understanding of what matters to Patients

- Basic level of interpretation of pre-op investigations/tests.

- Pre-assessment of patients

- Admission of patients into theatre

- Correct site surgery - National Guidelines

- Patient ID, consent - National Guidelines

- Allergies

- Infection control-National Guidelines

Unit 2:   Airway Management and Intubation

The aim of this unit is to equip the Nurse/Midwife with the knowledge skills and competence in Airway Management and Intubation

On successful completion of this unit the Nurse/Midwife will be able to:

- Conduct an assessment of patients airway

- Understand Airway Scoring Systems

- Critically discuss airway devices and indications for use

- Discuss the key factors in intubation and extubation including complications

- Demonstrate competence in face mask ventilation

Indicative Content

- Assessment of patients Airway

- Airway scoring Systems

- Competence in face/mask ventilation

- Knowledge of airway devices / Indications for use

- Induction, Maintenance & Emergence of Anaesthesia

- Intubation

- Extubation

- Rapid Sequence Induction

- Difficult Airway - Anticipated & Unanticipated complications

Unit 3:   Types and Principles of Anaesthesia

The aim of this unit is for the student to gain the knowledge and understanding of the various types of anaesthesia and to apply that knowledge and understanding in practice in the clinical setting.

On successful completion of this unit the Nurse/Midwife will be able to:

- Demonstrate knowledge of types of anaesthesia

- Demonstrate an understanding of the potential implications of surgery and anaesthesia for individual patients

- Demonstrate effective physical and psychological support to individual patients undergoing regional anaesthesia, i.e. the patient is awake

- Demonstrate safe and skilled support for the Anaesthetist during all types of anaesthesia

- Demonstrate knowledge of risks and complications of procedures and show ability to recognize same and act appropriately

Indicative Content

- Indications/Contra-Indications

- Stages of Anaesthesia

- ASA Grading

- Basic Pharmacology of drugs used in anaesthesia

- Principles of Medication Management

- Storage and Control of MDAs

- Inhalational Anaesthesia

- Intravenous Anaesthesia

- TIVA (Total Intravenous Anaesthesia)

- Indications/Contra-indications

- Local Anaesthesia

- Spinal Anaesthesia

- Epidural Anaesthesia

- Regional Blocks

- Sedation

Unit 4:   Circulation and Haemodynamic Monitoring

The aim of this unit is to equip the nurse with the knowledge and competence in evaluating the methods and approaches for obtaining accurate haemodynamic assessment of the patient undergoing Anaesthesia and in Recovery Room.

On Successful completion of this unit the Nurse/Midwife will be able to:

- Explain why monitoring is so important

- Identify common abnormalities in vital signs monitoring, due to a change in patients condition

- Prepare and commence vital signs monitoring

- State the physiologic principles supporting vital signs monitoring

- Recognise common abnormalities in vital signs monitoring, due to the equipment malfunction

Indicative Content

- Invasive and Non-invasive Monitoring

- Arterial monitoring / Blood gas analysis

- CVP monitoring

- Cardiac Output

- Pacemakers and ICDs

- ECG- Recognising life threatening arrhythmias

- Thermo-regulation

- Temperature Monitoring

- Principles of heat loss

- Fluid Replacement

- Urinary Output

- NG Drainage

- Blood Products and Transfusion

- Blood Ordering Schedule, Ordering, Transportation, Storage, Administration

- Documentation and Disposal of Blood Products

- Anti coagulation and Antiplatelet Therapy

Unit 5:   Positioning of Patient

The aim of this unit is to equip the Nurse/Midwife with the knowledge and skills to ensure that all patients are positioned safely and effectively in the peri operative period.

On Successful completion of this unit the Nurse/Midwife will be able to:

- Demonstrate the ability to safely and effectively position the patient in the following positions: Supine, Prone, Lithotomy, Trendelenberg, Lateral

- Identify the pressure points and nerve groups that are at risk of injury in each position

- Discuss the key elements/aspects of patient assessment prior to positioning patients in each position

- Assemble check and utilise the equipment and pressure relieving devices required for each position

Indicative Content:

- Transfer of Patients

- Operating Tables and Attachments

- D.V.T.s

- Pressure areas/Nerve protection

- Compartment Syndrome

Unit 6:   Anaesthesia for Specific Conditions

The aim of this unit is to equip the Nurse/Midwife with a basic understanding of the following conditions:

- Diabetes

- Sleep Apnoea

- Malignant Hyperpyrexia

- Suxamethonium Apnoea

- Latex Allergy

- Anaphylaxis

- Obesity

- Sepsis

Unit 7:   Anaesthesia for Surgical Speciality:

The aim of this unit is to equip the Nurse/Midwife with the knowledge and understanding of the potential implications of specialist surgery and of specialist anaesthesia techniques for individual patients to assist in delivery of anaesthesia.

On completion of this unit the Nurse/Midwife will be able to:

- Provide safe and accurate care delivery.

- Understand rationale for care provided.

- Recognises developing problems and takes appropriate actions.

- Discuss anaesthesia complications and their management.

Obstetrics

Indicative Content

- Anaesthesia aspects of obstetric operative delivery

- Indications for urgent delivery

- Antacid prophylaxis in the pregnant patient

- Pharmacology and physiology of drugs in the pregnant patient

- Outline the care required by obstetric patient

- Identify the specific risks associated with the altered maternal anatomy and physiology

Paediatrics

Indicative content

- Paediatric aspects of airway management

- Physiological considerations for paediatrics

- Monitoring and fluid replacement in paediatrics

- Breathing systems/adjuncts for paediatrics

Trauma/Emergency

Indicative Content

- Specific care required by the high risk patient requiring urgent anaesthesia

- The risks associated with anaesthesia administration to the critically ill.

- Specific care needs of the emergency patient during the perioperative period

- Types of shock, grades of shock, their significance and the principles of managing them

- Management of sudden life-threatening haemorrhage

ENT

Indicative Content

- Anaesthesia management of shared airway

- Airway Adjuncts

- Anaesthesia management of tracheotomy

Spinal

Indicative Content

- Correct spinal immobilization

- Methods of neck stabilisation

- Transfer/positioning of patient

Cardiac/Thoracic/Neurosurgery

Indicative Content

- Airway adjuncts

- The clinical principles for cardio-pulmonary bypass

- The importance of anticoagulation during surgery

- One lung anaesthesia

- The management of raised intracranial pressure

- Patient care issues in relation to neurosurgery

Maxilla-Facial

Indicative Content

- Airway assessment and protection

- Airway adjuncts

Burns

Indicative Content

- Airway assessment and protection

- Airway adjuncts

- Fluid replacement

Vascular

Indicative Content

- Carotid endarterectomy

- Aneurysm – abdominal/thoracic

- Post operative considerations

Unit 8:   Anaesthesia in Outlying Areas

The aim of this unit is to equip the Nurse/Midwife with the knowledge and skills to assist in providing individualised safe patient care while undergoing anaesthesia and post anaesthesia care in outlying areas.

On successful completion of this unit the Nurse/Midwife will be able to:

- Describe the problems associated with anaesthesia in an isolated site

- Be aware of increased risk to patient in remote areas

- Conduct an analysis of the environment to assess risks/hazards and to promote optimum safety for patients and staff

- Demonstrate safe, skilled and competent support for the Anaesthetist

Indicative Content

- Evaluation of areas

- Challenges associated

- MRI/ECT/Radiology

- Equipment required

- AAGBI Safety Standards

Unit 9: Equipment in Anaesthesia and Maintenance

The aim of this unit is to equip the Nurse/Midwife with the knowledge and skills to be familiar with equipment and to adhere to best practice guidelines/principles for safe equipment and use.

On successful completion of this unit the Nurse/Midwife will be able to:

- Prepare equipment based on individual patient needs

- Check equipment for safety and proper functioning

- Operate equipment correctly

- Identify common breathing systems, state their Mapleson classification and their functional characteristics, check them and deem them as safe to use

- Understands purpose and safety features of an Anaesthesia Machine

Indicative content

- Medical Gas cylinders and Pipelines

- Suction

- Anaesthesia Machine, Vaporisers

- Breathing Systems

- Lasers

- X-ray

- Warming Systems-Patient/Fluid

- Rapid Infusers/Infusion Pumps

- Emergency Equipment

- Associated Hazards and Risks

Unit 10:   Postoperative Patient Care

The aim of this unit is to equip the Nurse/Midwife with the knowledge and skills to safely manage the post operative patient

On successful completion of this unit the Nurse/Midwife will be able to:

- Assess, plan, implement and evaluate individualised and holistic care of patients in recovery room;

- Systematically assess a patient in recovery and apply appropriate monitoring;

- Assess a patient with respect to: airway adequacy, respiratory sufficiency and cardiovascular function;

- Assess post-operative pain, nausea and vomiting and arrange appropriate action in adherence with local protocols;

- Monitor patients in the recovery to ensure early detection and treatment of any complication and/or deterioration in their condition and initiate treatment/referral to relevant member of the clinical team

- Educate and support those patients who are using patient-controlled analgesia, to ensure effective pain control

- Safely remove supraglottic airway devices and endotracheal tubes

- Assess fitness for discharge from the recovery room back to the ward

- Accurately and in a timely fashion complete nursing documentation

- Can apply the principles of preparation and stabilisation of the critically ill patient for safe transfer inter hospital and intra hospital

Indicative Content

- Handover/Communication using ISBAR Communication Tool

- Assessment of Patient

- Post-Operative pain

- Nausea/Vomiting

- Laryngospasm/Bronchospasm

- Removal of supra-glottic devices/Endo-tracheal tubes

- Preparation and stabilization of critically ill patient

Teaching and Learning Strategies

A range of teaching and learning strategies will be utilised throughout the programme for both the theoretical and clinical components. These strategies will assist the further development of the Nurse/Midwife as a knowledgeable, competent, reflective practitioner willing to accept personal and professional responsibility for the management of patients undergoing anaesthesia. Educational strategies will include: lectures, tutorials, discussions, demonstrations, computer-assisted learning, web-based materials, simulated sessions, self-assessment, clinical teaching and case presentations, course material handouts.

Role of Mentors/Associate Mentors

Prior to commencing the programme the nurse must have a designated mentor/associate mentor for the duration of the clinical placement. The role of the mentor/associate has been identified as one of the most important contributions in preparing the nurse for his/her role in acquiring the knowledge skill and competence in nursing (Stuart 2013). The mentor/associate mentor must agree to observe, supervise, provide guidance/feedback, and support reflection and self-assessment of competence. Support will also be provided by the programme coordinator, programme teachers and other appropriate practitioners in the multidisciplinary team who have the required, knowledge, skills, values and expertise to enable the nurse to develop the competence in this area of practice.

An Assessor/Mentor is identified as:

- A Nurse/Midwife who has undertaken a similar Educational and Clinical Programme and is a competent Proficient/Expert practitioner who will take responsibility to sign off competency completion

- A nominated Consultant Anaesthetist who will take responsibility to sign off competency completion

- The Assessor/Mentor will assure that the student gains the relevant experiences during the period of clinical practice by assisting in creating a supportive learning environment

Responsibilities of the Mentor/Associate Mentor

It is the responsibility of the mentor/associate mentor to:

- Provide support, teaching and learning opportunities in the clinical practicum

- Facilitate learning by encouraging critical thinking and reflection

- Provide dedicated time and opportunities for the nurse to conduct a full episode of care to the anaesthesia patient

- Ensure the nurse integrates theory with practice

- Verify all supervised practice for the duration of the clinical placement

- Meet formally to review progress

- Support the nurses in achieving clinical competence in the clinical practicum using the designated competency assessment sheet

- Collaborate with the programme coordinator to ensure adequate support for the nurse in the clinical practicum

Role of Student

The student will work within their Scope of Practice Framework for Nurses and Midwives (An Bord Altranais 2000) and adhere to the Code of Professional Conduct (2014). The clinical learning environment forms the central focus of the profession and is an integral component of the educational programme. The creation and maintenance of a quality learning environment demands that all registered nurses and midwives maintain and enhance the development of the following fundamental factors:

- Policies, protocols and guidelines, evidence based care and research based standards of care must be evident.

- It should be evident that the clinical practice area complies with all HSE hospital health and safety policies.

- Appropriate structures in relation to staff development, in-service and continuing professional education should exist.

- Structured learning opportunities should be available in all clinical practice areas.

- Reflective practice is facilitated both in and on practice.

Competency Assessment and Completion Timeframe

The process of competency achievement occurs over a 12 week period. An Assessor/Mentor will be appointed to each student by the Theatre/Anaesthesia/Recovery Room Managers.

- An initial interview will take place within the first week of clinical placement.

- An intermediate interview will take place during week 6 and a final interview will take place in week 12.

- All interviews must be documented, dated and signed by student and assessor.

- Any concerns about any student not achieving the agreed competency level needs to be brought to the attention of the Clinical Nurse Manager and an action plan devised.

- On successful completion of programme the student will receive ??????????????

Competency Assessment Tool

It is essential that each student reaches grade C in all elements to pass their clinical assessment.

Dr. Patricia Benner introduced the concept that expert nurses develop skills and understanding of patient care over time through a sound educational base as well as a multitude of experiences (Benner.P 1984).

She proposed that one could gain knowledge and skills ("knowing how") without ever learning the theory ("knowing that").

She further explains that the development of knowledge in applied disciplines such as medicine and nursing is composed of the extension of practical knowledge (know how) through research and the characterisation and understanding of the "know how" of clinical experience.

Levels of Nursing Experience

She described 5 levels of nursing experience as;

- Novice

- Advanced beginner

- Competent

- Proficient

- Expert

Novice

- Beginner with no experience

- Taught general rules to help perform tasks

- Rules are: context-free, independent of specific cases, and applied universally

- Rule-governed behaviour is limited and inflexible

- Ex. "Tell me what I need to do and I'll do it."

Advanced Beginner

- Demonstrates acceptable performance

- Has gained prior experience in actual situations to recognise recurring meaningful components

- Principles, based on experiences, begin to be formulated to guide actions

- Competent

- Typically a nurse with 2-3 years experience on the job in the same area or in similar day-to-day situations

- More aware of long-term goals

- Gains perspective from planning own actions based on conscious, abstract, and analytical thinking and helps to achieve greater efficiency and organization

Proficient

- Perceives and understands situations as whole parts

- More holistic understanding improves decision-making

- Learns from experiences what to expect in certain situations and how to modify plans

Expert

- No longer relies on principles, rules, or guidelines to connect situations and determine actions

- Much more background of experience

- Has intuitive grasp of clinical situations

- Performance is now fluid, flexible, and highly-proficient

Competencies for Anaesthesia/Recovery Nurse/Midwife Foundation Programme

It is essential that all Nurses/Midwives achieve Grade C in competencies, to pass the clinical skills assessment.

KEY: SA= Student self-assessment at beginning of placement.   N =Novice.

AB= Advanced Beginner C= Competent   P= Proficient   E= Expert

No. 1	WK No.	PREPARATION FOR PATIENT FOR THEATRE	SA	N	AB	C	P	E
		Discuss the role of the Anaesthesia/Recovery Nurse						
		Discuss the significance of pre-assessment and the clinical implications of ASA Scoring.						
		Demonstrate effective communication skills with the patient and colleagues throughout peri-operative period to ensure information is distributed.						
		Demonstrate an ability to maintain privacy, comfort and dignity of patient throughout the peri-operative period						
		Demonstrate the ability to recognize signs of anxiety and have ability to offer reassurance						
		Discuss the rationale for maintaining a calm, quite environment for each patient pre and post operatively						
		Demonstrate ability to ensure that patients are safely prepared for theatre.						
		Discuss and demonstrate the importance of Theatre checklist including Patient identification, consent, tests and investigations						
		Show basic understanding of pre-operative blood tests and investigations List normal values for o Hgb o White cell count o Platelets o Na o K o Urea o Creatinine o blood sugar o Arterial blood gases o INR						
		Discuss significance of o Allergy Status o Baseline Vital signs						

			SA	N	AB	C	P	E
		o Pre-op Drug therapy e.g. anticoagulants. o Pain Assessment						
		Discuss the significance of the presence of pacemakers and ICDs and demonstrate knowledge and ability to care for patients with same.						
		Discuss the importance of National Safe Site Surgery Policy. Outline the steps involved and rationale for same.						
		Discuss Rationale behind Fasting times for adults and specific guidelines for children						
		Discuss the importance of informed consent and show understanding of National Consent Policy						
		Demonstrate the ability to recognize signs of anxiety and have ability to offer reassurance						
		Discuss the rationale for maintaining a calm, quiet environment for each patient pre and post operatively						
		Demonstrate ability to ensure that the patient's views, concerns and experiences are taken into consideration pre, peri and post operatively.						
		Discuss any special requirements e.g. Language barrier						
		Demonstrate accountability and responsibility in relation to all aspects of patient care						

No. 2	WK No.	PREPARATION OF ENVIRONMENT	SA	N	AB	C	P	E
		Demonstrate ability to assess and prepare the environment (Anaesthesia room /theatre) in a timely and efficient manner ensuring all necessary equipment/consumables are available to hand and ready for use.						
		Demonstrate ability to apply Infection Prevention and Control measures/ Universal Precautions to ensure environment is clean and temperature is correct.						

No. 3	WK No.	SAFE POSITIONING OF THE PATIENT	SA	N	AB	C	P	E

		Discuss the importance of correct positioning and transfer of patients intra-operatively						
		Demonstrate and discuss operational knowledge of theatre table's e.g. brakes, controls.						
		Discuss the potential injuries caused by incorrect positioning and outline interventions used to minimize risk to patients e.g. nerve injury, pressure area care						
		Identify positions used intra-operatively and provide a rationale for specific patient positioning. o Outline risks associated with each position o Demonstrate ability to apply knowledge when positioning patients.						
		Identify and discuss methods of Deep Venous Thrombosis Prophylaxis in the perioperative period						

No. 4	WK No.	**INFECTION PREVENTION & CONTROL**	SA	N	AB	C	P	E
		Discuss the importance of national infection control guidelines and demonstrate the ability to apply guidelines to prevent/reduce risk of cross infection						
		Discuss- Standard Precautions Aseptic non touch technique						
		Discuss the following infections in relation to Source of transmission, Screening, Risk factors, Precautions and prevention o MRSA o TB o CDiff o Hepatitis o nvCJD						
		Discuss the principles of decontamination and sterilization						

No. 5	WK No.	**AIRWAY MANAGEMENT**	SA	N	AB	C	P	E

		Illustrate the Anatomy and Physiology of the upper airway and Respiratory System						
		Describe the Physiology of Inspiration and Expiration						

		Demonstrate a knowledge of Airway Classification
		   o Cormack and Lehane Glottis Visualisation
		   o Mallampati Test						

		Demonstrate a knowledge of airway adjuncts including indications/ contraindications and complications for the use of
		   o Oropharyngeal and nasopharyngeal Airway
		   o Supraglottic airway devices
		   o All types of Endotracheal tubes including double lumen tubes						

		Demonstrate a knowledge of different breathing systems and show ability to prepare correct type to meet individual patient needs						

		Demonstrate knowledge of all types of
		   o Laryngoscopes
		   o Bougies/stylets/Introducers						

		Demonstrate the ability to prepare and assist the Anaesthetist with insertion of
		   o Laryngeal Mask
		   o All types of Endotracheal Tubes						

		Demonstrate the ability to identify when assistance may be required to support breathing						

		Demonstrate the ability to maintain airway using
		   o Mask Ventilation
		   o Oropharyngeal/Nasal Airway						

		Demonstrate the ability to prepare and assist Anaesthetist with insertion of
		   o Supraglottic airway devices
		   o All types of Endotracheal tubes						

No. 6	WK No.	RAPID SEQUENCE INDUCTION	SA	N	AB	C	P	E
		Describe Rapid Sequence Induction and Cricoid Pressure						
		Discuss indications/complications for rapid sequence induction						
		Demonstrate ability to Prepare necessary equipment and assist Anaesthetist for rapid sequence induction including applying effective cricoid pressure						

No. 7	WK No.	DIFFICULT AIRWAY	SA	N	AB	C	P	E
		Demonstrate knowledge of specialized equipment for Difficult Airway						
		Demonstrate ability to prepare for and assist with anticipated difficult airway						
		Demonstrate knowledge of failed intubation guidelines from difficult airway society						

No. 8	WK No.	AWAKE INTUBATION	SA	N	AB	C	P	E
		Discuss indications for awake fibre optic intubation						
		Demonstrate ability to prepare and assist with awake intubation						
		Demonstrate ability to support patient during awake intubation						

No. 9	WK No.	EXTUBATION	SA	N	AB	C	P	E
		Discuss risks/complications associated with extubation						
		Demonstrate ability to assist with/conduct extubation of patient						
		Demonstrate ability to recognize and assist with treatment of o Laryngospasm o Bronchospasm o Acute airway Obstruction						
		Demonstrate ability to anticipate complications and respond						

		appropriately to emergency situations including knowledge of emergency equipment						
		Demonstrate ability to rapidly request help when required						

No. 10	WK No.	**MONITORING, FLUID REPLACEMENT AND BLOOD PRODUCTS**	SA	N	AB	C	P	E
		Illustrate the anatomy of the circulatory system						
		Describe how blood pressure is regulated and factors that affect blood pressure						
		Describe how blood pressure is regulated and factors that affect blood pressure						
		Discuss the indications for and importance of monitoring the following: o ECG o SPO2 o NIBP o IBP o CVP o CO2 o BIS o Urinary Output o Naso-gastric drainage o Temperature o Neuromuscular status						
		Demonstrate knowledge of methods used in temperature monitoring and control, and the importance of maintaining normal body temperature in adults and if applicable in children and infants						
		Demonstrate ability to prepare for and assist with o Arterial line insertion o CVP line insertion						
		Discuss complications for insertion of o Arterial line o CVP line Insertion						
		Demonstrate ability to identify common abnormalities in vital signs monitoring due to a change in patient condition						

		Discuss the importance of appropriate I.V. access						
		Demonstrate knowledge of fluids used intra-operatively including blood products						
		Discuss the importance of fluid replacement and monitoring of same.						
		Demonstrate the knowledge of fluid replacement for adults and if applicable in children and infants						
		Demonstrate Knowledge of benefits and risks associated with CO_2 Insuflation.						

No. 11	WK No.	BLOOD TRANSFUSION	SA	N	AB	C	P	E
		Demonstrate knowledge of National Blood Transfusion Policy						
		Demonstrate knowledge of blood groups and compatibility, blood ordering schedule, Type and screen, and X match						
		Demonstrate correct procedure for administration of blood products including o Ordering o Checking o Transportation o Storage o Documentation o Disposal						
		Demonstrate ability to prepare for and assist with massive Transfusion						
		Discuss indications for blood transfusion						
		Discuss complications associated with blood transfusion and management and reporting of reactions						
		Demonstrate knowledge of situations where the following products may be required o Platelets o Plasma o Fibrinogen						

No. 12	WK No.	**TYPES OF ANAESTHESIA**	SA	N	AB	C	P	E
		Demonstrate knowledge of types of anaesthesia including indications, contra-indications, and risks associated with each type						
		Discuss stages of anaesthesia						
		Illustrate anatomy of spinal cord						
		Demonstrate ability to prepare for and assist with and discuss positions necessary for the following o General Anaesthesia o Regional Blocks o Spinal Anaesthesia o Epidural Anaesthesia o Local Anaesthesia o Sedation o TIVA						
		Demonstrate knowledge of dermatomes						
		Demonstrate knowledge of nerve pathways commonly blocked during regional anaesthesia						

No. 13	WK No.	**PHARMACOLOGY**	SA	N	AB	C	P	E
		Discuss local anaesthesia toxicity including signs and treatment						
		Demonstrate knowledge of the following drugs including action, dose and side-effect o Analgesics o Induction Agents o Hypnotic Agents o Inhalational Agents o Muscle Relaxants o Local Anaesthesia Agents o Anti-emetics o Inotropes o Emergency drugs o Reversal agents						
		Demonstrate knowledge of MDA Policy						
		Discuss INMB guidelines for Nurses/Midwives on Medication Management.						

No. 14	WK No.	EQUIPMENT IN ANAESTHESIA	SA	N	AB	C	P	E
		Discuss and Demonstrate the basic features of the anaesthesia machine						
		Discuss the importance and rationale behind checking anaesthesia equipment prior to use including o Leak Testing o Flow meters and safety valves o Vaporisers o Pipelines/Cylinders o APL Valve o Ventilator o Emergency Equipment o Suction o Alarms o Electrical Supply o Scavenging Demonstrate ability to check anaesthesia equipment and to trouble shoot basic problems as they arise						
		Demonstrate knowledge of safety features on anaesthesia machine						
		Discuss identification, safe handling and storage of gas cylinders						
		Discuss dangers involved in using electrical equipment and how to avoid patient and staff harm						
		Discuss safety measures required during use of x-ray and laser equipment						
		Demonstrate ability to implement standard precautions for infection control while handling anaesthesia equipment						
		Discuss care and maintenance of equipment						
		Demonstrate ability to identify/ report/communicate/follow up faulty equipment						
		Demonstrate knowledge and safe use of o Syringe Drivers o Glucometer o Blood Gas Analysis Machine o Nerve Stimulator o Fluid Warmer/Patient warming system o Diathermy o Tourniquets o Flexible Scopes o Sequential Compression Devices o Ultrasound o Rapid Infuser						
		Demonstrate knowledge of safe handling and disposal of sharps						
		Demonstrate knowledge of safe handling and disposal of sharps						

No. 15	WK No.	DOCUMENTATION	SA	N	AB	C	P	E
		Discuss the importance of accurate, concise and timely documentation intra operatively						
		Demonstrate the ability to complete all necessary documentation.						

No. 16	WK No.	ANAESTHESIA IN OUTLYING AREAS	SA	N	AB	C	P	E
		Discuss the issues/concerns arising when delivering anaesthesia outside Operating Department and demonstrate the ability to recognize these issues/concerns						
		Discuss the importance of communication with the MDT and demonstrate the ability to communicate prior to scheduling of patient						
		Demonstrate an awareness of the increased risk to patients in remote areas						
		Demonstrate the ability to assess outlying area in relation to o Patient Safety o Staff Safety o Equipment required						

No. 17	WK No.	POST-OPERATIVE CARE	SA	N	AB	C	P	E
		Demonstrate ability to prepare recovery room bay for patient admission						
		Demonstrate ability to plan and prioritise patient care during post-operative period						
		Demonstrate ability to plan and prioritise patient care during post-operative period						
		Demonstrate ability to assess patient on admission, plan care, administer medications and evaluate intervention in relation to o Airway o Respiratory Function o Cardiovascular function o Pain o Nausea/Vomiting						
		Demonstrate ability to assess patient for discharge from recovery room following local policy.						
		Demonstrate knowledge of national early warning score and ISBAR and demonstrate application of local policy.						
		Demonstrate ability to prepare PCA and PCEA.						

No. 18	WK No.	**TRANSFER OF ANAESTHETISED PATIENT**	SA	N	AB	C	P	E
		Demonstrate knowledge of importance of patient preparation and stabilisation prior to transfer						
		Demonstrate knowledge of importance of monitoring of critically ill patient during inter and intra hospital transfer						
		Demonstrate knowledge of risks involved in transfer of anaesthetised patient						
		Demonstrate knowledge of effective communication prior to and during transfer						

No. 19	WK No.	**QUALITY AND SAFETY**	SA	N	AB	C	P	E
		To demonstrate engagement in the measurement of patient experience and outcome through direct patient feedback						
		To demonstrate knowledge and understanding of o risk identification o risk recording and reporting o risk mitigation/reduction o incident/adverse event reporting o learning from mistakes						
		To demonstrate initiative in promoting a culture of openness and accountability						

The following competencies are only applicable to Nurses/Midwives in hospitals where Anaesthesia is administered in the following specialities.

No. 20	WK No.	ANAESTHESIA FOR SPECIALIST SURGERY AS APPLICABLE	SA	N	AB	C	P	E
		OBSTETRICS						
		Discuss anaesthesia care required by obstetric patient						
		Discuss and demonstrate knowledge pharmacology in the obstetric patient						
		Discuss and demonstrate knowledge of physiological effects of anaesthesia on mother and baby						
		Identify specific risks associated obstetric Anaesthesia						
		PAEDIATRICS						
		Demonstrate knowledge of paediatric aspects of airway management						
		Demonstrate knowledge of protocols and guidelines in selecting appropriate sized endotracheal tubes and selecting monitoring parts.						
		Discuss principles of use of Ayres T-Piece						
		Demonstrate knowledge of normal monitoring values in children of different ages						
		Demonstrate knowledge of importance of communication with child and parent/guardian						
		Demonstrate knowledge to assist with Anaesthesia for paediatric surgery						
		ENT						
		Demonstrate knowledge of risks associated with Anaesthesia for ENT surgery						
		Demonstrate knowledge of endotracheal tubes used and demonstrate ability to select and prepare tube required						
		Demonstrate knowledge to assist with Anaesthesia for ENT surgery						
		CARDIO-THORACIC						
		Demonstrate knowledge of monitoring for cardio-thoracic surgery						
		Demonstrate knowledge of anaesthesia risks for cardio-thoracic surgery						
		Demonstrate knowledge of one lung anaesthesia and double lumen tubes and show ability to prepare and assist with insertion of same.						
		NEUROSURGERY						
		Demonstrate knowledge of principles involved in raised intracranial pressure						
		Demonstrate knowledge of risks associated with neurosurgery and management of possible complications.						

		EMERGENCY/TRAUMA						
		Demonstrate knowledge of management of life threatening hemorrhage						
		Demonstrate knowledge of management of shocked patient						
		MAXILLO-FACIAL						
		Demonstrate knowledge of relevant aspects of facial injury						
		Demonstrate knowledge of anaesthesia considerations and risks						
		BURNS						
		Demonstrate knowledge of risks associated with anaesthesia						

		Demonstrate knowledge of principles of
		   o Pain relief in patient with burns
		   o Fluid management in patient with burns						

- The number of supervised practices will vary between individuals. Nurses/Midwives should continue to be supervised until competence is obtained. It is expected that your decision making will be guided by The Scope of Nursing & Midwifery Practice Framework (ABA 2000).

- Formal Competency Assessment (sign off) is to be carried out within 12 weeks of first supervised practice.

The number of supervisions will vary between individuals so please copy this form if you require further supervised assessment.

Supervised Competency Record Sign Off

Initial Interview

This is a record of the achievement of Competence in Anaesthesia/Recovery Room Nursing by _____

Signature of Preceptor: _____

Preceptor   NMBI Registration No _____

Date: _____

Signature Nurse Midwife (Student) _____

NMBI Pin_____

Date _____

Intermediate Interview

This is a record of the achievement of Competence in Anaesthesia/Recovery Room Nursing by _____

Signature of Preceptor: _____

Preceptor   NMBI Pin _____

Date: _____

Signature Nurse Midwife (Student) _____

NMBI Registration No_____

Date _____

Final Interview

This is a record of the achievement of competence in anaesthesia/Recovery room Nursing by
_____

Signature of Preceptor: _____

Preceptor   NMBI Registration No _____

Date: _____

Signature Nurse Midwife (Student) _____

NMBI Registration No_____

Date _____

I confirm that the above Nurse/Midwife has achieved the clinical competence required to practice as an anaesthesia/recovery room nurse/midwife.

Signature of Clinical Nurse/Midwife Manager_____

NMBI Registration Number_____

Action Plan

This form should be completed in the event that the student is unsuccessful in achieving clinical competence by the final assessment or at other junctures deemed appropriate by the Clinical Mentor/Assessor and the Institute Course Co-ordinator.

The need for an action plan should be reported to and discussed with the Clinical Liaison Person associated with the programme prior to its implementation.

Surname: _____ Forename: _____

Programme: _____

Student's account of why this action plan is required.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Clinical Assessor's description of the student's overall clinical competence as assessed.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Indicate clearly the actions that you (the student) are required to undertake in order to attain competency in the areas of deficit.

DATE	IDENTIFIED PROBLEM	ACTION TO BE UNDERTAKEN	ASSESSMENT METHODS

Student: _____

 Date: _____

Clinical Assessor: _____

 Date: _____

Clinical Liaison Person: _____

 Date: _____

Review Date: _____

References

An Bord Altranais (2010) Requirements and Standards for Post-Registration Nursing and Midwifery Education Programmes - Incorporating the National Framework of Qualifications

An Bord Altranais (2007) Requirements and Standards for Nurse Post-Registration Education Programmes

An Bord Altranais. (2003) Guidance to Nurses and Midwives on Medication Management. Dublin: An Bord Altranais

An Bord Altranais (2002) Recording Clinical Practice Guidance to Nurses and Midwives

An Bord Altranais Dublin

An Bord Altranais (2000)   Scope of Nursing & Midwifery Practice Framework. An Bord Altranais, Dublin.

Benner, P. (1984). From Novice to Expert, Addison Wesley, California

Bligh, J. (1999) 'Curriculum design revisited', *Medical Education*, 33(2), pp. 82-85.

Nursing and Midwifery Board of Ireland (2014)   *The Code of Professional Conduct and Ethics for Registered Nurses and Midwives*. An Bord Altranais, Dublin.

Quinn, F.M. & Hughes, S.J. (2007*) Quinn's Principles and Practice of Nurse Education.* 5th Edition. United Kingdom: Nelson Thornes.

Stuart, C (2013) Mentoring Learning and Assessment in Clinical Practice, *A guide for nurses, midwives, and other health professionals.*

Zepke, N. (2011) 'Understanding teaching, motivation and external influences in student engagement: how complexity teaching helps', *Research in Post-Compulsory Education,* 16 (1), pp. 1-13.

Suggested Reading

Aitkenhead, A. R. Smith. G. and Rowbotham, D. J. (2007) Textbook of Anaesthesia, 5th Edition. Edinburgh: Churchill Livingstone.

Allman, K., McIndoe, A. and Wilson, I. (2012) Oxford Handbook of Anaesthesia, 3rd Edition. Oxford, OUP.

Allman, K., McIndoe, A. and Wilson, I. (2009) Emergencies in Anaesthesia, 2nd Edition. Oxford, OUP.

Al-Shaikh, B. and Stacey, S. (2013) Essentials of Anaesthetic Equipment, 4th Edition. Edinburgh, Churchill Livingstone.

Hatfield, A. and Tronson, M. (2009) The Complete Recovery Room Book, 4th Edition. Oxford: Oxford University Press.

Simpson, P. J. and Popat, M. T. .(2002) Understanding Anaesthesia, 4th Edition. Oxford: Butterworth-Heinemann.

Smith S, Scarfe., E and Sasada, M. (2011) Drugs in Anaesthesia and Intensive Care, 4th Edition. Oxford: Oxford University Press.

Suggested Journals

British Journal of Anaesthesia and Recovery nursing

Journal of Perianaesthesia Nursing

AORN Journal

Anaesthesia

Suggested links

www.aagbi.org

www.iarna.ie

www.hse.ie/anaesthesiaprogramme

www.das.uk.com

Group Membership

Steering Group Members

Dr Bairbre Golden, Director National Clinical Programme for Anaesthesia

Ms. Mairead Lyons, ADON James Connolly Hospital

Dr Ellen O Sullivan, President Royal College of Anaesthetists

Ms Maureen Flynn, Office of Patient Quality and Safety

Ms Mary Wynne, Director Nursing Midwifery Planning Development Dublin North East

Ms Aileen O Brien, Lead Nurse National Clinical Programme for Anaesthesia

Ms Ann Hogan, Chairperson Irish Anaesthetic/Recovery room Nurses Association

Ms Geraldine Shaw, Director of Nursing ONMSD

Ms. Una Quill, Programme Manager, National Clinical Programme for Anaesthesia

Curriculum Design Group

Ms Aileen O Brien, Lead Nurse National Clinical Programme for Anaesthesia

Ms. Una Quill, Programme Manager National Clinical Programme for Anaesthesia

Ms Catherine Cannon, Director Centre for Nursing and Midwifery Education Donegal

Dr. Niamh Hayes, Consultant Anaesthetist, Rotunda Hospital, Dublin

Ms Grace Reidy, ADON National Nurse Lead TPOT Programme

Mr. Seamus Connolly, CNM2 Anaesthesia, Tallaght Hospital

Ms. Katie Tierney, Clinical Nurse Educator, University Hospital Limerick

Ms. Sarah Ann Walsh, CNM2 Anaesthesia, Coombe Hospital, Dublin

Ms. Phil Lohan, CNM2 Recovery , Beaumont Hospital Hon. Sec. Irish Anaesthetic/Recovery room Nurses Association

Ms. Elaine O Hara, Clinical Nurse Facilitator University Hospital Galway

MEABHRÁN / MEMO

Chuig / To: **Dean of Graduate Studies**

Ó / From: **Dr Timothy Savage, Associate Dean of Online Education**

Dáta / Date: **29th of February 2016**

Tagairt / Reference: **Module in Anaesthesia Recovery**

_____

The Online Education Unit supports the proposed module in Anaesthesia Recovery from the School of Nursing and Midwifery and Trinity Online Services Ltd. will provide the design and development function thereby ensuring a high quality learning experience for the students. The module will be designed and developed for delivery with the first intake in September 2016.

Regards,

Dr Tim Savage
Associate Dean of Online Education

I N T E R N A L   M E M O R A N D U M

To: Dean of Graduate Studies, for the Graduate Studies Committee

From: Director of Postgraduate Teaching & Learning, School of Nursing & Midwifery

Date: 11th March 2016

Subject: To seek permission from Graduate Studies Committee to offer the "clinical
            practicum" module (10ECTs) as an 'add on' module for students registered on a
            generic P.Grad.Cert. course from 2016/17

Dear Dean,

Under the agreed parameters outlined in the College *New Framework for Postgraduate Programmes* approved by the University Council in June 2014 (CL/13-14/191), the School of Nursing and Midwifery offers a generic Postgraduate Certificate pathway (30ECTs) across the following MSc courses: Specialist Nursing, Gerontological Nursing, Palliative Care, Mental Health (psychosocial interventions and child, adolescent and family mental health) and Dementia. Year one of each course offers the students access to a "clinical practicum" module(10ECTs) which is required for professional reasons and affords recognition of competence within the specialist area. Currently, the P.Grad.Cert. students undertake three theoretical modules to achieve the 30ECTs required for the certificate award. However, in a number of specialisms (such as those listed above) in order to obtain professional recognition of competence by the health service providers and the Nursing and Midwifery Board of Ireland, students require access to and completion of the "clinical practicum" module in addition to the three theoretical modules in the specialist area.

I am therefore requesting that optional access to the" clinical practicum" module (10ECTs) is opened to P.Grad.Cert. students for professional reasons for an additional stand-alone fee. I have had preliminary discussions with the Academic Registry and agreed that to operationalise this arrangement the Academic Registry will set up a generic entry pathway "clinical practicum for P.Grad.Cert. students" which they can choose to apply for at the same time as they apply for the P.Grad.Cert. Access to this module would only be available to P.Grad.Cert. students, and the module would not be offered as stand-alone to external applicants. The "clinical practicum" module will be delivered con-currently with the three theoretical modules during the certificate year. As this is an "add on" module the applicant would be liable for the additional module fee of €1,200 (+3% annual increase by College). The proposed arrangement will commence from 2016/17.

The student will graduate with the P.Grad.Cert. based on the 30 ECTs as is the situation currently. Successful completion of the additional "clinical practicum" module will be reflected in the student transcript and in a School-issued Certificate of Completion. Should the student wish to return to School of Nursing and Midwifery to complete the P.Grad.Dipl. or Masters programme recognition of prior learning can be given by the admissions sub-committee upon application.
Yours sincerely,

Prof Joan Lalor
Director of Postgraduate Teaching & Learning
School of Nursing & Midwifery

Calendar III changes for 2016/17 for School of Nursing and Midwifery (part 1)

http://www.tcd.ie/calendar/1516-2/part-iii/specific-regulations-for-taught-graduate-courses-by-faculty/faculty-of-health-sciences/school-of-nursing-and-midwifery/childrens-nursing-h-dip/

Children's Nursing (H.Dip.)

1. Introduction: This course, which is currently taught by the School of Nursing and Midwifery, aims to develop and expand knowledge, skills and attitudes in nurses towards infants, children, their parents and family as a unit in society. The course is designed to equip nurses to deliver primary health care, acute, rehabilitative and palliative care as required and to foster the process of continuing education and research in children's nursing practice.

2. Admission Requirements: Applicants must satisfy the following entry criteria

1. Be on at least one of the following divisions of the register as held by the Nursing and Midwifery Board of Ireland: general, psychiatric, intellectual disability
2. Be on the active register as held by the Nursing and Midwifery Board of Ireland
3. Have six months fulltime post-registration Clinical Nursing Experience
4. Have completed a relevant academic qualification which satisfies admission requirements for the course.
5. Have Garda clearance for working with children and adolescents.

3. Duration: One-year full-time; this course will run only if there is a minimum number of students. During the course duration students are employed by Tallaght Hospital.

4. Location: The course is delivered between the School of Nursing and Midwifery, and in Tallaght Hospital, Dublin, and other selected sites.

5.   Course content:

The H.Dip. in Children's Nursing carries 60 ECTS. The course comprises both classroom and clinical practice components and incorporates children's nursing theory and practice, management, legal and ethical aspects of children's nursing, and research appreciation.

Modules

NU7901 Fundamental Concepts of Children's and Young People's Nursing

NU7902 Evidence Based Nursing Care of Children, Young People and Families in Illness

NU7906 Contemporary Evidence and Research for Children, Young People and their families.

NU7907 Clinical Skills for Children's Nursing Practice (Medical Nursing Placement 1) (10 ECTS)

NU7908 Clinical Skills for Children's Nursing Practice (Surgical Nursing Placement 2) (10 ECTS)

NU7909 Clinical Skills for Children's Nursing Practice (Specialist Nursing Placement 3) (10 ECTS)

NU7910 Evidence Based Approaches to Adolescent Health in Young Peoples Nursing. (5 ECTS)

NU7911 Evidence Based Approaches to Health, Well-being and Care in Children's Nursing (5 ECTS)

6.   Assessments and examinations: Continuous assessment of both practical and theoretical work will be used and a written examination will be undertaken. The pass mark is 50% and all clinical assessments must be passed without compensation.

Successful candidates will be eligible to apply for registration as a Registered Children's Nurse with the Nursing and Midwifery Board of Ireland.

7.   Course Co-ordinator: Prof. Jacqueline Whelan

Comment [AW3]: Course Co-ordinator tried to keep inherent meaning of all new module titles without exception

Clinical Health Sciences Education (M.Sc. / P.Grad.Dip.)

1.   Introduction: This interdisciplinary course is intended to facilitate health service professionals to develop their clinical and classroom teaching skills and to give them skills in curriculum design, development and evaluation. The M.Sc. carries 110 ECTS credits and the P.Grad.Dip. carries 60 ECTS.

2.   Admission Requirements:

1. Registration as a health services professional with the appropriate body and working in a relevant area and
2. An honors degree in a relevant discipline or equivalent professional and academic qualifications
3. A minimum of three years' full-time recent clinical experience practice or equivalent since registration. This experience must be in clinical areas where students are undertaking placements.

Comment [AW4]: Please note that the changes agreed in 2014 regarding entry criteria (honours degree without reference to a classification) were agreed at a meeting with the Dean of GS and Helen Thornbury in December and need to be resubmitted for AR to make the changes

Entry Requirements specific to Nurses and Midwives

To enter a course of education and training leading to registration in the Nurse Tutor division of the Register (RNT), the applicant must:

1. Be actively registered as a nurse/midwife in a division of the register maintained by The Nursing and Midwifery Board of Ireland.
2. Applicants must hold a bachelor's degree in Nursing or Midwifery or an allied health subject relevant to nursing or midwifery.
3. Have at least three years or equivalent clinical experience as a registered nurse/midwife prior to entry. This experience must be in clinical areas where student nurses or midwives are undertaking placements.

Or

4. Be a nurse or midwife who already holds a master's degree in nursing/midwifery or in an allied health science subject. Students who already hold an M.Sc. in nursing/midwifery or an allied health science subject and who meet the criteria set out above may be eligible to complete the first year of the course and exit with a Post Graduate Diploma in Clinical Health Sciences.

Note, Nursing and midwifery students who wish to apply to register as a nurse tutor with The Nursing and Midwifery Board of Ireland should be aware that they are required to have a Master's degree.

The names and personal identification numbers (PINs) of nurses and midwives undertaking the course will be forwarded to The Nursing and Midwifery Board of Ireland for entry to the Registered Nurse Tutors candidates register.

3. Duration: M.Sc.: two years, part-time. P.Grad.Dip: one year, part-time.

4. Course Structure: The course comprises a series of modules covering the theory and practice of health sciences education, educational psychology, curriculum development and research/quality improvement aspects of health sciences education.

5. Modules and European Credit Transfer System (ECTS):

Modules

Theory and Practice of Enquiry Methods for Healthcare (10 credits)

Theory and Practice of Clinical Health Sciences Education (20 credits)

Facilitating Learning in the Practice Environment (10 credits)

The Psychology and Sociology of Education (10 credits)

Curriculum Issues in CHSE (20 credits)

Dissertation module (30 credits)

Nurses and midwives who wish to be accepted onto the Nursing and Midwifery Board of Ireland register of nurse tutors, who already hold a Masters degree (or equivalent), but who do not hold a Masters or Bachelors degree (or equivalent), in nursing or midwifery, will be required to undertake one further module: Advancing the Theoretical Foundations of Nursing/Midwifery (10 ECTS).

6.   Progression: All students register on the M.Sc. in Clinical Health Sciences Education course in the first instance. To progress to the second year of the course, students must successfully complete all first year modules as detailed in the course handbook. Students may exit the course with a P.Grad.Dip. in Clinical Health Sciences Education provided they have successfully completed all first year modules. Nurses and Midwives who successfully complete the first year of the course and who already hold a Master's Degree in Nursing or Midwifery (or in an allied health science subject) will be eligible to apply for registration as a Nurse Tutor with The Nursing and Midwifery Board of Ireland.

Nursing and Midwifery students who exit the course with a P.Grad. Diploma in Clinical Health Sciences Education and who do not hold an MSc will not be eligible for registration as a nurse tutor with the Nursing and Midwives Board of Ireland. In this instance, The Nursing and Midwifery Board of Ireland will be notified of any nursing students who exit the course prior to completion of the M.Sc. (or the Post Graduate Diploma where applicable) so that their name may be removed from the nurse tutor candidate register. Students who wish to exit the course at this point who want to complete an M.Sc. in Clinical Health Sciences Education at a later stage, may choose to do so but must return within four years of completing year one.

7. Assessment and examinations: A combination of assessment methods is used to assess the learning outcomes for the course. In the second year a dissertation must be submitted. The pass mark for all assessments is 50%. Each module must be passed independently and all practice assessments must be passed. One episode of compensation is permitted. If a student fails a module on the second attempt, this indicates failure of the whole course. Compensation may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook.

8. Classification of Award: The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction which shall require an overall average mark of at least 70% across taught modules. The award of a taught Masters with Distinction shall require the achievement of a distinction for the dissertation, and an overall average mark for the course of at least 70%. A distinction cannot be awarded if a candidate has failed any module during the period of study.

9. Re-admittance to M.Sc.: Students who are eligible for the award of Postgraduate Diploma may opt not to be awarded the P.Grad.Dip. and may apply for re-admittance to the second year of the masters course within four years of having become eligible for the award of P.Grad.Dip. Students who opt to apply to be re-admitted to the course will be required to rescind their P.Grad.Dip. prior to admission to the course.

Students who previously exited with the Postgraduate Diploma as a consequence of passing by compensation will not be permitted re-admittance to the Masters.

10. Course Co-ordinator: Prof. Caitriona NicPhilibin

Dementia (M.Sc./P.Grad.Dip./P.Grad.Cert)

1.   Introduction: This interdisciplinary course has been developed to meet the new demands and challenges within the health care system and specifically within dementia care. The course is firmly grounded in a body of knowledge and clinical expertise that aims to promote excellence in the area of dementia care practice. It is also designed to provide an academically robust education for the participants and the various modules offered develop and complement subjects undertaken at degree or 'equivalent' level.

2.   Admission Requirements:

1. Current registration on the appropriate division of the Nursing and Midwifery Board of Ireland live register (applicable only to nurses undertaking this course);

2. a minimum of one year's professional experience in supporting persons with dementia within the past two years;

3. **for the duration of the course all applicants are required to be engaged in an area relevant to dementia care;**

4. normally hold an honors degree in a relevant discipline, or

5. otherwise satisfy the selection panel that they have the ability to complete and benefit from the course, subject to the discretion/permission of the Dean of Graduate Studies.

3.   Duration: Two-years, part-time or one-year, full-time.

4.   Course structure: All modules are obligatory unless otherwise indicated below. Students are required to attend the University for approximately 20 days over the course of

> **Comment [AW5]:** This is not possible for international students who cannot work while studying in Ireland?

> **Comment [AW6]:** Please note that the changes agreed in 2014 regarding entry criteria (honours degree without reference to a classification) were agreed at a meeting with the Dean of GS and Helen Thornbury in December and need to be resubmitted for AR to make the changes

the first year including one full week in September. Full-time students have additional study days. Approximately 10 days attendance is required in the second year.Students re-admitted to year two are encouraged to attend some extra study days.

Students take six of the modules listed below and a dissertation.

5.   Modules and European Credit Transfer System (ECTS): The M.Sc. carries 90 ECTS credits, the P.Grad.Dip. carries 60 ECTS credits, and the P.Grad.Cert. carries 30 ECTS credits.

Modules

1. Theory and Practice of Enquiry Methods for Health Care (10 credits)

2. Ethics and Law in Health and Social care *(students may choose module 3 instead) (*10 credits)

3. Clinical Practicum *(students may choose module 2 instead) (*10 credits)

4. Ways of Understanding Dementia and Dementia Care (10 credits)

5. Critical Issues in Assessment and Care Planning (10 credits)

6. Enhancing the Experience of Living with Dementia (10 credits)

7. Fundamentals of Palliative and End-of-Life Care (10 credits)

8. Dissertation (30 credits)

6.   Progression: To progress to the dissertation year, part-time students must successfully complete all the requirements of the P.Grad.Dip year of the course as detailed in the course handbook. Students may, following consultation with the course Co-ordinator, opt not to progress to the dissertation year. Full-time masters students may choose not to progress to the dissertation during year one. If a student chooses either

option, the student will be eligible for consideration for the award of a Postgraduate Diploma in Dementia provided that six modules of the course have been successfully passed and 60 ECTS have been accumulated. Alternatively, the student may be eligible for consideration to exit with an award of a Postgraduate Certificate in Dementia; provided that three specialist modules have been successfully completed and 30 ECTS have been accumulated.

7. Assessment and Examinations: A combination of assessment strategies is used to assess the learning outcomes for the course. In the second year a dissertation must be submitted. The pass mark for all assessments is 50%. Each module must be passed independently without compensation. In cases where students fail to achieve a pass grade in a written assignment, a re-submission will be permitted with a deadline for re-submission as outlined in the course handbook. Only one re-submission will be allowed, and the maximum mark awarded for the re-submitted assignment is 50%.If a student fails a module on the second attempt, this indicates failure of the whole course.

Clinical component assessment: Each student must be deemed to have achieved at least Level 3 'Competent' on the novice to expert scale at the end of year one of the course. The clinical competency document is graded 'Pass' or 'Fail' – students must be graded competent on all domains to receive a Pass to successfully complete their clinical component assessment. Compensation may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook.

8. Classification of Award: The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction, which shall require an overall average mark of at least 70% across all taught modules. The M.Sc. may be awarded a mark of Distinction. The award of a taught Masters with Distinction shall require the achievement of a distinction for the dissertation, and an overall average mark for modules of the course, other than dissertation, of at least 70%. A distinction cannot be awarded if a candidate has failed any module during the period of study.

9.   Re-admittance to M.Sc.: Students who are eligible for the award of Postgraduate Certificate may opt not to be awarded the P.Grad.Cert. and may re-enter the P.Grad.Dip. / M.Sc. within four years of having become eligible for the award of P.Grad.Cert. Students who are eligible for the award of Postgraduate Diploma may opt not to be awarded the P.Grad.Dip and may enter second year of the masters course within four years of having become eligible for the award of P.Grad.Dip. Students who were awarded a TCD P.Grad.Cert. in Dementia within the previous four years may re-enter directly into the P.Grad.Dip. / M.Sc., with the permission of the course committee. Such students must undertake an additional 30 ECTS (to include an Enquiry Proposal) for the P.Grad.Dip. and an additional 60 ECTS (to include a Dissertation) for the M.Sc. For those students, the Postgraduate Diploma will be awarded on the basis of up to 60 ECTS and the Masters of up to 90 ECTS. Students who were awarded the P.Grad.Cert. must rescind their P.Grad.Cert. in order to re-enter onto the P.Grad.Dip./M.Sc. Students who were awarded a TCD P.Grad.Dip. in Dementia within the previous four years may enter directly into year two of the course, with the permission of the course committee must undertake the the dissertation module of 30 ECTS, to accrue up to a total of 90 ECTS credits.

Students who opt to apply to be re-admitted to the course will be required to rescind their P.Grad.Cert or P.Grad.Dip. in order to be re-admitted onto the M.Sc. course.

Students who previously exited with the Postgraduate Diploma as a consequence of passing by compensation will not be permitted re-admittance to the Masters in Science course

10.   Course Co-ordinator: Prof. Michael Brennan

Dementia (online) (P.Grad.Cert.)

1. Introduction: The online Postgraduate Certificate in Dementia course is open to a wide range of professionals who have experience in delivering a dementia care approach within practice in the last two years. Interdisciplinary input to the design, development and delivery of this course stems from a variety of dementia experts.

Students on this course from a variety of backgrounds including for example: nursing, medicine, occupational therapy, social work, physiotherapy, chaplaincy and other disciplines are eligible to apply

The course is designed to strengthen and develop the knowledge, skills, competencies and attitudes of the students, thus enabling them to fulfil their highest potential in the personal, professional and practice arena of dementia care.

For the duration of the course, students will be employed in an area where the principles of dementia care are applied in caring for individuals with dementia and their families / significant others. Upon successful completion of this three specialist dementia module course, students will obtain a Postgraduate Certificate in Dementia (P.Grad.Cert.in Dementia).

It is anticipated that graduates of this course, in applying their learning, will be enabled to promote and develop excellence in dementia care in their practice setting thus ensuring that people with dementia live a dignified and meaningful life.

This course also aims to make a valuable contribution to the development of dementia care knowledge, research and practice. The design is such that it will promote collaboration between disciplines of nursing, medicine, occupational therapy, social work and other professionals working with persons living with dementia and their families/significant others.

Students who successfully complete the Postgraduate Certificate in Dementia course without compensation are eligible to continue on to study for a Postgraduate Diploma in Dementia or a M.Sc. in Dementia from The University of Dublin Trinity College within five years of completing the P.Grad. Cert. in Dementia course.

The learning outcomes have been developed in accordance with the QQI/NQAI and IUQB frameworks at level 9. The three dementia specialist modules are also taken as part of the Postgraduate Diploma in Dementia course which satisfies the educational requirements of the Clinical Nurse Specialist framework and which has Category 2 approval from the Nursing and Midwifery Board of Ireland.

2. **Admission Requirements**:

Candidates must:

1. have a minimum of one year's professional experience in supporting persons with dementia within the past two years;
2. **For the duration of the course all applicants are required to be engaged in an area relevant to dementia care**;
3. normally hold an honors degree in a relevant discipline; or
4. otherwise satisfy the selection panel that they have the ability to complete and benefit from the course, subject to the discretion/permission of the Dean of Graduate Studies.

Note, this course is open to a wide range of professionals.

Nurses working in Ireland undertaking this course must have current registration on the appropriate division of the Nursing and Midwifery Board of Ireland live register.

3. **Duration**: One-year, part-time.

4. **Course structure**: The course takes place over 1 academic year and is delivered online. The first module is due to be available to registered students in September each year. It is expected that the online delivery will be between September to December and between January and June..

Comment [AW7]: Please note that the changes agreed in 2014 regarding entry criteria (honours degree without reference to a classification) were agreed at a meeting with the Dean of GS and Helen Thornbury in December and need to be resubmitted for AR to make the changes

5. **Modules and European Credit Transfer System (ECTS)**: The online P.Grad.Cert. in Dementia carries 30 ECTS credits.

Module

1. Critical Issues in Assessment and Care Planning (10 credits)

2. Enhancing the Experience of Living with Dementia (10 credits)

3. Ways of Understanding Dementia and Dementia Care (10 credits)

6. **Progression**: Students register on the P.Grad.Cert.in Dementia (Online).

Students who pass all modules without compensation and who are eligible for the award of Postgraduate Certificate may opt not to be awarded the P.Grad.Cert. and may enter the P.Grad.Dip. / M.Sc. within four years of having become eligible for the award of P.Grad.Cert.

Students who opt to apply to be re-admitted to P.Grad.Dip./M.Sc. will be required to rescind their P.Grad.Cert. in order to be re-admitted onto the P.Grad.Dip./M.Sc. course.

Students who previously exited with the Postgraduate Certificate as a consequence of passing by compensation will not be permitted re-admittance to the M.Sc./P.Grad.Dip.course.

7. **Assessment and Examinations**: A combination of online assessment strategies is used to assess the learning outcomes for the course. The pass mark for all assessments is 50%. Each module must be passed independently.. In cases where students fail to achieve a pass grade in a written assignment, a re-submission will be permitted with a deadline for re-submission as outlined in the course handbook. Only one re-submission

will be allowed, and the maximum mark awarded for the re-submitted assignment is 50%.If a student fails a module on the second attempt, this indicates failure of the whole course.

Compensation may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook.

8. **Classification of award**: The Postgraduate Certificate may be awarded at two levels (i) Postgraduate Certificate and (ii) Postgraduate Certificate with Distinction, which shall require an overall average mark of at least 70% across all taught modules. A distinction cannot be awarded if a candidate has failed any module during the period of study.

9. **Course Co-ordinator**: Prof. Michael Brennan

Gerontological Nursing (M.Sc./P.Grad.Dip./P.Grad.Cert)

1.   Introduction: The aim of this course is to strengthen and develop the knowledge, skills and attitudes of participants, thus enabling them to fulfil their highest potential in their professional lives. The students are enabled to develop further the skills necessary to critically evaluate and to undertake research which underpins gerontological nursing practice.

2.   Admission Requirements:

1. Current registration as a nurse on the active register with the Nursing and Midwifery Board of Ireland; and

2. A minimum of one year full-time or equivalent recent clinical nursing practice since first registration; and

3. Normally, hold an honors degree in Nursing Studies or equivalent; or

4. Otherwise satisfy the selection panel that they have the ability to complete and benefit from the course, subject to the discretion/permission of the Dean of Graduate Studies.

Comment [AW8]: Please note that the changes agreed in 2014 regarding entry criteria (honours degree without reference to a classification) were agreed at a meeting with the Dean of GS and Helen Thornbury in December and need to be resubmitted for AR to make the changes

3.   Duration: Two years, part-time.

4.   Course Structure:

Year One – The course will commence with one full study week followed by one or two study days per week throughout the academic year. The course comprises both academic and clinical components. Each of the two components must be completed successfully. The students will be employed full-time in the Department of Medicine for Older People, St James's Hospital, Dublin, or in any other approved clinical location.

Year Two - Approximately 10 days attendance is required in the second year. Students re-admitted to year two are encouraged to attend additional study days.

5.   **Modules and European Credit Transfer System (ECTS):**

Module

1. Promoting Health and Well-Being with the Older Person (10 credits)
2. Advancing Gerontological Nursing Practice (10 credits)
3. Theory and Practice of Enquiry Methods for Health Care (10 credits)
4. Advancing the Theoretical Foundations of Gerontological Nursing (10 credits)
5. Fundamentals of Palliative and End of Life Care (students may choose module 6 instead) (10 credits)
6. Ethics and Law in Health and Social Care (students may choose module 5 instead) (10 credits)
7. Clinical Practicum (10 credits)
8. Dissertation (30 credits)

The M.Sc. carries 90 ECTS credits, the P.Grad.Dip. carries 60 ECTS credits and the P.Grad.Cert carries 30 ECTS.

6.   **Progression:** Students may register on the P.Grad.Cert, P.Grad.Dip or M.Sc. course. To progress to the dissertation year, part-time M.Sc. students must successfully complete all the requirements of the P.Grad.Dip.as detailed in the course handbook. Students may, following consultation with the Course Co-ordinator, opt not to progress to the dissertation year. The student will be eligible for consideration for the award of a Postgraduate Diploma in Gerontological Nursing provided that six modules of the course have been successfully passed and 60 ECTS have been accumulated. Alternatively, the student may be eligible for consideration to exit with an award of a Postgraduate Certificate in Gerontological Nursing; provided that three specialist modules have been successfully completed and 30 ECTS have been accumulated.

Comment [AW9]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake.

7.   Assessment and Examinations: A combination of assessment strategies is used to assess the learning outcomes for the course. Each module must be passed independently and all practice assessments must be passed without compensation. In cases where students fail to achieve a pass grade in a written assignment, a re-submission will be permitted with a deadline for re-submission as outlined in the course handbook. Only one re-submission will be allowed and the maximum mark awarded for the re-submitted assignment is 50%. If a student fails to achieve a pass mark in an assessment on the second attempt, this indicates an overall failure of the course. Compensation may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook. In the second year a dissertation must be submitted. The pass mark for all assessments is 50%.

8.   Classification of Award: The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction. The M.Sc. may be awarded a mark of Distinction which shall require the achievement of a distinction for the dissertation, and an overall average mark for the course of at least 70%. A Distinction cannot be awarded if a candidate has failed any module during the period of study.

9.   Re-admittance to M.Sc.: Students who are eligible for the award of Postgraduate Certificate may opt not to be awarded the P.Grad.Cert. and may re-enter the P.Grad.Dip. / M.Sc. within four years of having become eligible for the award of P.Grad.Cert. Students who are eligible for the award of P.Grad.Dip. may opt not to be awarded the P.Grad.Dip.and may be re-admitted to the second year of the M.Sc. course within four years of having become eligible for the award of P.Grad.Dip. Students who were awarded the P.Grad.Cert.in Gerontological Nursing within the previous four years may be re-admitted directly into the P.Grad.Dip. / M.Sc., with the permission of the course committee. Such students must undertake an additional 30 ECTS as per course regulations, for the P.Grad.Dip. and an additional 60 ECTS (to include a Dissertation) for the M.Sc. For those students, the P.Grad. Dip. will be awarded on the basis of up to 60 ECTS and the M.Sc.of

> **Comment [AW10]:** P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

up to 90 ECTS. Students who were awarded the P.Grad.Cert. must rescind their P.Grad.Cert. in order to be re-admitted to the P.Grad.Dip./M.Sc.. Students who were awarded a TCD P.Grad.Dip.in Gerontological Nursing within the previous four years may be re-admitted directly to year two of the course, with the permission of the course committee. Such students must undertake additional modules of up to 30 ECTS credits, in addition to the dissertation, to accrue up to an additional 60 ECTS credits.

Students who opt to apply to be re-admitted to the course will be required to rescind their P.Grad.Cert or P.Grad.Dip. in order to be re-admitted onto the M.Sc. course.

Students who previously exited with the Postgraduate Diploma as a consequence of passing by compensation will not be permitted re-admittance to the Masters.

Students who previously exited with the Postgraduate Diploma as a consequence of failing the dissertation will not be permitted re-admittance to the Masters.

10.   Course Co-ordinator: Ast. Prof. Anna Ayton

Mental Health
(M.Sc./P.Grad.Dip./P.Grad.Cert)

1.   Introduction: The aim of this inter-disciplinary course is to provide an opportunity for students to develop a sound academic base to their practice and to critically explore and critique mental health services. The course further aims to strengthen and develop the knowledge, skills and attitudes of the participants, thus enabling them to fulfil their highest potential in both their personal and professional lives. The design of the course is such that it enhances the collaboration between disciplines working with individuals with mental health problems. The course is firmly grounded in a body of knowledge that aims to promote excellence in the participants' area of practice.

Students on this course will come from a variety of backgrounds including nursing, medicine, occupational therapy, social work, Garda Siochana, legal, psychology, probation and prison services.

The course also includes a Child, Adolescent and Family Mental Health Strand and a Psychosocial Interventions Strand.

2.   Admission Requirements: The candidate must:

1. For the duration of the course all applicants are required to be engaged in an area relevant to mental health care.

2. normally hold an honors degree in a relevant discipline; or

3. otherwise satisfy the selection panel that they have the ability to complete and benefit from the course, subject to the discretion/permission of the Dean of Graduate Studies.

3.   Duration: The course is offered on a part-time basis over two years, or full-time over one year.

Comment [AW11]: Please note that the changes agreed in 2014 regarding entry criteria (honours degree without reference to a classification) were agreed at a meeting with the Dean of GS and Helen Thornbury in December and need to be resubmitted for AR to make the changes.

4.   Course structure: The course will commence with one full study week followed by one to two study days per week throughout the academic year. Full-time students have additional study days.

Approximately 10 days attendance is required in the second year. Students re-admitted to year two are encouraged to attend some extra study days. All students are required to successfully complete all modules specific to their course.

5.   Modules and European Credit Transfer System (ECTS):

Module

Students take 3 modules for a P.Grad.Cert. as follows:

Deconstructing Theoretical Perspectives on Human Distress (10 credits)

and choice of two from:

- Interface between Mental Health and Criminal Justice (10 credits)
- Suicide, Suicidal Behaviour and Self-harm (10 credits)
- Promoting Equality, Citizenship and Social Inclusion for Users of the Mental Health Services (10 credits)

Students take 6 modules for a P.Grad.Dip. as follows:

Deconstructing Theoretical Perspectives on Human Distress (10 credits)

Advancing Therapeutic Engagement Skills (10 credits)

Theory and Practice of Enquiry Methods for Health Care (10 credits)

Ethics and Law in Health and Social care (10 credits)

a choice of two from:

Interface between Mental Health and CriminalJustice (10 credits)

Suicide, Suicidal Behaviour and Self-harm (10 credits)

Promoting Equality, Citizenship and Social Inclusion for Users of the Mental Health Services (10 credits)

Note, availability of elective choices is subject to minimum numbers.

In year two (part-time) and year one (full-time), students progressing to a M.Sc. also undertake a dissertation module:

Dissertation (30 credits)

The M.Sc. carries 90 ECTS, the P.Grad.Dip. carries 60 ECTS and the P.Grad.Cert carries 30 ECTS.

6.   Progression: Students who wish to register for a P.Grad.Dip. or M.Sc. should register on the M.Sc. course. Students who wish to register for a P.Grad.Cert should register on the P.Grad.Cert. in Specialist Practice.

To progress to the dissertation year, part-time masters students must successfully complete all the requirements of the P.Grad.Dip. as detailed in the course handbook. Students may, following consultation with the course Co-ordinator, opt not to progress to the dissertation year. Full-time masters students may choose not to progress to the dissertation during year one. If a student chooses either option, the student will be eligible for consideration for the award of a Postgraduate Diploma in Mental Health provided that six modules of the course have been successfully completed and 60 ECTS have been accumulated. Alternatively, the student may be eligible for consideration to exit with an

award of a Postgraduate Certificate in Mental Health; provided that three specialist modules have been successfully completed and 30 ECTS have been accumulated.

7.   **Assessment and examinations:** A combination of assessment strategies is used to assess the learning outcomes for the course. In the second year a dissertation must be submitted. The pass mark for all assessments is 50%. Each module must be passed independently. . In cases where students fail to achieve a pass grade in a written assignment, a re-submission will be permitted with a deadline for re-submission as outlined in the course handbook. Only one re-submission will be allowed, and the maximum mark awarded for the resubmitted assignment is 50%. If a student fails a module on the second attempt, this indicates failure of the whole course. Compensation may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook.

8.   **Classification of Award:** The Postgraduate Certificate may be awarded at two levels (i) Postgraduate Certificate and (ii) Postgraduate Certificate with Distinction, which shall require an overall average mark of at least 70% across all taught modules. The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction. The award of a taught Masters with Distinction shall require the achievement of a distinction for the dissertation, and an overall average mark for modules of the course, other than dissertation, of at least 70%. A distinction cannot be awarded if a candidate has failed any module during the period of study.

Comment [AW13]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

9.   **Re-admittance to M.Sc.:** Students who are eligible for the award of Postgraduate Certificate may opt not to be awarded the P.Grad.Dip. and may re-enter the P.Grad.Dip. / M.Sc. within four years of having become eligible for the award of P.Grad.Cert. Students who are eligible for the award of Postgraduate Diploma may opt not to be awarded the P.Grad.Dip and may enter second year of the masters course within four years of having become eligible for the award of P.Grad.Dip. Students who were awarded a TCD

P.Grad.Cert. in Mental Health within the previous four years may re-enter directly into the P.Grad.Dip. / M.Sc., with the permission of the course committee. Such students must undertake an additional 30 ECTS as per course regulations, for the P.Grad.Dip. and an additional 60 ECTS (to include a Dissertation) for the M.Sc. For those students, the Postgraduate Diploma will be awarded on the basis of up to 60 ECTS and the Masters of up to 90 ECTS. Students who were awarded the P.Grad.Cert. must rescind their P.Grad.Cert. in order to re-enter onto the P.Grad.Dip./M.Sc..

Students who were awarded a TCD P.Grad.Dip. in Mental Health within the previous four years may enter directly into year two of the course, with the permission of the course committee. Such students must undertake additional modules of up to 30 ECTS credits to accrue up to a total of 90 ECTS credits. Students who previously exited with the Postgraduate Diploma as a consequence of failing the dissertation will not be permitted to re-enter to pursue the Masters.

Students who opt to apply to be re-admitted to the course will be required to rescind their P.Grad.Cert or P.Grad.Dip. in order to be re-admitted onto the M.Sc. course.

Students who previously exited with the Postgraduate Diploma as a consequence of passing by compensation will not be permitted re-admittance to the Masters.

10. **Course Co-ordinators:** Prof. Michael Brennan

Mental Health (Child, Adolescent and Family) (M.Sc./P.Grad.Dip./P.Grad.Cert)

1. Introduction: The aim of this inter-disciplinary course is to provide an opportunity for students to develop a sound academic base to their practice and to critically explore and critique mental health services.

2. Admission Requirements: The candidate must:

1. be currently working in child, adolescent and family mental health services; and
2. be currently employed in the area of mental health/mental illness/child, adolescent and family services; and
3. have Garda clearance for working with children and adolescents; and
4. normally hold an honors degree in a relevant discipline; or
5. otherwise satisfy the selection panel that they have the ability to complete and benefit from the programme, subject to the discretion/permission of the Dean of Graduate Studies.

> **Comment [AW14]:** Please note that the changes agreed in 2014 regarding entry criteria (honours degree without reference to a classification) were agreed at a meeting with the Dean of GS and Helen Thornbury in December and need to be resubmitted for AR to make the changes.

3. Duration: The course is offered on a part-time basis over two years.

4. Course structure: The course will commence with one full study week followed by one to two study days per week throughout the academic year. All students are required to successfully complete all theoretical and professional practice modules specific to their course.

Students on taught postgraduate courses which include clinical-based learning and specialist content will be required to attend additional teaching sessions at associated service provider sites.

5. Modules and European Credit Transfer System (ECTS):

Module

Students take 3 modules for a P.Grad.Cert. as follows:

- Working with people affected by eating disorders (10 credits)

- Theoretical Perspectives in Child, Adolescent and Family Mental Health (10 credits)

- Enhancing Practice in Child, Adolescent and Family Mental Health (10 credits)

Students take 6 modules for a P.Grad.Dip. as follows:

- Deconstructing Theoretical Perspectives on Human Distress (10 credits)
- Theoretical Perspectives in Child, Adolescent and Family Mental Health (10 credits)
- Enhancing Practice in Child, Adolescent and Family Mental Health (10 credits)
- Theory and Practice of Enquiry Methods for Health Care (10 credits)
- Working with people affected by eating disorders (10 credits)
- Practice Placement 1 (5 credits) and Practice Placement 2 (5 credits) (5+5 credits)

Year Two (for M.Sc.)

Dissertation (30 credits)

The M.Sc. carries 90 ECTS, the P.Grad.Dip. carries 60 ECTS and the P.Grad.Cert carries 30 ECTS.

6. Progression: Students who wish to register for a P.Grad.Dip. in Mental Health – Child, Adolescent and Family or M.Sc. in Mental Health – Child, Adolescent and Family should register on the M.Sc. course. Students who wish to register for a P.Grad.Cert. in Specialist Practice (Child, Adolescent and Family) should register on the P.Grad.Cert. in Specialist Practice.

Comment [AW15]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

To progress to the dissertation year, part-time masters students must successfully complete all the requirements of the P.Grad.Dip. as detailed in the course handbook. Students may, following consultation with the course Co-ordinator, opt not to progress to the dissertation year. Full-time masters students may choose not to progress to the dissertation during year one. If a student chooses either option, the student will be eligible for consideration for the award of a Postgraduate Diploma in Mental Health provided that six modules of the course have been successfully passed and 60 ECTS have been accumulated. Alternatively, the student may be eligible for consideration to exit with an award of a Postgraduate Certificate in Mental Health; provided that three specialist modules have been successfully completed and 30 ECTS have been accumulated.

7. **Assessment and examinations:** A combination of assessment strategies is used to assess the learning outcomes for the course. In the second year a dissertation must be submitted. The pass mark for all assessments is 50%. Each module must be passed independently and all practice assessments must be passed without compensation. In cases where students fail to achieve a pass grade in a written assignment, a re-submission will be permitted with a deadline for re-submission as outlined in the course handbook. Only one re-submission will be allowed, and the maximum mark awarded for the resubmitted assignment is 50%. If a student fails a module on the second attempt, this indicates failure of the whole course. Compensation may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook.

8. **Classification of Award:** The Postgraduate Certificate may be awarded at two levels (i) Postgraduate Certificate and (ii) Postgraduate Certificate with Distinction, which shall require an overall average mark of at least 70% across all taught modules. The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction. The award of a taught Masters with Distinction will require the achievement of a distinction for the dissertation, and an overall average mark for modules of the course, other than dissertation, of at least 70%. A distinction cannot be awarded if a candidate has failed any module during the period of study.

Comment [AW16]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

9. Re-admittance to M.Sc.: Students who are eligible for the award of Postgraduate Certificate may opt not to be awarded the P.Grad.Dip. and may re-enter the P.Grad.Dip. / M.Sc. within four years of having become eligible for the award of P.Grad.Cert. Students who are eligible for the award of Postgraduate Diploma may opt not to be awarded the P.Grad.Dip and may enter second year of the masters course within four years of having become eligible for the award of P.Grad.Dip. Students who were awarded a TCD P.Grad.Cert. in Mental Health within the previous four years may re-enter directly into the P.Grad.Dip. / M.Sc., with the permission of the course committee. Such students must undertake an additional 30 ECTS as per course regulations, for the P.Grad.Dip. and an additional 60 ECTS (to include a Dissertation) for the M.Sc. For those students, the Postgraduate Diploma will be awarded on the basis of up to 60 ECTS and the Masters of up to 90 ECTS. Students who were awarded the P.Grad.Cert. must rescind their P.Grad.Cert. in order to re-enter onto the P.Grad.Dip./M.Sc.. Students who were awarded a TCD P.Grad.Dip. in Mental Health (Child, Adolescent and Family strand) within the previous four years may enter directly into year two of the course, with the permission of the course committee. Such students must undertake additional modules of up to 30 ECTS credits to accrue up to a total of 90 ECTS credits. Students who previously exited with the Postgraduate Diploma as a consequence of failing the dissertation will not be permitted to re-enter to pursue the Masters.

Students who opt to apply to be re-admitted to the course will be required to rescind their P.Grad.Cert or P.Grad.Dip. in order to be re-admitted onto the M.Sc. course.

Students who previously exited with the Postgraduate Diploma as a consequence of passing by compensation will not be permitted re-admittance to the Masters.

10. Course Co-ordinator: Prof. Michael Brennan

Mental Health (Psychosocial Interventions) (M.Sc./P.Grad.Dip./P.Grad.Cert)

1. Introduction: The aim of the Psychosocial Interventions strand of this programme is to strengthen and develop participants' knowledge and skills by providing them with in-depth and advanced knowledge, psychological and social skills and interventions for people who experience psychosis or related experiences. The design of the strand is such that it enhances the collaboration between disciplines. Each element of the strand provides the student with an option of including a clinical dimension for advanced practice requirements.

2. Admission Requirements: The candidate must:

1. be currently working in mental health/mental illness field; and
2. normally hold an honors degree in a relevant discipline; or
3. otherwise satisfy the selection panel that they have the ability to complete and benefit from the programme, subject to the discretion/permission of the Dean of Graduate Studies.

Note, this course is open to a wide range of professionals. Nurses undertaking this course must have current registration on the appropriate division of the Nursing and Midwifery Board of Ireland live register.

Comment [AW17]: Please note that the changes agreed in 2014 regarding entry criteria (honours degree without reference to a classification) were agreed at a meeting with the Dean of GS and Helen Thornbury in December and need to be resubmitted for AR to make the changes.

3. Duration: The course is offered on a part-time basis over two years.

4. Course structure: The course will commence with one full study week followed by one to two study days per week throughout the academic year. All students are required to successfully complete all theoretical and professional practice modules specific to their course.

Students on taught postgraduate courses which include service-based learning and specialist content will be required to attend additional teaching sessions at associated service provider sites.

5. Modules and European Credit Transfer System (ECTS):

Module

Students take 3 modules for a P.Grad.Cert. as follows:

• Deconstructing Theoretical Perspectives on Human Distress (10 credits)

• Working with People Who Experience Psychosis or Related Experiences (10 credits)

• Inter-Professional Family Work (10 credits)

Students take 6 modules a P.Grad.Dip. as follows:

• Deconstructing Theoretical Perspectives on Human Distress (10 credits)

• Advancing Therapeutic Engagement Skills (10 credits)

• Working with People Who Experience Psychosis or Related Experiences (10 credits)

• Inter-Professional Family Work (10 credits)

• Theory and Practice of Enquiry Methods for Health Care (10 credits)

• Practice Module in Psychosocial Interventions (10 credits)

Year Two (for M.Sc.)

Dissertation (30 credits)

The M.Sc. carries 90 ECTS, the P.Grad.Dip. carries 60 ECTS and the P.Grad.Cert carries 30 ECTS.

6. Progression: Students who wish to register for a P.Grad.Dip. in Mental Health – Psychosocial Interventions or M.Sc. in Mental Health – Psychosocial Interventions should register on the M.Sc. course. Students who wish to register for a P.Grad.Cert. in Specialist Practice (Psychosocial Interventions) should register on the P.Grad.Cert. in Specialist Practice.

Comment [AW18]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

To progress to the dissertation year, part-time masters students must successfully complete all the requirements of the P.Grad.Dip. as detailed in the course handbook.

Students may, following consultation with the course Co-ordinator, opt not to progress to the dissertation year. Full-time masters students may choose not to progress to the dissertation during year one. If a student chooses either option, the student will be eligible for consideration for the award of a Postgraduate Diploma in Mental Health provided that six modules of the course have been successfully passed and 60 ECTS have been accumulated. Alternatively, the student may be eligible for consideration to exit with an award of a Postgraduate Certificate in Mental Health; provided that three specialist modules have been successfully completed and 30 ECTS have been accumulated.

7. Assessment and examinations: A combination of assessment strategies is used to assess the learning outcomes for the course. In the second year a dissertation must be submitted. The pass mark for all assessments is 50%. Each module must be passed independently and all practice assessments must be passed without compensation. In cases where students fail to achieve a pass grade in a written assignment, a re-submission will be permitted with a deadline for re-submission as outlined in the course handbook. Only one re-submission will be allowed, and the maximum mark awarded for the resubmitted assignment is 50%. If a student fails a module on the second attempt, this indicates failure of the whole course. Compensation may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook.

8. Classification of Award: The Postgraduate Certificate may be awarded at two levels (i) Postgraduate Certificate and (ii) Postgraduate Certificate with Distinction, which shall require an overall average mark of at least 70% across all taught modules. The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction. The award of a taught Masters with Distinction will require the achievement of a distinction for the dissertation, and an overall average mark for modules of the course, other than dissertation, of at least 70%. A distinction cannot be awarded if a candidate has failed any module during the period of study.

Comment [AW19]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

9. Re-admittance to M.Sc.: Students who are eligible for the award of Postgraduate Certificate may opt not to be awarded the P.Grad.Dip. and may re-enter the P.Grad.Dip. / M.Sc. within four years of having become eligible for the award of P.Grad.Cert. Students who are eligible for the award of Postgraduate Diploma may opt not to be awarded the P.Grad.Dip and may enter second year of the masters course within four years of having become eligible for the award of P.Grad.Dip. Students who were awarded a TCD P.Grad.Cert. in Mental Health within the previous four years may re-enter directly into the P.Grad.Dip. / M.Sc., with the permission of the course committee. Such students must undertake an additional 30 ECTS as per course regulations, for the P.Grad.Dip. and an additional 60 ECTS (to include a Dissertation) for the M.Sc. For those students, the Postgraduate Diploma will be awarded on the basis of up to 60 ECTS and the Masters of up to 90 ECTS. Students who were awarded the P.Grad.Cert. must rescind their P.Grad.Cert. in order to re-enter onto the P.Grad.Dip./M.Sc..

Students who were awarded a TCD P.Grad.Dip. in Mental Health (Psychosocial Interventions strand) within the previous four years may enter directly into year two of the course, with the permission of the course committee. Such students must undertake additional modules of up to 30 ECTS credits to accrue up to a total of 90 ECTS credits. Students who previously exited with the Postgraduate Diploma as a consequence of failing the dissertation will not be permitted to re-enter to pursue the Masters.

Students who opt to apply to be re-admitted to the course will be required to rescind their P.Grad.Cert or P.Grad.Dip. in order to be re-admitted onto the M.Sc. course.

Students who previously exited with the Postgraduate Diploma as a consequence of passing by compensation will not be permitted re-admittance to the Masters.

10. Course Co-ordinator: Prof. Michael Brennan

Midwifery (H.Dip.)

1.   Introduction: This course is taught by the School of Nursing and Midwifery, in partnership with The Rotunda Hospital, Dublin and The Coombe Women and Infant's University Hospital, Dublin. The course is designed to develop midwives with the knowledge, skills and attitudes necessary to become competent, analytical and reflective practitioners thus enabling them to provide care in a manner that benefits women and their families.

2.   Admission Requirements: Applicants must satisfy the following minimum entry criteria:

a. Must be a registered general nurse on the General Nurse Division of the register maintained by the Nursing and Midwifery Board of Ireland; and

b. Be currently on the live register maintained by the Nursing and Midwifery Board of Ireland; and

c. normally hold a relevant honours degree; and

d. Satisfy the selection committee that they have the ability to complete and benefit from the course, subject to the discretion/permission of the Dean of Graduate Studies.

Comment [AW20]: Please note that the changes agreed in 2014 regarding entry criteria (honours degree without reference to a classification) were agreed at a meeting with the Dean of GS and Helen Thornbury in December and need to be resubmitted for AR to make the changes.

3.   Duration: 18 months full-time, during which time students are employed either by The Rotunda Hospital, Dublin, or The Coombe Women and Infants' University Hospital.

4.   Course Content: The course comprises both classroom and practice components and incorporates midwifery theory and practice, management, legal and ethical aspects of midwifery practice, and research for midwifery practice. This course carries 90 ECTS credits.

Modules

1. Foundation Skills for Midwifery Practice (0 credits)
2. Sharing the Woman's Experience – Social Theory and Birth (5 credits)
3. Core Midwifery Practice and Adaptation in Pregnancy (15 credits)
4. Midwifery Practice: Pathophysiology and Unexpected Outcomes of Pregnancy and Childbirth (15 credits)
5. Midwifery Research – Evidence for Midwifery Practice (5 credits)
6. Lactation and Infant Feeding (5 credits)
7. Health Promotion (5 credits)
8. Being a Midwife – Personal and Professional Development (10 credits)
9. Midwifery Practice 1 – Orientation (0 credits)
10. Midwifery Practice 2 (5 credits)
11. Midwifery Practice 3 (5 credits)
12. Midwifery Practice 4 (5 credits)
13. Midwifery Practice 5 (5 credits)
14. Midwifery Practice 6 (5 credits)
15. Midwifery Practice 7 (5 credits)

5. Assessments and examinations: Continuous assessment of both the practice and theoretical components of the course will be used and written examinations are undertaken each year. The pass mark is 50%. Students must pass independently both written and practice assessments. All practice assessments must be passed without compensation, and compensation is not permitted between written and practice assessments or between modules. Where a midwifery student does not achieve the required standard in a module (theory or practice), the student has the right to be assessed on **ONE** further occasion in that assessment, failure to achieve a pass of written and/or practice reassessment means failure of the course. Successful candidates will be eligible to apply to the Nursing and Midwifery Board of Ireland to have their names entered in the Midwives' Division of the Register.

6. Course Co-ordinator: Prof. Kathryn Muldoon

Course Director: Prof. Denise Lawler

Midwifery (M.Sc./P.Grad.Dip.)

See separate MS Word document for Calendar Entry

Nursing (M.Sc./P.Grad.Dip.)

1.   Introduction: The aim of the course is to provide a solid academic base to the understanding and development of nursing practice. Graduates of this course, in applying their learning, can be expected to provide quality nursing care and promote and develop excellence in their practice setting. The course provides advanced study in research methods, the theoretical and practical aspects of management, clinical practice and leadership.

2.   Admission Requirements:

1. Registration as a nurse with the Nursing and Midwifery Board of Ireland or in the case of international applicants, be registered as a professional nurse who is entitled to practice as a qualified or registered nurse in their own country.
2. An honors degree in nursing or a related discipline
3. Or otherwise satisfy the course committee that they have the ability to complete and benefit from the course, subject to the discretion/permission of the Dean of Graduate Studies.

> **Comment [AW21]:** Please note that the changes agreed in 2014 regarding entry criteria (honours degree without reference to a classification) were agreed at a meeting with the Dean of GS and Helen Thornbury in December and need to be resubmitted for AR to make the changes.

3.   Duration:

The course takes place over two years on a part-time basis or one year on a full-time basis. Full-time students are required to attend scheduled lectures over two days per week.

Approximately 10 days attendance is required in the second year. Full-time students have some additional study days. Students re-admitted to year two are encouraged to attend some extra study days. All students are required to successfully complete all modules specific to their course.

4.   Course structure: A blended learning approach is utilised in the delivery of theoretical content, including lectures, group discussion, Blackboard and self-directed learning. The assessment process used is a combination of written and practical assignments.

The course will commence with one full study week followed by one to two study days per week throughout the academic year. Full-time students have additional study days.

Approximately 10 days attendance is required in the second year. Students re-admitted to year two are encouraged to attend some extra study days. All students are required to successfully complete all modules specific to their course

5.   Modules and European Credit Transfer System (ECTS)

Modules:

Theory and Practice of Enquiry Methods for Health Care (10 credits)

Ethics and Law in Health and Social Care (10 credits)

Advancing the Theoretical Foundations of Nursing (10 credits)

Leadership and Quality Improvement in Healthcare (10 credits)

Students take 2 out of 3 electives:

Advancing the Professional Role (10 credits) (Elective)

Facilitating Learning in the Practice Environment (10 credits) (Elective)

Healthcare Management (10 credits) (Elective)

Dissertation (M.Sc.only) (30 credits)

The M.Sc. carries 90 ECTS credits, the P.Grad.Dip. carries 60 ECTS credits.

6.   Progression: All students register on the M.Sc. Nursing course in the first instance. To progress to the second year of the course students must successfully complete, without compensation between modules, all first year modules and accumulate 60 ECTS points.

Students may exit the course with a P.Grad.Dip. in Professional Nursing Studies, provided they have successfully completed six modules. Students who wish to exit the course at this point and who want to complete an M.Sc. Nursing at a later stage, may choose to do so but must return within four years of completing year one.

7.   Assessment and examination: A combination of assessment methods is used to assess the learning outcomes for the course. In the second year a dissertation must be submitted. The pass mark for all assessments is 50%. Each module must be passed independently; if a student fails a module on the second attempt, this indicates failure of the whole course. Compensation between modules may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook.

8.   Classification of Awards: The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction, which shall require an overall average mark of at least 70% across all taught modules. The M.Sc. may be awarded a mark of Distinction. The award of a taught Masters with Distinction shall require the achievement of a distinction for the dissertation, and an overall average mark for all other modules of at least 70%. A distinction cannot be awarded if a candidate has failed any module during the period of study.

9. Re-admittance to M.Sc.: Students who are eligible for the award of Postgraduate Diploma, without compensation between modules, may opt not to be awarded the P.Grad.Dip and may enter second year of the masters course within four years of having become eligible for the award of P.Grad.Dip.

Students who were awarded a TCD P.Grad.Dip. within the previous four years, without compensation, may re-enter directly into the same subject M.Sc., with the permission of the course committee.

Students who opt to apply to be re-admitted to the course will be required to rescind their P.Grad.Dip. in order to be re-admitted onto the M.Sc. course.

Students who previously exited with the Postgraduate Diploma as a consequence of compensating between modules will not be permitted to re-enter to pursue the Masters in Science.

10. Course Co-ordinator: Prof. Caitriona NicPhilibin

Advanced Nursing Practice (M.Sc./P.Grad.Dip.)

1. Introduction: The aim of the course is to prepare suitably qualified and clinically experienced nurses as Advanced Nurse Practitioners in emergency nursing. The graduate will be eligible to apply to the Nursing & Midwifery Board of Ireland (NMBI) for registration as a Registered Advanced Nurse Practitioner (RANP) in emergency nursing. The course is designed to prepare Advanced Nurse Practitioner candidates support their development as autonomous practitioners, who are clinically competent and skilled in the delivery of high quality direct care to a specific patient /client group. Students coming on the course are expected to achieve a minimum of two weeks experience within a specialist ANP service. In providing a solid academic base to the understanding and development of advanced nursing practice, the course will enable the advanced nurse practitioner candidate to develop her/his role as an autonomous member of the multidisciplinary health care team within the healthcare organisation. In providing advanced study in research methods, the theoretical and practical aspects of management, clinical practice and the delivery of advanced nursing care, the course endeavours to foster in advanced nurse practitioner candidates the ability to become professional leaders in their specialist area of practice. The graduate, equipped with such knowledge and advanced skills will be eligible to apply to the Nursing & Midwifery Board of Ireland for registration as a Registered Advanced Nurse Practitioner (RANP).

This course also meets the NMBI requirements for Nurse Prescribing which is detailed on the students' transcripts. To be awarded the Certificate in Nurse Prescribing the student must register on the Certificate in Nurse Prescribing course.

2. Admission Requirements:

Academic Criteria

1. Hold an honors degree in Nursing Studies or equivalent; and
2. Hold a post-basic qualification in relevant nursing speciality

3. Or otherwise satisfy the course committee that they have the ability to complete and benefit from the course, subject to the discretion/permission of the Dean of Graduate Studies.

Professional Criteria

4. Active Registration with the Nursing and Midwifery Board of Ireland : Applicants must be registered in the General Nursing Division of the active register maintained by the Nursing and Midwifery Board of Ireland; and
5. Have a minimum of five years clinical experience in relevant nursing speciality during the last 8 years and
6. Have received a written commitment from host organisation to support the student for the clinical practicum (to include prescribing of medicinal products and ionising radiation)
7. The host hospital must obtain a satisfactory clinical audit as a suitable learning environment for the relevant speciality

Students who already hold a MSc in Nursing or MSc in Midwifery or relevant subject and who meet the professional requirements as set out above, may be eligible to complete a one year postgraduate diploma in Advanced Practice.

3. Duration: The course takes place over two years on a part-time basis.

4. Course Structure:

The course will commence with one full study week followed by one to two study days per week throughout the academic year.

Approximately 26 days attendance is required in the second year. All students are required to successfully complete all modules specific to their course

5. Modules and European Credit Transfer System (ECTS):

Year One

- Advancing the Professional Role (10 ECTS)
- Prescribing Medicinal Products and Ionising Radiation (10 ECTS)
- Anatomy and Pathophysiology for Advanced Practice (10 ECTS)
- Advancing Physical Assessment (10 ECTS)
- Advanced Practice in a a specialist field of practice (20 ECTS)

Year Two

- Theory and Practice of Enquiry Methods for Healthcare (10 ECTS)
- Leadership and Quality Improvement in Healthcare (10 ECTS)
- Dissertation (30 ECTS)

The M.Sc. carries 110 ECTS credits, the P.Grad.Dip. carries 60 ECTS credits.

6. Progression: All students register on the M.Sc. in Advanced Nursing Practice strand in the first instance. To progress to the second year of the course students must successfully complete, without compensation between modules, all first year modules and accumulate 60 ECTS.

Students who already hold an M.Sc. in Nursing or an M.Sc. in Midwifery or an allied health sciences subject may be eligible to exit at the end of year 1 with a P.Grad.Dip. in Advanced Practice, provided they have successfully completed six modules. Students who wish to exit the course at this point and who want to complete an M.Sc. in Advanced Practice in the same subject strand at a later stage, may choose to do so but must return within four years of completing year one.

7. Assessment and examination: A combination of assessment methods is used to assess the learning outcomes for the course. In the second year a dissertation must be submitted. The pass mark for all assessments is 50%. Each module must be passed

Comment [AW23]: As this course is undergoing professional (NMBI) revalidation as a generic ANP course it is likely that there will be some changes for noting at GSO in the coming months

Comment [AW24]: As this course is undergoing professional (NMBI) revalidation as a generic ANP course it is likely that there will be some changes for noting at GSO in the coming months

independently; if a student fails a module on the second attempt, this indicates failure of the whole course. Compensation between modules may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook.

8. **Classification of Awards:** The Postgraduate Diploma in Advanced Practice may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction, which shall require an overall average mark of at least 70% across all taught modules. The M.Sc. in Advanced Practice may be awarded a mark of Distinction. The award of a taught Masters with Distinction shall require the achievement of a distinction for the dissertation, and an overall average mark for all other modules of at least 70%. A distinction cannot be awarded if a candidate has failed any module during the period of study.

9. **Re-admittance to the M.Sc:** Students who are eligible for the award of Postgraduate Diploma in Advanced Practice, without compensation between modules, may opt not to be awarded the P.Grad.Dip and may enter second year of the masters course within four years of having become eligible for the award of P.Grad.Dip.

Students who were awarded a P.Grad.Dip. within the previous four years, without compensation, may re-enter directly into the same subject M.Sc., with the permission of the course committee.

Students who opt to apply to be re-admitted to the course will be required to rescind their P.Grad.Dip. in order to be re-admitted onto the M.Sc. course.

Students who previously exited with the Postgraduate Diploma as a consequence of failing the dissertation or as a consequence of compensating between modules will not be permitted to re-enter to pursue the Masters.

10. Course Co-ordinator: Prof. Caitriona NicPhilibin

Nursing – Child Health and Wellbeing (M.Sc./P.Grad.Dip)

1. Introduction: The aim of the M.Sc. in Nursing – Child Health and Wellbeing is to provide a solid academic base to the understanding and development of nursing practice in the area of child health and illness. The strand will strengthen and develop the knowledge, skills, competencies and attitudes of the participants, thus enabling them to fulfil their highest potential in the personal, professional and practice arena of children's health. The strand will provide advanced study in research methods, the theoretical and practical aspects of management, clinical practice and leadership and child health perspectives as well as contemporary issues in child health and wellbeing. It is anticipated that graduates of this strand, in applying their learning, will be enabled to promote and develop excellence in children's illness, child health and wellbeing in primary, secondary and tertiary health care services.

2. Admission Requirements:

1. Registration as a nurse with the Nursing and Midwifery Board of Ireland or in the case of international applicants, be registered as a professional nurse who is entitled to practice as a qualified or registered nurse in their own country.
2. An honors degree in nursing or a related discipline
3. Or otherwise satisfy the course committee that they have the ability to complete and benefit from the course, subject to the discretion/permission of the Dean of Graduate Studies.

> **Comment [AW25]:** Please note that the changes agreed in 2014 regarding entry criteria (honours degree without reference to a classification) were agreed at a meeting with the Dean of GS and Helen Thornbury in December and need to be resubmitted for AR to make the changes.

3. Duration: The course takes place over two years on a part-time basis or one year on a full-time basis.

4. Course Structure: A blended learning approach is utilised in the delivery of theoretical content, including lectures, group discussion, Blackboard and self-directed learning. The assessment process used is a combination of written and practical assignments.

Year 1 of the part-time taught masters course usually starts with a full week in September and will continue with classes on Thursdays until December. The course recommences in January 2014 continues on Thursdays until the end of March or early April. There is some web-based learning involved.

Attendance in Year 2 of M.Sc. courses involves attending a selection of workshops run from September to March. These workshops are designed to support students as they progress through the various stages of their final year dissertation. Students will be free to attend any of the workshops on offer. At the end of Year 2, M.Sc. students will write a dissertation on a chosen subject related to their field of study.

 Full-time students attend on scheduled Wednesdays and Thursdays.

5. Modules and European Credit Transfer System (ECTS)

Modules

Theory and Practice of Enquiry Methods for Health Care (10 credits)

Ethics and Law in Health and Social Care (10 credits)

Advancing the Theoretical Foundations of Nursing (10 credits)

Leadership and Quality Improvement in Healthcare (10 credits)

Contemporary Issues in Child Health and Wellbeing (10 credits)

Child Health Provision in the Community (10 credits)

Dissertation (M.Sc.only) (30 credits)

The M.Sc. carries 90 ECTS credits, the P.Grad.Dip. carries 60 ECTS credits.

6. **Progression:** All students register on the M.Sc. Nursing – Child Health and Wellbeing strand in the first instance. To progress to the second year of the course students must successfully complete, without compensation between modules, all first year modules and accumulate 60 ECTS.

Students may exit the course with a P.Grad.Dip. in Professional Nursing Studies, provided they have successfully completed six modules. Students who wish to exit the course at this point and who want to complete an M.Sc. Nursing at a later stage, may choose to do so but must return within four years of completing year.

7. **Assessment and examination:** A combination of assessment methods is used to assess the learning outcomes for the course. In the second year a dissertation must be submitted. The pass mark for all assessments is 50%. Each module must be passed independently; if a student fails a module on the second attempt, this indicates failure of the whole course. Compensation between modules may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook.

8. **Classification of Awards:** The M.Sc. may be awarded a Distinction. The award of a taught Masters with Distinction will require the achievement of a distinction (70% or above) for the dissertation, and an aggregate score of 70% or above in all other modules. A distinction cannot be awarded if a candidate has failed any module during the period of study.

The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction (aggregate score of 70% or above).

9. Re-admittance to the M.Sc: Students who are eligible for the award of Postgraduate Diploma, without compensation between modules, may opt not to be awarded the P.Grad.Dip and may enter second year of the masters course within four years of having become eligible for the award of P.Grad.Dip.

Students who were awarded a TCD P.Grad.Dip. within the previous four years, without compensation, may re-enter directly into the same subject M.Sc., with the permission of the course committee.

Students who opt to apply to be re-admitted to the course will be required to rescind their P.Grad.Dip. in order to be re-admitted onto the M.Sc. course.

Students who previously exited with the Postgraduate Diploma as a consequence of failing the dissertation or as a consequence of compensating between modules will not be permitted to re-enter to pursue the Masters in Science.

10. Course Co-ordinator: Prof. Caitriona NicPhilibin

Nursing (Nurse/ Midwife Prescribing) (Cert.) NFQ Level 8

1.   Introduction: The aim of this Certificate in Nursing (Nurse/ Midwife Prescribing) is to equip nurses or midwives with the requisite knowledge, skills and competence to prescribe medicinal products safely and effectively. Upon successful completion of this course, the graduate will be eligible to apply to the Nursing and Midwifery Board of Ireland for registration as a Registered Nurse Prescriber. There will be two intakes per year; in January and September.

2.   Admission Requirements: Each applicant must meet all three types of criteria namely professional, academic and clinical as follows:

Professional:

• Have an active registration with the Nursing and Midwifery Board of Ireland: applicants must be registered in the General, Psychiatric, Children's, Intellectual Disability, Midwifery or Public Health Nurse divisions of the active register maintained by the Nursing and Midwifery Board of Ireland; and

• Have a minimum of three years post-registration clinical experience during the last five years with at least one year full time experience in the specific area of practice.

Academic:

• Possess competencies recognised at Level 8 of the National Framework of Qualifications (for example a Higher Diploma or an Honors Bachelor degree); and,

• Demonstrate evidence of further post-registration education (for example completion of the Nursing and Midwifery Board of Ireland category I or II courses or other postgraduate courses).

Clinical Practice Experience:

• Be employed in a clinical area that is approved by the course team and satisfies the Nursing and Midwifery Board of Ireland Requirements and Standards.

• Submit a written commitment from the host organisation supporting the applicant for the clinical practicum. A Site Declaration Form signed by the Director of Nursing/Midwifery/ Public Health Nursing (or relevant nurse/midwife manager) must be submitted with the entry application.

• Submit a written confirmation from a medical practitioner who has agreed to act as a mentor for the required term of supervised practice (this mentor should also sign the Site Declaration Form).

• Be familiar with information technology in particular email and internet use and have access to computer facilities including email and internet.

3.   **Duration:** The course is offered on a part-time basis over one-year.

4.   **Course structure:** The course is composed of three modules, each of which will require students to carry out clinical practicum, attend Trinity-based theory lectures and follow the course material by the e-learning method. Students are required to attend the University for approximately ten days over the course of the year. In addition there is requirement for twelve days clinical exposure.

5.   **Modules and European Credit Transfer System (ECTS):** This Certificate carries 30 ECTS credits:

Health and Physical Assessment (10 credits)

Prescribing Medicinal Products (10 credits)

Professional, Ethical and Legal Issues of Nurse and Midwife Prescribing (10 credits)

Clinical Practicum

6.   Progression: To be awarded the Certificate, a student must successfully complete all three modules to the value of 30 credits.

7.   Assessments and examinations: A combination of assessment methods is used to assess the learning outcomes for the course. This includes a written assignment, an exam, clinical portfolio, Observed Structured Clinical Examination (OSCE) and Objective Structures Long Examination Record (OSLER). The pass mark for all assessments is 50%. Each module must be passed independently and all practice assessments must be passed without compensation. If a student fails a module on the second attempt, this indicates failure of the whole course.

8.   Classification of Award: The Certificate may be awarded with Distinction. The award of Distinction will require the achievement of an aggregate score of 70% or above in the three modules. A Distinction cannot be awarded if a candidate has failed any module during the period of study.

9.   Course Co-ordinator: Prof. Caitriona NicPhilibin

Nursing Specialist
(M.Sc./P.Grad.Dip./P.Grad.Cert.)

1. Introduction: This Masters course is designed to provide solid academic base to the understanding and development of nursing practice. Graduates of this course, in applying their learning, can be expected to provide quality nursing care and promote and develop excellence in their practice setting. The course provides advanced study in research methods, the theoretical and practical aspects of management, clinical practice and leadership.

2. Admission Requirements:

Admission to the strand will be subject to place availability. The entry criteria for this strand are:

1. Current registration on the appropriate nursing division of the Nursing and Midwifery Board of Ireland Active Register
2. Two years post-registration clinical experience since first registration
3. Twelve months experience (within the last two years) in the specialty at the time of application
4. Candidates must also fulfil one of the following criteria:
   a) An honors degree in nursing or a related discipline or equivalent professional and academic qualification or satisfy the selection committee that they have the academic ability to successfully complete the course, subject to the discretion/permission of the Dean of Graduate Studies.
   b) Each student will be engaged in specific practice settings in Ireland relevant to each individual strand for the duration of the course of study.
   c) Additional criteria may be required by individual Health Service Providers.

3. Duration: The course is offered on a part-time basis over two years.

4. Course structure: The course commences with one full study week followed by one to two study days per week. It consists of core modules (10 ECTS each), specialist modules (10 ECTS each) and a dissertation (30 ECTS). Students on the Nursing strand may take 2 out of 3 electives, as well as the other core modules. All core modules are compulsory. In addition, modules specific to particular strands on the course must be completed.

5. Modules and European Credit Transfer System (ECTS):

The following modules are common to all strands:

Theory and Practice of Enquiry Methods for Health Care (10 credits)

Leadership and Quality Improvement in Healthcare (10 credits)

Dissertation (MSc only) (30 credits)

In addition, students take four mandatory specialist modules per speciality:

Renal:

Haemodialysis and Allied Therapies (10 credits)

Nephrology Nursing (10 credits)

Transplantation and Peritoneal Dialysis (10credits)

Supervised Practice Placement (Renal) (10 credits)

Cardiovascular:

Introduction to the Nursing Management of a Cardiovascular Patient (10 credits)

Advanced Nursing Management of a Patient with Electro-Physiological Dysfunction (10 credits)

Advanced Nursing Management of a Patient with Cardiovascular Dysfunction (10 credits)

Supervised Practice Placement (Cardiovascular) (10 credits)

Intensive Care:

Nursing Care and Management of Critically-Ill Patients with Multi-System Dysfunction (10 credits)

Principles of Intensive Care Nursing (10 credits)

Assessment of the Critically-Ill Patient (10 credits)

Supervised Practice Placement (ICU) (10 credits)

Perioperative Care:

Principles of Perioperative Nursing (10 credits)

Nursing Management of the Perioperative Patient (10 credits)

Perioperative Department Management (10 credits)

Supervised Practice Placement (Perioperative) (10 credits)

Emergency Nursing:

Nursing Management of Medical Emergencies (10 credits)

Nursing Management of Paediatric and Mental Health Emergencies (10 credits)

Management of Surgical Emergencies and Trauma Nursing (10 credits)

Supervised Practice Placement (ED) (10 credits)

Comment [AW29]: There is a programme of revisions to the CVC specialist modules which may necessitate slight changes to be approved by GSC at a later date

Orthopaedics:

Applied Science and Principles of Orthopaedic Nursing (10 credits)

Principles of Elective Orthopaedic Nursing (10 credits)

Principles of Trauma Orthopaedic Nursing (10 credits)

Supervised Practice Placement (Orthopaedic) (10 credits)

Cancer and Haematology Nursing:

Cancer and Haematology Nursing (10 credits)

Psychosocial Issues in Haemato-oncology Nursing (10 credits)

Haemato-oncology Nursing (10 credits)

Supervised Practice Placement (CH) (10 credits)

The P.Grad.Dip. in Nursing – Specialist carries 60 ECTS carries irrespective of the strand. The M.Sc. in Nursing – Specialist carries 90 ECTS credits. The P.Grad.Cert. is the equivalent of 30 ECTS irrespective of the strand.

6. Progression: To progress to the dissertation year, part-time masters students must successfully complete all the requirements of the P.Grad.Dip. as detailed in the course handbook. Students may, following consultation with the course Co-ordinator, opt not to progress to the dissertation year. Full-time masters students may choose not to progress to the dissertation during year one. If a student chooses either option, the student will be eligible for consideration for the award of a Postgraduate Diploma in Specialist Nursing provided that six modules of the course have been successfully passed and 60 ECTS have been. Alternatively, the student may be eligible for consideration to exit with an award of a Postgraduate Certificate in Specialist Nursing provided that three specialist modules have been successfully completed and 30 ECTS have been accumulated. In addition, eligible students may elect to exit with a Postgraduate Certificate (Clinical)

> **Comment [AW30]:** P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

provided they have completed three specialist (30 ECTS) and one clinical module (10 ECTS). For all other strands – all students register on the M.Sc. course in the first instance. To progress to the second year of the part-time course students must successfully complete all the requirements of the first year as detailed in a particular strand handbook. Students who chose not to progress to the second year of the Masters course and who have successfully completed 60 ECTS may opt to be awarded with a Postgraduate Diploma.

7. Re-admittance to M.Sc.: For M.Sc. Specialist Nursing Strand – Students who are eligible for the award of Postgraduate Certificate may opt not to be awarded the P.Grad.Cert. and may be re-admitted to the P.Grad.Dip. / M.Sc. within three years of having become eligible for the award of P.Grad.Cert. Students who are eligible for the award of Postgraduate Diploma may opt not to be awarded the P.Grad.Dip and may be re-admitted to the second year of the masters course within four years of having become eligible for the award of P.Grad.Dip. Students who were awarded a P.Grad.Cert. in Specialist Nursing within the previous four years may be re-admitted directly into the P.Grad.Dip. / M.Sc., with the permission of the course committee. Such students must undertake an additional 30 ECTS as per course regulations, for the P.Grad.Dip. and an additional 60 ECTS (to include a Dissertation) for the M.Sc. For those students, the Postgraduate Diploma will be awarded on the basis of up to 60 ECTS and the Masters of up to 90 ECTS. Students who were awarded the P.Grad.Cert. must rescind their P.Grad.Cert. in order to be re-admitted to the P.Grad.Dip./M.Sc.

Students who were awarded a P.Grad.Dip. in Specialist Nursing within the previous four years may be re-admitted directly into year two of the course, with the permission of the course committee. Such students must undertake the dissertation modules of 30 ECTS credits. For those students, the Masters will therefore be awarded on the basis of up to 90 ECTS. Students who previously exited with the Postgraduate Diploma as a consequence of failing the dissertation may not be re-admitted to pursue the Masters.

Students who previously exited with the Postgraduate Diploma as a consequence of failing the dissertation will not be permitted re-admittance to pursue the Masters. Compensation may be permitted at the discretion of the Supplemental Court of Examiners, under specific

Comment [AW31]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

Comment [AW32]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

conditions as outlined in the Course Handbook, however, students who are permitted compensation will not be allowed to progress to the M.Sc. year of the course.

8. **Assessments and examinations:** A combination of assessment methods is used to assess the learning outcomes for the course. In the second year a dissertation must be submitted. The pass mark for all assessments is 50%. Each module must be passed independently and all practice assessments must be passed. If a student fails a module on the second attempt, this indicates failure of the whole course. Compensation may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook.

9. **Classification of Award:** For Specialist Nursing Strand only – The Postgraduate Certificate may be awarded at two levels (i) Postgraduate Certificate and (ii) Postgraduate Certificate with Distinction, which shall require an overall average mark of at least 70% across all taught modules. For all other strands – The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction, which shall require an overall average mark of at least 70% across all taught modules. The M.Sc. may be awarded a mark of Distinction. The award of a taught Masters with Distinction will require the achievement of a distinction for the dissertation, and an overall average mark for modules of the course of at least 70%. A distinction cannot be awarded if a candidate has failed any module during the period of study.

Comment [AW33]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

10. **Course Co-ordinator:** Prof. Fintan Sheerin

Palliative Care (Including Palliative Care International) (M.Sc./P.Grad.Dip./P.Grad.Cert.)

1. Introduction: The aim of this inter-disciplinary course is to provide an opportunity for students to develop a comprehensive academic and evidence-based approach to their practice and to explore critically and critique palliative care service provision.

2. Admission Requirements:

1. For the duration of the course, be employed in an area where the principles of palliative care are operationalized when caring for individuals with life threatening illness and their families; and
2. Hold an honours degree in a health professional or related subject area.
3. Otherwise satisfy the selection panel that they have the ability and/or the experience to complete the course successfully, subject to the discretion/permission of the Dean of Graduate Studies.

Comment [AW34]: Please note that the changes agreed in 2014 regarding entry criteria (honours degree without reference to a classification) were agreed at a meeting with the Dean of GS and Helen Thornbury in December and need to be resubmitted for AR to make the changes.

3. Duration: Two years, part-time.

4. Course structure: The course will commence with one full study week followed by one to two study days per week throughout the academic year. The specialist component of the course will be delivered in various study blocks. All students are required to complete successfully all theoretical and clinical practice modules. Students are required to undertake a total of 120 hours of supernumerary clinical practice within Specialist palliative care in year one of the course.

5. Modules and European Credit Transfer System (ECTS):

Modules

Theory and Practice of Enquiry Methods for Health Care (10 credits)

Ethics and Law in Health and Social Care (10 credits)

Palliative Care Philosophy, Concepts and Debate (10 credits)

Palliative approaches to pain and symptom management (10 credits)

Psychosocial, spiritual and therapeutic issues in palliative care (10 credits)

Leadership and Quality Improvement in Healthcare (10 credits)

Dissertation (30 credits)

The M.Sc. is 90 ECTS, the P.Grad.Dip. is 60 ECTS and the P.Grad.Cert is 30 ECTS.

6. Progression: To progress to the dissertation year, part-time masters students must successfully complete all the requirements of the P.Grad.Dip.as detailed in the course handbook. Students may, following consultation with the course Co-ordinator, opt not to progress to the dissertation year. Full-time masters students may choose not to progress to the dissertation during year one. If a student chooses either option, the student will be eligible for consideration for the award of a Postgraduate Diploma in Palliative Care provided that six modules of the course have been successfully passed and 60 ECTS have been accumulated. Alternatively, the student may be eligible for consideration to exit with an award of a Postgraduate Certificate in Palliative Care provided that three specialist modules have been successfully completed and 30 ECTS have been accumulated.

Comment [AW35]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

7. **Assessment and examinations:** A combination of assessment strategies is used to assess the learning outcomes for the course. In the second year a research dissertation must be submitted. The pass mark for all assessments is 50%. Each module must be passed independently and all practice assessments must be passed without compensation. In cases where students fail to achieve a pass grade in a written assignment, a re-submission will be permitted with a deadline for re-submission, as outlined in the course handbook. Only one r-submission will be allowed, and the maximum mark awarded for the re-submitted assignment is 50%. If a student fails a module on the second attempt, this indicates failure of the whole course. Compensation may be permitted at the discretion of the supplemental Court of Examiners, under specific conditions as outlined in the course handbook.

8. **Classification of Award:** The Postgraduate Certificate may be awarded at two levels (i) Postgraduate Certificate and (ii) Postgraduate Certificate with Distinction, which shall require an overall average mark of at least 70% across all taught modules.The Postgraduate Diploma may be awarded at two levels (i) Postgraduate Diploma and (ii) Postgraduate Diploma with Distinction, which shall require an overall average mark of at least 70% across all taught modules. The M.Sc. may be awarded a mark of Distinction. The award of a taught Masters with Distinction shall require the achievement of a distinction for the dissertation, and an overall average mark for the course of at least 70%. A distinction cannot be awarded if a candidate has failed any module during the period of study.

9. **Re-admittance to M.Sc.:** Students who are eligible for the award of Postgraduate Certificate may opt not to be awarded the P.Grad.Dip. and may re-enter the P.Grad.Dip. / M.Sc. within four years of having become eligible for the award of P.Grad.Cert. Students who are eligible for the award of Postgraduate Diploma may opt not to be awarded the P.Grad.Dip and may enter second year of the masters course within four years of having become eligible for the award of P.Grad.Dip. Students who were awarded a TCD

Comment [AW36]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

Comment [AW37]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

Comment [AW38]: P.Grad.Cert. pathway approved by GSO in 2014; to be operationalised per specialism for September 2016 intake

P.Grad.Cert. within the previous four years may re-enter directly into the P.Grad.Dip. / M.Sc., with the permission of the course committee. Such students must undertake an additional 30 ECTS per course regulations, for the P.Grad.Dip. and an additional 60 ECTS (to include a Dissertation) for the M.Sc. For those students, the Postgraduate Diploma will be awarded on the basis of up to 60 ECTS and the Masters of up to 90 ECTS. Students who were awarded the P.Grad.Cert. must rescind their P.Grad.Cert. in order to re-enter onto the P.Grad.Dip./M.Sc. Students who were awarded a TCD P.Grad.Dip. in Palliative Care within the previous four years may enter directly into year two of the course, with the permission of the course committee. Such students must undertake additional modules of up to 30 ECTS credits, in addition to the dissertation, to accrue up to an additional 60 ECTS credits. Students who previously exited with the Postgraduate Diploma as a consequence of failing the dissertation will not be permitted to re-enter to pursue the Masters.

10. **Course Co-ordinator:** Prof. Kevin Connaire

Specialist Practice (P.Grad.Cert.)

See separate word document for this calendar entry

Top Up (P.Grad.Dip.)

See separate word document for this calendar entry

School of Nursing and Midwifery Calendar part III change for 2016/17 (part 2) indicating that completion of the P.Grad.Cert. without compensation across modules is the pre-requisite for direct re-admittance to the corresponding Top Up Diploma.

http://www.tcd.ie/calendar/1516-2/part-iii/specific-regulations-for-taught-graduate-courses-by-faculty/faculty-of-health-sciences/school-of-nursing-and-midwifery/specialist-practice-p-grad-cert/

Specialist Practice (P.Grad.Cert.)P.Grad Cert in (course strand) (a parent course for the following course strands):

P.Grad.Cert. in Child, Adolescent and Family Mental Health

P.Grad.Cert. in Psychosocial Interventional in Mental Health

P.Grad.Cert. in Mental Health

P.Grad.Cert. in Mental Health

P.Grad.Cert in Palliative Care

P.Grad.Cert in Gerontological Nursing

P.Grad.Cert. in Accident & Emergency Specialist Nursing

P.Grad.Cert. in Accident & Emergency Specialist Nursing

P.Grad.Cert. in Accident & Emergency Specialist Nursing

P.Grad.Cert in Cardiovascular Care Specialist Nursing

P.Grad.Cert in Cardiovascular Care Specialist Nursing

P.Grad.Cert in Cardiovascular Care Specialist Nursing

P.Grad.Cert in Cardiovascular Care Specialist Nursing

P.Grad.Cert in Cancer Care & Haematology Specialist Nursing

P.Grad.Cert in Cancer Care & Haematology Specialist Nursing

P.Grad.Cert in Cancer Care & Haematology Specialist Nursing

P.Grad.Cert in Cancer Care & Haematology Specialist Nursing

P.Grad.Cert in Child Health & Wellbeing Nursing

P.Grad.Cert in Child Health & Wellbeing Nursing

P.Grad.Cert in Intensive Care Specialist Nursing

P.Grad.Cert in Intensive Care Specialist Nursing

P.Grad.Cert in Intensive Care Specialist Nursing

P.Grad.Cert in Orthopaedic Specialist Nursing

P.Grad.Cert in Orthopaedic Specialist Nursing

P.Grad.Cert in Peri-Operative Specialist Nursing

Comment [JL1]: Hyperlink should also point to p-grad-cert (course strand)/

Course Details: This P.Grad.Cert. in Specialist Practice course has been developed, in partnership with associated health service providers, to meet the demands and challenges within the health care system and specifically within specialist care. The course is firmly grounded in a body of knowledge and clinical expertise that aims to promote excellence in the area of specialist care practice. It is also designed to provide academically robust education for the students and the various modules offered develop and complement subjects undertaken at degree or 'equivalent' level.

Students must accumulate 30 ECTS and successfully complete three modules for the award of P.Grad.Cert. in Specialist Practice. Students who successfully complete the P.Grad.Cert. in Specialist Practice without compensation are eligible for direct re-admittance to entry to the relevant Top Up M.Sc./P.Grad. Dip. /M.Sc. course

Duration: One year, part-time.

Admission Requirements Specialist Nursing strands:

Admission to the strand will be subject to place availability. The entry criteria for this strand are:

- Current registration on the appropriate nursing division of the Nursing and Midwifery Board of Ireland Active Register

- Two years post-registration clinical experience since first registration

- Twelve months experience (within the last two years) in the specialty in Ireland at the time of application.

- Candidates must also fulfil one of the following criteria:

An honours degree in nursing or a related discipline or equivalent professional and academic qualification or satisfy the selection committee that they have the academic ability to successfully complete the programme, subject to the discretion/permission of the Dean of Graduate Studies.

- Each student will be engaged in specific practice settings in Ireland relevant to each individual strand for the duration of the programme of study.

- Additional criteria may be required by individual Health Service Providers.

Admission Requirements Gerontological Nursing strand:

The candidate must satisfy all of the following criteria:

- be registered as a nurse on the live register with Nursing and Midwifery Board of Ireland and

- be working in an area where gerontological nursing care is delivered in Ireland for the duration of the course;

- have a minimum of one year ~~of~~s full-time clinical nursing practice or equivalent recent clinical nursing practice since first registration and

- hold an honors degree in nursing studies or equivalent

- or otherwise satisfy the course committee that they have the ability to complete and benefit from the course subject to the discretion/permission of the Dean of Gradu~~d~~ate Studies.

Admission Requirements Interdisciplinary – Mental Health:

- be currently working in mental health/mental illness field; and

- normally hold an ~~honors~~honours degree in a relevant discipline; or

- otherwise satisfy the selection panel that they have the ability to complete and benefit from the programme subject to the discretion/permission of the Dean of Gradu~~d~~ate Studies.

Note, this strand is open to a wide range of professionals. Nurses undertaking this strand must have current registration on the appropriate division of the Nursing and Midwifery Board of Ireland live register.

Admission Requirements Interdisciplinary – Mental Health incl the Psychosocial Interventions strand:

- be currently working in mental health/mental illness field; and

- normally hold an ~~honors~~honours degree in a relevant discipline; or

- otherwise satisfy the selection panel that they have the ability to complete and benefit from the programme, subject to the discretion/permission of the Dean of Gradu~~d~~ate Studies.

Note, this strand is open to a wide range of professionals. Nurses undertaking this strand must have current registration on the appropriate division of the Nursing and Midwifery Board of Ireland live register.

Admission Requirements Interdisciplinary – Mental Health –Child, Adolescent and Family strand:

- be currently working in child, adolescent and family mental health services; and

- be currently employed in the area of mental health/mental illness/child, adolescent and family services; and

- ~~be currently employed in the area of mental health/mental illness/child, adolescent and family services and have Garda clearance for working with children and adolescents and~~

- normally hold an ~~honors~~honours degree in a relevant discipline; or

- otherwise satisfy the selection panel that they have the ability to complete and benefit from the programme, subject to the discretion/permission of the Dean of Gradudate Studies.

Note, this strand is open to a wide range of professionals. Nurses undertaking this strand must have current registration on the appropriate division of the Nursing and Midwifery Board of Ireland live register.

Admission Requirements Interdisciplinary – Palliative Care strand:

- For the duration of the course, candidates must be employed in Ireland in an area where the principles of palliative care are operationalised when caring for individuals with life threatening illness and their families.

- Have a minimum of one year of s clinical experience in palliative care practice within the last 2 years and.

- Hold at least an upper second-class honorshonours degree in a health professional or related subject area.

- Otherwise satisfy the selection panel that they have the ability to complete and benefit from the course, subject to the discretion/permission of the Dean of Gradudate Studies.

Note, this strand is open to a wide range of professionals. Nurses undertaking this strand must have current registration on the appropriate division of the Nursing and Midwifery Board of Ireland live register. Please visit the Nursing and Midwifery Board of Ireland website for information on registering as a nurse or midwife in Ireland.

Admission Requirements Interdisciplinary – Dementia:

- For the duration of the course all applicants are required to be working in an area where dementia care is delivered;

- Normally hold an honors degree in a relevant discipline;

- Otherwise satisfy the selection panel that they have the ability to complete and benefit from the course, subject to the discretion/permission of the Dean of Gradudate Studies.

Note, this strand is open to a wide range of professionals. Nurses undertaking this strand must have current registration on the appropriate division of the Nursing and Midwifery Board of Ireland live register.

Interdisciplinary Dementia:

1. Ways of Understanding Dementia and Dementia

2. Critical Issues in Assessment and Care Planning

3. Enhancing the Experience of Living with Dementia

Interdisciplinary Mental Health – Psychosocial Interventions:

1. Deconstructing Theoretical Perspectives on Human Distress

2. Working with People Who Experience Psychosis or Related Experiences

3. Inter-Professional Family Work

Interdisciplinary Mental Health – Child, Adolescent and Family

1. Working with People Affected by Eating Disorders

2. Theoretical Perspectives in Child, Adolescent and Family Mental Health (10 credits)

3. Enhancing Practice in Child, Adolescent and Family Mental Health (10 credits)

Interdisciplinary Mental Health:

Deconstructing Theoretical Perspectives on Human Distress

and a choice of two of the following:

Advancing Therapeutic Engagement Skills

Interface Between Mental Health and Criminal Justice

Working with People Affected by Eating Disorders

Suicide, Suicidal Behaviour and Self-harm

Promoting Equality, Citizenship and Social Inclusion for users of the Mental Health Services

Working with People Who Experience Psychosis or Related Experiences

Inter-Professional Family Work

Interdisciplinary Palliative Care:

1. Palliative Care Philosophy: Concepts and Debates

2. Palliative Approaches to Pain and Symptom Management

3. Psychosocial, Spiritual and Therapeutic Issues in Palliative Care

Interdisciplinary Gerontological Nursing:

1. Advancing Gerontological Nursing Practice

2. Promoting Health and Well Being with the Older Person

3. 3. Fundamentals of Palliative and End of Life Care~~Gerontological Nursing: Concepts and Practice~~

Nursing Specialist – Emergency:

1. Nursing Management of Medical Emergencies

2. Nursing Management of Medical, Paediatric and Mental Health Emergencies

3. Management of Surgical Emergencies and Trauma Nursing

Nursing Specialist – Intensive Care:

1. Principles of Intensive Care Nursing

2. Management of the Critically Ill Adult 1

3. Management of the Critically Ill Adult 2

Nursing Specialist – Cardiovascular:

1. Introduction to the Nursing Management of a Cardiovascular Patient

2. Advanced Nursing Management of a Patient with Electro-Physiological Dysfunction

3. Advanced Nursing Management of a Patient with Cardiovascular Dysfunction

Nursing Specialist – Renal:

1. Nephrology Nursing

2. Transplant and Peritoneal Dialysis Nursing

3. Haemodialysis and Allied Therapies Nursing

Nursing Specialist – Cancer Care and Haematology:

1. Cancer and Haematology Nursing

2. Psychosocial Issues in Haemato-Oncology Nursing

3. Haemato-Oncology Nursing

Nursing Specialist – Peri-Operative:

1. Principles of Perioperative Nursing

2. Peri-Operative Department Management

3. Nursing Management of the Perioperative Patient

Nursing Specialist – Orthopaedic:

1. Applied Science and Principles of Orthopaedic Nursing

2. Principles of Trauma Orthopaedic Nursing

3. Principles of Elective Orthopaedic Nursing

All Modules are 10 ECTS.

Course Co-ordinator: The Course Co-ordinator of the relevant M.Sc./P.Grad.Dip. course.

Draft Minutes of the Royal Irish Academy of Music
Associated College Degrees Committee
(RIAM ACDC)
Wednesday 3 February 2016 at 9am-11am
Conference Room 2026, Arts Building

Present:
Registrar (Chair): Prof. Shane Allwright
Senior Lecturer/Dean of Undergraduate Studies: Prof. Gillian Martin
Dean of Graduate Studies: Prof. Aideen Long
Head of the School of Education: Prof. Michael Shevlin
Head of School of Drama, Film and Music: Prof. Brian Singleton
2nd Rep from the School of Drama, Film and Music: Prof. Richard Duckworth
Quality Officer: Roisin Smith
RIAM: Director & RIAM Research Representative: Deborah Kelleher
RIAM: Chair of Doctorate in Music Performance Committee: Dr Kevin O'Connell
RIAM: Chair of B Mus Ed Course Committee (RIAM): Marie Moran
RIAM: Administrative Officer (Registry): Frances Hogan

Apologies:
2nd Representative from the School of Education: Prof. Marita Kerin
Academic Secretary (or nominee)
RIAM: Chair of Bachelor in Music Performance/Music Composition Committees:
Kathleen Tynan
RIAM: Chair of Master in Music Performance Committee: William Dowdall
RIAM: Chair of Diploma in Music Teaching & Performance Committee:
Elizabeth Csibi

In attendance:
RIAM ACDC Secretary Ewa Sadowska

Section A

RIAM ACDC/15-16/60   Minutes of RIAM ACDC of 4 November 2015
The minutes of the meeting were approved as circulated.

RIAM ACDC/15-16/61   Matters arising
The Registrar ran through the six *actions* and noted that they were completed as
follows:

> *Re **RIAM ACDC/14-15/49 Action 1:*** The Head of School of Education signed two nomination
> forms for Visiting Research Fellows of the AERG Research Group of the School of Education
> for Ms Deborah Kelleher and Dr Jennifer McCay, and they were submitted to the HR.

> *Re **RIAM ACDC/15-16/55 Action 2:*** The Quality Officer forwarded all the relevant
> documentation to RIAM in early January 2016.

> *Re **RIAM ACDC/15-16/58 Action 4:*** The nomination of Dr Spratt had been clarified, and
> Council (Minute CL/15-16/070) approved the nominations of Dr Doherty Hayden, Prof. White
> and Dr Spratt as external examiners.

Re RIAM ACDC/15-16/58 Action 5: The Council (Minute CL/15-16/070) approved the recommended change to the membership of the course committee for each of the RIAM degree programmes validated by Trinity.

Re RIAM ACDC/15-16/58 Action 6: The minutes from the previous year's course committee meetings were submitted to RIAM ACDC Secretary by the Administrative Officer from the RIAM Registry for noting in Section B of the agenda as a standing item once a year at a Hilary Term meeting. It was agreed that going forward all items requiring ACDC attention will be highlighted.

Re RIAM ACDC/15-16/59 Action 7: The Administrative Officer from the RIAM Registry advised the RIAM ACDC Secretary of two new incoming staff to the RIAM ACDC committee William Dowdall and Elizabeth Csibi and resignation of Dr Orla McDonagh.

The following outstanding *actions* were noted:

Re RIAM ACDC/15-16/57 Action 3: The RIAM Director clarified that it was too late to include an online reference to Trinity's plagiarism website in RIAM's course booklets this year because the booklets had already been published but this will be done next year. It was agreed that the link to Trinity's plagiarism website would be uploaded with a note that students should consult it as it contains a number of useful resources.

Re RIAM ACDC/15-16/57 Action 8: Prof. Duckworth explained that an update of the Department of Music website would be completed within the course of this academic year. The update request was in a queue with the Web Office in College. The Registrar was willing to liaise with the Web Office should the update not have been completed by the following RIAM ACDC meeting.

RIAM ACDC/15-16/62   Update on QQI Quality Assurance of Linked Providers – standing item

With respect to the *RIAM ACDC/14-15/42 Action 1* the Quality Officer informed the committee that QQI had recently released *Guidelines* for consultation related to the universities and their linked providers required under the QQI Act 2012. Changes to the legislation related to the introduction of the International Education Mark (IEM) were expected to follow the General Election.

The Quality Officer noted that she had circulated to the RIAM in early January 2016 the following new key documentation: the QQI *Policy on Quality Assurance Guidelines* (dated December 2015), the QQI White Paper on *Statutory Quality Assurance Guidelines for Flexible and Distributed Learning* (marked for consultation) and the QQI *White Paper on Core Statutory Quality Assurance (QA) Guidelines* (also marked for consultation). The Quality Officer encouraged RIAM to feedback directly to the QQI on the documentation.

The Quality Officer explained that the *Core Statutory Guidelines* have been informed by the *European Standards and Guidelines for Quality Assurance in Higher Education*; which identifies eleven core areas in which all providers are expected to have quality assurance procedures in place, and proposes what is expected of provider procedures in these areas.

The Quality Officer further noted that the Administrative Officer (RIAM Registry) had attended a QQI forum for all providers on the *White Paper* on Friday 29th January. The Quality Officer noted that the universities in their role as Designated Award

Bodies (DAB) requested a separate meeting with the QQI in order to discuss a uniform approach in their role as regulators with respect to their linked providers under the Act.

Extrapolating to progressing a RIAM QA situation, the Quality Officer stated that the first step, or trigger, is the formal publication by QQI of the *Core Statutory Requirements* and the sector specific guidelines for Designated Awarding Bodies. Following this RIAM would be asked to submit their quality assurance policies and procedures for approval by Trinity. This would then be followed by an external institutional review which would be a Section 37.2 review under the Act.

Should RIAM intend to apply for the IEM in the first round this may impact on the scheduling of the review currently set for 2017/18.

RIAM ACDC/15-16/63 Inter-institutional collaboration including research – standing item

The RIAM Director emphasised high expectations associated with the forthcoming launch of the Music in Education strand of the MEd course which goes ahead in the summer 2016. RIAM staff would be collaborating with Trinity staff in the delivery of the strand. She also expressed her appreciation for collaborative teaching initiatives on the Bachelor in Music Education between Trinity and RIAM.

Prof. Richard Duckworth indicated a possible inter-institutional collaboration on the MPhil in Composition next academic year, and noted that a new Masters course in Choral Conducting was being developed in the department which would benefit from input of the RIAM staff. He further noted that there was a great interest amongst students of his Music Department in a project called "Quadratics to Quavers" which offers a novel way to support the teaching and learning of physics, music and mathematics for primary-level and transition-year students. Traditionally, these disciplines have been treated as individual subjects, but this project highlights the overlap between music, mathematics and physics to improve abilities in these subjects while encouraging positive perceptions. The project will be managed by a diverse team who have experience in performance, science and music education, and public outreach from the Schools of Physics, Education and Music. Dr Shane Bergin from the Schools of Physics is the lead co-ordinator on the project.

The RIAM Director noted the forthcoming collaboration of RIAM with The *Lir* National Academy of Dramatic Art, returns to Project Arts Centre for *Opera Briefs*, which sees both organisations work closely together in the presentation of opera in Dublin which affords Irish audiences the opportunity to experience first-hand the next generation of Irish opera singers and stage technicians. The new performance is made up of a Monteverdi/Handel double bill of Monteverdi's *Tirsi e Clori* and Handels's *Clori, Tirsi e Fileno.* The works will be directed by Conor Hanratty and conducted by David Adams with the music provided by the RIAM Baroque Ensemble. The RIAM Director further noted another project of a touring performance of a newly composed opera in 2017 possibly to London.

RIAM ACDC/15-16/64 Any Other Business

The RIAM Director reported on her recent meeting with the Registrar and the Senior Lecturer/Dean of Undergraduate Studies which considered a possible lowering of English Language requirements for admission to RIAM from the current basic matriculation requirement of 6.5 IELTS to 5.5 for especially musically gifted applicants. The RIAM Director had checked that in the conservatoires in Scotland and in the UK generally a 5.5 IELTS English level requirement was in place for entry to undergraduate and Masters music degree programmes on the grounds that it ensures adequate language proficiency for the study of music. The core means of communication is music and the level of English is instrumental to that overall objective. The RIAM Director was going to carry out additional checks to do with a situation in Scotland. She was also going to contact Dr Sarah O'Brien from the Centre for English Language Learning and Teaching which specifically focuses on the development of students' academic English skills to support current and future university studies. She was also consulting the website on relating IELTS scores to the Council of Europe's Common European Framework of Reference (CEFR) looking for equivalencies and adequate proficiencies. The Registrar invited the RIAM Director to conclude her additional information-gathering exercise and recommended that the fully investigated issue be returned to at the next meeting.

> **_Action 1:_** The RIAM Director to inform the next meeting about her findings with respect to English entry levels for admissions.

There were no other items and the meeting ended around 10.10am.

Section B

RIAM ACDC/15-16/65 The RIAM ACDC noted the minutes of the following validated course committee meetings taken place in the RIAM in 2014/15:
  (i)   Diploma in Music Teaching and Performance Course Committee meetings of _16/01/2015; 6/03/2015; 15/05/2015_
  (ii)   Bachelor in Music Composition/Performance Course Committees meetings of _3/10/2014; 12/12/2014; 20/02/2015; 27/03/2015_
  (iii)   Master in Music Performance Course Committee meetings of _17/10/2014; 13/03/2015;_
  (iv)   Doctorate in Music Performance Course Committee meetings of _26/09/2014; 21/11/2014; 13/02/2015; 19/06/2015_

The Registrar noted that none of the minutes had any items of particular relevance to the RIAM ACDC.

Registrar's signature: _____

Date: _____