



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

Health Service Executive

Regional Centre of Nursing and Midwifery Education

Learner's Handbook

Updated March 2018

Connolly Hospital & Tayleur Hse are Tobacco Free

Director's Welcome

On behalf of the staff of the Regional Centre of Nursing and Midwifery Education (Regional Centre), I would like to welcome you on our educational programme/s which are approved by the Quality and Qualifications Ireland (QQI) and comply with the National Qualification Authority of Ireland.

The management and staff of the Regional Centre are committed to ensuring that you will have a challenging and rewarding experience. This handbook aims to inform you of general information, examination regulations, guidelines for writing assignments and services/facilities that are based locally.

Finally, every best wishes with your studies and hope that you find your time at the Regional Centre to be a quality learning experience.

Ken Brennan

Director, Regional Centre of Nursing and Midwifery Education

Academic Centre

Connolly Hospital-D15

Phone 01-6465459

e-mail - ken.brennan@hse.ie

Contact details:

Nurse Tutors in the Regional Centre of Nursing and Midwifery Education

Vivienne Browne Vivienne.browne@hse.ie ph: 01-6465458

Elizabeth Reilly Elizabeth.reilly@hse.ie ph: 01-6465424

James Lynch James.lynch@hse.ie ph:01-6465457

Anna Maria Luddy amluddy@hse.ie ph: 01-6465455

Veena Lasrado veena.lasrado@hse.ie ph: 01-6465456

Patricia McAuley (library manager) patricia.mcauley@hse.ie ph:6465620

Web site address: www.connollyhospital.ie - then- click dropdown at 'select a department'-then click nursing-then click regional centre of nursing and midwifery

Disclaimer: Regional Centre of Nursing and Midwifery Education

Attendance and/ or participation in the above programme which is provided by, or on behalf of, Health Service Executive (the “HSE”) are subject to the following terms and conditions:

1.

This programme is developed solely for the purposes of HSE’s requirements in the interests of protecting the health of the public in respect of the knowledge and training of nurses, midwives and other healthcare staff who are engaged in a clinical environment (whether public and/ or private).

2.

In light of these purposes, this programme is intended to provide educational information to aid and augment an understanding of the theoretical subject matter presented and/ or the practical application of certain skills and competencies.

3.

It is the individual responsibility of each practitioner to assess and maintain his/ her own competence in respect of any situation and to assess the limitations of his/ her competence. This programme is not intended to affect, interfere with or limit a person’s individual responsibility to practice safely and effectively within his/ her scope of practice and in accordance with any local policies, guidelines and/ or protocols which may exist.

4.

The HSE shall have no liability, whether in contract, tort or otherwise, for any injury, loss, damage or claim arising out of, or in connection with, any person’s attendance and/ or participation in this programme including but not limited to the subject matter thereof and/ or arising out of the use of any handbooks, guidance notes, other documentation, oral presentations/ demonstrations, web-based learning tools or any other instruction or materials provided as part of this course (the “Materials”), howsoever arising.

5.

Any Materials provided by HSE as part of this programme are provided for information and guidance purposes only. HSE makes no representation assurance, warranty or guarantee of any kind whatsoever in relation to the Materials. The provision of the Materials is without prejudice to the obligation of persons attending and/ or participating in this programme to continually develop themselves as professionals, where applicable.

These terms and conditions are without prejudice to the operation of the Clinical Indemnity Scheme and the professional responsibilities of any persons attending and/ or participating in this programme

Regional Centre of Nursing and Midwifery Education

The Regional Centre was established in 2003 by the Department of Health and Children for the purpose of providing in-service training and continuing education for registered nurses/midwives and other healthcare professionals in the HSE-Dublin North East Region.

The mission statement of the Regional Centre is;

‘To provide an educational experience for nurses and midwives that is evidenced based, supports and maintains competent practitioners, thus enhancing the quality of life for users of the health service’

The role and function of the Regional Centre is;

1. To provide in-service education / training for registered nurses.
2. To act as a Centre for professional development of nurses within the health service.
3. To provide support and development for staff in clinical areas to which student nurses are assigned

The Regional Centre is located in the **Academic Centre building on the Connolly Hospital site**. When entering the Hospital grounds, take the third exit at the roundabout where a large tree is present and the Academic Centre is the three storey building on the right hand side. Enter the Academic Centre building and take the first corridor on left hand side to locate the Regional Centre offices. Proceed down the corridor to locate classrooms on the left which are sign posted. **Please note that car park charges apply and clamping takes place where illegal parking occurs**

Location of Regional Centre of Nursing and Midwifery Education using Dublin Bus

Check the Dublin Bus website www.dublinbus.ie regarding timetables for bus routes to Connolly Hospital, Blanchardstown.

Using road network

- From the M50 South bound-exit at junction 6, follow signs for Connolly Hospital and proceed to a roundabout. Take the second exit from the roundabout and keep in the outside lane, take a right turn at lights and proceed to hospital campus.
- From the M50 North bound-exit at junction 6 and proceed to a roundabout and take first exit and ensure you are in the outside lane. Follow sign for Connolly Hospital at the set of lights.
- From N3-follow signs for Connolly Hospital which are located just prior to M50

Taxi Services

There are a number of taxi services available at Connolly Hospital-

- Radio Cabs 01-7089205 or 087-8120405
- Fitzers- 01-8200300
- Phone a Cab- 01-8111666

Traveling by Train

Trains arriving from the North West, West, South West and South East of Ireland enter Heuston Station while trains from the North of Ireland arrive in Connolly Station. A taxi from either station will take 30 minutes approx to arrive at the Regional Centre

Governance structure of Regional Centre of Nursing and Midwifery Education

The Regional Centre of Nursing and Midwifery Education is managed by a Director. It is overseen by a Board of Management composed of Directors of Nursing representing stakeholders in the HSE Dublin North East and chaired by the Director of Regional Nursing, Midwifery, Planning and Development Unit. The Board meets a number of times per year to discuss matters in relation to the functioning of the Regional Centre

The Regional Centre provides education and training programmes including an annual report to all stakeholders in the HSE Dublin North East. These include services representing Mental Health, Intellectual Disability, Public Health, Community, General, Orthopaedics, Older Persons, Psychiatry of Old Age, General Practice etc

Teaching methods

Nurse Tutors and visiting lecturers deliver lectures using a wide variety of teaching methods. This may include group work, didactic teaching, role playing, experiential learning and clinical skills demonstration. An opportunity will be given to you at the end of the programme to evaluate your experience which will be used to enable us to continually improve our educational service.

Structure of Programmes

A module is a self-contained unit of learning and when successfully completed (or combined with other successfully completed modules) leads to an award. A fundamental concept of modularisation is credit accumulation. This means that the programme participant gains credit for the successful completion of a module. Credits for every module successfully completed and the number of credits allocated to each module varies depending on the workload. The norm for a 5-10 ECTS (European Credit Transfer System) credit module at level 8 reflects a workload of 150-280 hours approx combining classroom and self directed study.

Each module has specific aims, learning outcomes, assessment schedules, and academic credits attached. Assessment takes place either during and/or at the end of the module. Learning outcomes are measured by the programme participant's knowledge, understanding and clinical competencies (where applicable) on completion of a particular module

Clinical Placements/Clinical Competency

Some educational programmes may have a clinical component which learners will be required to complete in order to gain competence. This will entail the learners spending designated time in specific clinical practice areas. Therefore, learners will be assessed on a range of clinical competencies with support and guidance from Preceptors, Clinical Facilitators or nominated individuals

Assessments

The Regional Centre uses a variety of assessment methods. Nurse Tutors will brief learners on the assessment method for the relevant module/ programme. Programmes combine continuous assessments including assignments/project and /or traditional written terminal examinations. Learners should read the relevant edition of the Quality and Qualifications Ireland's (QQI's) *'Assessment and Standards' document* (2009), as adopted by the Regional Centre (copies are available in the hospital library or at www.qqi.ie).

(Please note the it is the responsibility of the learner to bring to the attention of the Programme Co-ordinator, any medical condition/disability/dyslexia that could infringe on the assessment process and where possible, reasonable accommodation will be provided).

Work submitted by learners as part of their programme requirements, such as written assignments, workbooks, etc. remain the property of the Regional Centre. ***It is the responsibility of each learner to retain copies of their continuous assessment work before submission.***

Transcripts

All learners will receive a transcript which is a final statement of results and outline of the module content on HSE/Regional Centre headed notepaper, signed, dated and stamped by a Nurse Tutor.

Attendance

It is the general policy of the Regional Centre that 80% attendance is required of learners in relation to the theoretical element of a module/programme and 100% attendance with regards to clinical placement. However, programmes of a statutory or regulatory nature may require 100% attendance. Failure to fulfill this criteria will disqualify a learner from submitting continuous assessments or sitting examinations and only upon complying with the policy can a participant proceed to completing a programme Where a learner is absent, it is the responsibility of the learner to inform their line manager in accordance with local policy of their health service provider as well as the respective Nurse Tutor and complete the appropriate form.

Library located in Connolly Hospital

The Library is located on the first floor of the Academic Centre;

Opening Hours of Library

Monday to Friday- 10.30-1.00 & 2 to 4 p.m.

Joining the Library

Any HSE staff member may join the library. A membership form must be filled out and once registered, a member may borrow books from the library.

Conduct

We ask that all users of the library adhere to the following code of conduct to facilitate the proper operation of the library and respect their fellow Library users.

- a. Users must adhere to the rule of silence in the library
- b. Users must not cause any disturbance that is likely to disrupt or inconvenience others
- c. Users are responsible for their own belongings.
- d. Smoking, eating and drinking are prohibited in the library
- e. Library stock, fixtures and fittings must not be damaged or defaced.
- f. Mobile phones and walkmans are not allowed in the library.
- g. It is requested that users with beeps keep them on low volume whilst in the library
- h. All books must be checked out by the librarian. Books must not be removed from the library without the librarian's consent under any circumstances.

Borrowing

Books are available for loan to Library members only. Books are lent for a three week period and may be renewed by telephone, subject to demand. Books may only be renewed up to a maximum of three times. Up to four books may be borrowed at any one time.

Overdue books will be subject to a fine, charged at a rate of 20 cent per book, per day. Books can be returned out of hours in the **blue box** provided outside the library

Reference Material

This material cannot be borrowed and is only available for consultation in the library. The reference material is kept beside the librarian's desk.

Journal Collection

The library subscribes to 34 nursing journal titles covering various disciplines:

- Psychiatry
- Geriatric Nursing
- Evidence Based Nursing
- Holistic Nursing
- Patient Education
- Nursing Management
- Cardiovascular Nursing
- Perioperative Nursing
- Acute and Critical Care Nursing
- Nursing Ethics
- Clinical Nursing
- Nursing Research
- Diabetes Nursing

A limited number of back issues is also held in the library, and other back issues are held in storage. Requests for material from back issues may take a day or two to obtain.

Photocopying

These facilities are available in the nursing library. Contact the library manager for details of cost etc

Computer access

There are a small number of computers located in the nursing and medical library which are networked. HSE staff can use their username and password to log on. The librarian will log on users who are non HSE

HSE National Library Services

The libraries are open every day Monday – Friday and can be contacted by telephone, email or you can visit our <http://www.hselibrary.ie>

Catering

Full catering facilities are available for learners. The catering department is located in the administration building which is a two minute walk from the Regional Centre. Opening times are from 8am-11am and from 12noon to 3pm

Rest Rooms/Toilets/Showers

There are a number of facilities in close proximity to the classrooms in the Academic Centre

Occupational Health

The occupational health services focus on the health and safety of all employees. The emphasis is on preventing the development of occupational health related accidents and disease, providing counseling, health promotion and empowering staff to promote and protect their own health. This is done in various ways, (e.g. pre-employment screening, vision screening, sickness absence management, manual handling advice, infectious disease prevention, work-place inspections with ergonomic advice, immunisation, health and surveillance, influenza vaccination, advice on compliance with legislation and hazardous substance assessments). (See www.hsenet.ie for further detail)

Corporate Safety Statement 2014

The Corporate Safety Statement has been prepared to demonstrate compliance with the Safety, Health and Welfare at Work Act, 2005 and associated Regulations. The Corporate Safety Statement describes the Health Service Executive's (HSE's) safety management programme and identifies the importance of employee co-operation to ensure its successful implementation. The Corporate Safety Statement must be read in conjunction with the Ancillary Safety Statements that are specific to functions and locations of the respective services throughout the HSE (See www.hsenet.ie for further details).

Dignity at Work Policy (HSE-2009)

The Health Service /National Partnership Forum-Policy Statement recognizes the right of all employees to be treated with dignity and respect and is committed to ensuring that all employees are provided with a safe working environment which is free from all forms of bullying, sexual harassment and harassment.

This Policy protects employees from bullying, sexual harassment and harassment regardless of whether it is carried out by a work colleague, patient/client, member of the public, business contact or any other person with whom employees might come into contact during the course of their work. It also sets out a complaints procedure which ensures that complaints are dealt with promptly and with sensitivity.

Workplace bullying and harassment adversely affect the quality of patient/client care by resulting in poor staff morale, increased absenteeism, stress-related illnesses, reduced efficiency and higher turnover of staff. Bullying and harassment can have a devastating effect on the health, confidence, morale and performance of those subjected to it and may result in the person taking sick leave due to stress, being less efficient and motivated

at work or even leaving the job. Bullying and harassment may also have a damaging impact on employees not directly subjected to inappropriate behaviour but who witness it or have knowledge of it.

Under this Policy all employees, regardless of their position, have a responsibility to treat their colleagues with dignity and respect and to maintain a working environment where bullying and harassment is not tolerated. Managers and supervisors have a particular responsibility to promote dignity in the workplace by being alert to inappropriate behaviour and dealing promptly with incidents or complaints of bullying and harassment **(Further information available on www.hse.ie)**

Freedom of Information

The Freedom of Information Acts 1997 & 2003 give each individual legal rights to access both personal and non-personal (corporate) records, to have personal records amended or deleted where the information is incorrect or misleading and the right to seek reasons for decisions that affect him/her.

These rights extend to your own personal records and in specific circumstances, to those of your children and deceased relatives. There are exemptions provided for in the Acts, this means that there are specific circumstances when the requested information will not be released, e.g. to protect confidentiality. If any of these exemptions are used to withhold information, the reasons will be clearly explained to you.

The Act sets out three new legal rights

- A legal right for each person to access information held by public bodies
- A legal right to have official information relating to him/herself amended where it is incomplete, incorrect or misleading
- A legal right to be given reasons for decisions affecting them

(Further information available on www.hsenet.ie)

Registering for a Programme

Learners are required to complete all parts of the registration form. Failure to do so will lead to cancellation of your application. Your Personal Public Service Number (PPSN) and date of birth will be your official identification as a registrant with QQI. Please ensure to include your e-mail address for future correspondence and **print exact name** you wish to have on your **certificate/parchment**

Assessment and Standards (2009)

The Regional Centre must adhere to the Assessment and Standards (2009) as issued in accordance with QQI policy. The Assessment and Standards (2009) cover all the procedures for the examinations leading to QQI awards. The Regional Centre's examination policies and procedures are detailed in the Quality Assurance Manual

document available at www.connollyhospital.ie and online at www.qqi.ie and covers inter alia

1. Guidelines for student assessment;
 - Applying Fairness/Consistency
 - Designing intended learning outcomes
 - Marking criteria
 - Use of internal/external examiners
 - Procedures for conducting examinations
 - Maintaining records
2. Guidelines for Award classification
3. Guidelines on Management of Programmes

Students are advised to read and familiarize themselves with the content of these regulations which is briefly referred to below. The Regional Centre reserves the right to modify these regulations and procedures during the academic year.

Note: Where a regulation or procedure is in conflict with the requirements of an external validating or professional body, then the regulations and procedures of that body take precedence over the Regional Centre's regulation and procedures.

Definition

The Regional Centre defines examinations as written, oral, assignments, clinical competency assessments, clinical skills demonstration, and such other forms of assessment of learners performance as may be approved by the Regional Centre and that is consistent with the module/s of learning as approved by HETAC

Examination Regulations

1. All learners who comply with the entry requirements for a programme are required to complete a registration form which is to be furnished to the relevant Nurse Tutor. Learners will therefore be eligible to partake in the programme and subject to meeting the attendance criteria, may submit continuous and terminal examinations.
2. The date of repeat examinations will be determined by the Nurse Tutor (Programme Co-ordinator) and it is the responsibility of the learner to indicate to the Nurse Tutor their intention to attend for the repeat examination
- 3 If a learner is absent from the examination (or fails to submit assignments on time), an explanation (initially oral but must also be in **writing within 48 hrs by completing the extenuating circumstances form**) must be sent to the relevant Nurse Tutor. The appropriate line manager of the relevant health service provider must also be informed by the learner in accordance with local policy,

4. It is the responsibility of each learner to make himself/herself aware of the dates, location and times of examinations which will be communicated by the Nurse Tutor. The relevant information will be displayed on notice boards in the Regional Centre
5. Learners shall assemble at the examination room **15 minutes** before the scheduled time of the examination but should not enter the room until requested to do so.
6. Books, bags, or any other unauthorized material should be left away from the candidate's desk, in the designated area at the examination centre.
7. Learners should only have the writing implements required for the examination, together with the examination stationery specified in the question paper. Containers, such as pencil cases, should be removed from the desk. Upon entering the examination room, candidates become subject to the authority of the Supervisors/Invigilators and must comply with their instructions.
8. Learners should seat themselves at the desk indicated by the Invigilator or indicated by candidates' name/number.
9. All learners must **sign in** to the examination prior to the examination starting. This is the responsibility of the Invigilator/Nurse Tutor
10. Learners may complete the details requested on the cover sheet of the examination answer booklet, but should not open the booklet until instructed to do so.
11. Each learner is required to read the instructions at the head of the examination paper before commencement of the examination. It is the responsibility of the learner to ensure that they have been given the correct examination paper.
12. A learner will normally not be admitted to the examination centre more **than one hour** after the commencement of the examination. Learners will not normally be admitted if a learner has already left the examination centre. Extra time to complete the examination is not allowed under these circumstances.
13. Learners will not be permitted to borrow materials from other candidates. No learner may use any electronic communication devices (e.g. mobile phones).
14. Learners are not permitted to bring dictionaries into examination rooms. English dictionaries will be available to those learners whose first language is not English or Irish unless examination instructions specify otherwise.
15. If, after reading the question paper, a learner should wish to withdraw from the examination, he/she may not be allowed to do so until **one hour** after the start of the

examination. Learners wishing to leave the examination temporarily may not do so unless accompanied by an Invigilator.

16. At the end of the examination, a learner must remain in his/her desk until an Invigilator has collected his/her answer booklet(s). It is the learner's responsibility to ensure that his/her answer booklet(s) is(are) handed to an Invigilator and that he/she has signed the appropriate attendance sheet confirming that the number of answer booklets received have been collected. It is the responsibility of learners to ensure that any loose or separate sheets are securely fixed within the answer book after the examination using the tags provided.

17. No learner shall take any answer booklets (whether used or unused) out of the examination room.

18. A learner must not, on any pretext what so ever, speak to or have any communication with any other candidate; such communication will be regarded as a breach of the examination regulations. If a learner needs to ask a question, he/she should raise his/her hand and the Invigilators shall attend to the matter.

19. A learner in the examination room who is found to have unauthorized materials in his/her possession, shall be deemed to be in breach of the examination regulations. All breaches of examination regulations shall be considered to constitute unfair practice. The unauthorized materials shall be removed and retained by the Invigilator who shall submit a written report to the Director, Regional Centre of Nursing and Midwifery Education. The learner shall be allowed to complete the examination. The same procedure will be applied where a learner is considered by the Invigilator to have copied or attempted to copy.

Impersonation (to assume the identity of another with intent to deceive) and Plagiarism (the use and submission of other people's work for assessment as though it were one's own) is strictly forbidden.

Emergency evacuation

1. In the event of any emergency evacuation of the examination centre (e.g., when a fire alarm sounds continuously) learners must obey the instructions of the Invigilators.

2. Learners should note, and should be advised by the Invigilator, that they remain subject to examination rules during the evacuation.

3. Learners must evacuate the centre quietly, leaving all examination material in the examination room.

4. Learners must follow the Invigilator(s) to the designated assembly area and remain with the Invigilator(s) until instructed by the appropriate authorities that it is safe to

return to the examination centre building, or until the Invigilator, after appropriate consultation, makes a decision to abandon the examination.

5. If it is possible to resume the examination, learners will be instructed to endorse their scripts with the words 'examination interrupted' indicating the time of interruption and the time of resumption. Learners will be allowed compensatory time equivalent to the period from the time the alarm sounded to the resumption of the examination.

6. The Invigilator will inform learners of the revised finishing time for the examination. The Invigilator will also submit a report to the Director, Regional Centre of Nursing and Midwifery Education detailing the nature, course and duration of the interruption, together with details of the compensatory time allowed and bring the report to the attention of the Examinations Board

Late submissions of continuous assessments

1. Penalties shall be applied for the late submission of work assessments. Assessments include work submitted for formal assessment and contributing to an award other than formal end of term examinations.

These are as follows:

(a) Assignments, projects, essays, practicals

- Up to 1 calendar week late: mark out of 80%
- From 1 to 2 calendar weeks late: mark out of 40%
- More than 2 calendar weeks late: automatic 0%

2. Learners will be informed in advance by the Nurse Tutor in writing which will be placed on the notice board of the Regional Centre of the designated submission dates for assessment including repeat assessments and the penalties which shall be imposed for late submission of assessed work. Learners have the responsibility to make themselves aware of these dates and penalties.

Definition of Unfair Practice by Learners

It is an Unfair Practice to commit any act whereby a person may obtain, for himself/herself or for another, an advantage which may or may not lead to a higher mark or grade than his/her abilities would otherwise secure. In particular, but without prejudice to the generality of the foregoing, it is Unfair Practice to:

(a) introduce into the examination centre any unauthorized form of materials such as a book, manuscripts or loose papers of any kind, electronic communication devices (including mobile phones) or any source of unauthorized information. These items should be placed in the designated areas.

(b) communicate with any other person within, or outside, the examination centre, except as authorized by an Invigilator.

- (c) copy or use in any other way unauthorized materials or the work of any other candidate.
- (d) impersonate an examination learner or allow oneself to be impersonated.
- (e) engage in plagiarism, by using other people's work and submitting it for assessment as though it were one's own work.
- (f) claim either to have carried out experiments, observations, interviews or any form of research which one has not in fact carried out or to claim to have obtained results which have not in fact been obtained.

Breaches of Examination Regulations/Unfair practice

1. Any learner who wishes to draw to the attention of the Examination Board any matter or circumstances which he/she believes has materially affected his/her performance in a formal examination (or other form of assessment) must do so, in writing, to the relevant Nurse Tutor within seven days of the examination taking place or within seven days of the designated date for the submission of other forms of assessment.

Any learner failing to comply with point 1 (above) will normally forfeit the opportunity to appeal against the decision of the Examination Board on these grounds. Communications from learners, accompanied by supporting documentation (e.g. medical certificate) where appropriate, must state clearly the manner in which the performance was affected and the dates or periods involved. The Nurse Tutor will acknowledge receipt of all such communications in writing from the learners, and will inform the Chair of the Examination Board Meeting of all such communications received.

Procedures for Feedback for Learners

The Director, Regional Centre of Nursing and Midwifery Education will afford learners the opportunity to discuss their results after they are published. Nurse Tutor/s or examiners will make specific time to discuss the exam paper/assignment only. The aim of the discussion is to provide guidance to learners regarding repeats, future options, etc, and help avoid formal appeals, acrimonious disputes, or legal proceedings. This discussion is an opportunity to avail of support, not an opportunity to challenge marks. The Nurse Tutor/internal examiner may show the script to the student but is not obliged to do so.

Appeals, Review and Rechecks

The Regional Centre operates a procedure for reviews, appeal and rechecks of examination results in compliance with regulations and procedures of the external awarding body, namely HETAC and the Assessment and Standards 2009. Learners are advised to retain a copy of all original documents submitted for any of the above purposes.

Appeals

An Appeal means the consideration of factors which may have influenced a learner's performance, and may be made only on the following grounds.

1. Your performance in the assessment was adversely affected by illness or other factors, which you were unable, or for valid reasons unwilling to divulge before the Progression and Award Board reached its decision.
2. The Exam Board did not give sufficient weight to any extenuating circumstances previously notified to the relevant Nurse Tutor (Programme Co-ordinator) prior to the holding of the meeting of the Exam Board.
3. The examinations were not conducted in accordance with the current regulations as prescribed by the Quality Assurance procedures.
4. There was a substantial error of judgement on the part of the Examiners.
5. There was a material administrative error or a material irregularity in assessment procedures which have made a real and substantial difference to your result.

Appeal of Examination Results

An Appeal is defined as '*a request (to a higher authority) for a review of a decision of an academic body charged with decisions on student progression, assessments and awards*' (p38) for the alteration of that decision or judgment of a lower authority.

- (a) Learners are required to undertake the consultation and discussion with the relevant Nurse Tutor before being eligible to make a request for an appeal.
- (b) The appeal form must be received by the Nurse Tutor **not later than 5 working days** after the official posting of the examination results on the Regional Centre's notice board.
- (c) Only a completed form for an appeal, signed by the learner concerned, shall be considered.
- (d) The Nurse Tutor shall review the content of the appeal request to ensure that a prima facie case exists, and may dismiss an appeal in the following circumstances:
 - (1) when it can be demonstrated that the appeal does not comply with this criteria as defined in the 'Appeal's (*See 1-5 above*).
 - (2) when it can be shown that the appeal, although complying with these regulations, could not lead to any change in the outcome of the assessment which is the subject of the appeal. (Such a conclusion may follow from the assessment structure of the programme concerned, but may not be based on qualitative judgements concerning the assessment of the appellant's case.)

If the notification of appeal is considered valid and complies with the Regional Centre's regulations, the Nurse Tutor shall inform the Director, Regional Centre of Nursing and Midwifery Education that an appeal has been requested. An External Appeals Committee hearing is then required to be set up.

The Appeals Committee(s) shall

- have delegated powers to act on behalf of the Director, Regional Centre of Nursing and Midwifery Education.
- be separately constituted by the Director for each appeal or group of appeals with the following membership and to be set up **within 10 working days from when the Nurse Tutor informs the Director that an appeal has been requested**

Composition of Appeals Committee;

- (1) Chairperson: who is not part of the original exam board
- (2) Three members of academic staff, nominated by the Director or academic staff from another Regional Centre of Nursing and Midwifery Education.

If the appeal is upheld, the Committee, in consultation with the internal examiner(s) and/or external examiner(s), shall determine the outcome as appropriate

The Appeals Committee Chairperson shall inform the Director of the outcome of the Committee's deliberations, in writing.

3. The decision of the Appeals Board is communicated in writing by the Director within 5 working day after the appeal has been considered. Decisions of the Appeals Board are final and binding.

There shall be no appeal against the finding of an Appeals Committee. Allegations of procedural irregularities in the conduct of an appeal may be heard by the Director who may, at his/her discretion, require a committee of the Board of Management to deliberate on the allegations of procedural irregularities.

Note: Learners shall also be advised that an appeal may not necessarily be successful. Learners should therefore avail themselves of any opportunity to re-sit an examination, on the understanding that the re-sitting of an examination will not prejudice their appeal in any way.

Learner Re-check of Examination Results

A recheck means *'the administrative operation of checking the recording and the combination of component scores for a module'* (Assessment and Standards 2010 p38)

- A request for a recheck must be received by the Nurse Tutor **not later than 5 working days** after the official posting of the examination results on the Regional Centre's notice board.
- The Nurse Tutor shall contact the relevant internal examiner(s) to inform them of a request to recheck the examination material to be carried out as soon as possible and before the need to provide the official results to HETAC for the granting of awards

- The outcome of the recheck shall be communicated in writing to the learner within **5 working days** and to HETAC where a change is necessary prior to granting of awards

Learner Review of Examination Results

A review means *'the re-consideration of the assessment decision either by the original assessor or by other competent persons'* (Assessment and Standards 2010 (p38))

- A request for a review must be received by the **Nurse Tutor not later than 5 working days** after the official posting of the examination results on the Regional Centre's notice board, clearly stating the ground for review
- The review (reconsideration in detail of all or part of the existing examination material) shall be co-ordinated by the Nurse Tutor and carried out by the internal examiner(s) and the relevant external examiner(s)
- The outcome of the review shall be communicated in writing to the candidate within **5 working days** and to HETAC for the granting of awards
- Where the learner is not satisfied with the outcome of the review he/she in accordance with the Assessment and Standards (2009) may instigate the 'Appeals procedure'.

****** A fee of €50 will apply for a review**

Extenuating circumstances form (unplanned)

Learners may experience unforeseen circumstances which may lead to absence from exams/assessments. In such cases the learner should contact the programme co-ordinator immediately and complete the required form as appropriate or available on the web site at www.connollyhospital.ie

Deferral of exams/assessments form (planned)

Learners may anticipate circumstances which may lead to absence from exams/assessments. In such cases the learner should contact the programme co-ordinator immediately or available on the web site at www.connollyhospital.ie and complete the required form as appropriate. Learners should note that in the interest of consolidating current and up to date knowledge; it is expected that learners complete the required exam/assessment schedule for programmes within twenty-four months from the date of the first exam/assessment schedule.

Deferral of Module/s form

Learners may experience circumstances in which attending a module is deferred. In such cases the learner should contact the programme co-ordinator immediately or available on the web site at www.connollyhospital.ie and complete the required form as appropriate. In addition, you will need to complete a form to re register for the module/s as appropriate

**** (Learners are advised to retain a copy of all original documents submitted for any of the above purposes)**

Publication of Results

All examination results will be posted on the notice board in the Regional Centre. It is the responsibility of each learner to ascertain their own results from the appropriate list. Learners are subsequently notified of their results (subject marks or grades obtained) in the form of a transcript, by post.

Under no circumstances shall Nurse Tutors provide results or information regarding results over the telephone

Classification of Awards/results

The results of Special Purpose Award, Minor Award, Supplemental Award, Standalone modules will be on a pass or fail basis.

Compensation

Rules of compensation **will not apply** to any programme of study less than three modules

Learner's progression

Learners will not be admitted to a second or subsequent examination stage of their programme without having passed all examination subjects at the current examination stage.

Termination of a programme

If a programme is terminated or changed, it will be examined in its original form in compliance with the Assessment and Standards (2009) within one calendar year

General requirements for examinations and awards

Only learners who are in good standing with the Regional Centre's policies and who in general, have met all programme requirements, shall be considered at the Examination Board meetings. The granting of an award by HETAC shall be on the basis of performance of a learner in examinations or other tests of knowledge or ability. Such examinations must have been set or prescribed by the Regional Centre and must have been approved and monitored by the external examiner/s.

Repeat examinations

Learners will be allowed a maximum of **four attempts** in completing continuous/terminal examinations. If a learner fails an assessment a further three attempts will be offered. There is the opportunity to submit results to Quality & Qualifications Ireland (QQI) six times a year (12th February, 12th April, 12th June, 12th August, 12th October and 12th December). The learner will be offered the opportunity to complete the repeat assessment at the next **certification suitable** date. Where a learner fails to sit an examination or submit a continuous assessment without official notification to the appropriate Nurse Tutor, it will be deemed as an **‘official failed attempt’** and therefore applying to any subsequent attempts.

Following the first failed attempt the learner will be entitled to repeat the relevant examination at the next scheduled diet of examinations. It is the learners responsibility to inform the relevant nurse tutor as to whether he/she intends completing subsequent continuous/terminal examinations or whether he/she is withdrawing from the programme. If the learner does not contact the relevant nurse tutor he/she will be progressed as an **‘official failed attempt’** at the next three Exam Board meetings.

Only learners whom comply with the ‘deferral procedures’ will be deemed as a ‘non attempt’. It is Regional Centre’s policy that all examinations of an individual module are of similar academic intensity and standard. It is Regional Centre’s policy that all learners participating in repeat examinations of a particular modular assessment do so under the same assessment criteria as for the first attempt.

Offering repeat attempts regarding continuous assessment will be subject to timetable restrictions which will be at the discretion of the Nurse Tutor. In exceptional cases where poor continuous assessment marks are available at the time of a learner or learners repeating an examination, alternative continuous assessment may be determined. Arrangements for such alternative continuous assessment or practical assessments shall be determined by the Programme Board. Such determination will be subject to maintaining academic standards as indicated in the previous paragraph. In such a case, specific arrangements for appropriate re-distribution of continuous assessment marks in examinations will be determined by the Programme Boards, if appropriate. All learners taking repeat examinations in a particular module will be subject to similar assessment conditions.

Grading

A grade, shall be awarded at the end of each module/programme for which a learner is registered using the following categories, **however, the official result registered with QQI will be on a pass/fail basis**

Grade	Percentage	Quality of Performance
A	80-100	Excellent
B+	70-79	Very good
B	60-69	Good
B-	55-59	Above average

C+	50-54	Strong Pass
C	40-49	Pass
D	35 -39	Fail
E		Deferral of result
F		Outright Fail
X	Student exempted from the requirements of the module because of previous equivalent learning	
W		Withdrew
NP		Not present
WR		Withhold result

Deferral of examination results

A Board of Examiners may, in the case of illness or bereavement or other serious situation, recommend that the final decision on a learner's result be deferred to enable the candidate to complete specific outstanding requirements of the course or examination.

Leaving a programme

Learners who do not wish to continue their studies may withdraw from the programme. When contemplating leaving a programme the matter should be discussed fully with the relevant Nurse Tutor. The Nurse Tutor may suggest contacting the HSE staff support services if appropriate.

Learners who withdraw from a programme are requested to:

1. Inform the Nurse Tutor co-ordinating the programme,
2. Complete a Withdrawal Form which are available from the secretary or (see www.connollyhospital.ie). The completed signed form should be returned to the Nurse Tutor.
3. Failure to complete a withdrawal form may have consequences for any further funding and examination results records
4. Inform the line manager

Reasonable Accommodation

Learners are obliged to take personal responsibility to identify and if possible provide written evidence of any learning difficulty or disability or medical condition that he/she may have to the programme co-ordinator which might impact on learning

The learner may request reasonable accommodation in writing so as to manage his/her learning difficulties/challenges (see Quality Assurance Manual p66 for details). The Programme co-ordinator will be required to document the outcome of such request and subsequent discussions/negotiations. The learner will be provided with a copy of the agreed reasonable accommodations as determined on a case by case basis, for example

- If required by medical need the learner may take food, drink or medicines into the examination centre.
- The learner may write 'student with dyslexia' on the front of their examination script etc, to notify the individual correcting the paper.
- If a learner fails to avail of the agreed alternative accommodation arrangements then he/she will undertake assessments /examinations under the same conditions as their non- disabled colleagues.

What is plagiarism?

Plagiarism refers to passing off someone else's work as your own by copying it without acknowledgement. Plagiarism is considered a serious offence, which is deemed a breach of examination regulation. It may result in a fail grade and/or disciplinary action and these offences will be dealt with by the RCN&ME with the utmost gravity.

- It is the act of taking and using another persons' thoughts or work as your own.
- It includes inadequate referencing, reproducing the work (even with small changes) of another taken from books, journals, articles, TV programmes, the Internet, lectures and so on.
- It also includes copying another person's work, with or without his/her consent.
- It is also collusion, where a group of people collaborate or collude to present an assessment or a substantial part thereof, when the examiner required individual research and outcome.
- You should be very clear how to reference your assessed work.
- You should not use another persons assessed work -either with or without their consent unless you attribute it to him/her.
- You should not give your assessed work to another student for him/her to copy.
- You must sign and submit the declaration for **EACH** piece of assessed work you submit.

Allegations of plagiarism are automatically referred to the Disciplinary Committee which considers the matter. The Disciplinary Committee will then produces a report making a precise recommendation to the relevant Programme Board. The precise content of that recommendation will vary according to the specifics of individual cases but assuming the allegation is upheld, the RCN&ME regulations spell out the following punitive measures:

- A learner found to be in breach of Examination Regulations may have all written examinations of that diet declared void. Such learners may not be permitted to present for that diet of examinations until one year has elapsed.
- Any learner disqualified because of infringement of Examination Regulations might not subsequently be eligible for consideration for an award
- Other forms of assessment undertaken in that academic year may also be declared void if this is considered appropriate or necessary.

- In addition to its recommendation(s) to the Progression and Award Board, the Disciplinary Committee may, at its discretion, impose other sanctions. "Other sanctions" may well include the suspension or expulsion of the student.

Assignment Guidelines

*Regional Centre of Nursing and
Midwifery Education*

HSE Dublin North East Area

Located at

Connolly Hospital D.15

Assignment Guidelines and Criteria for Written Work

This guide, will help you overcome some of the challenges often associated with academic writing.

Effective Study Skills - 10 Tips

1. Set up a schedule (Allocate more time for the most difficult subjects)
2. Study for 10-15 minutes at a time and build up to longer periods of time.
3. Take breaks. Study small portions of material, take a break, then study some more.
4. Don't cram.
5. Find a a good location. Make sure you are comfortable
6. Use the same place for studying. This will help you associate that location with study and will facilitate concentration.
7. Make sure it's a quiet place.
8. Make sure it's well lit.
9. Eliminate the obvious distractions: turn your mobile off. Put away papers, magazines, etc. Turn off radio and television.
10. Reward yourself. You're more likely to study again and concentrate if you know there's a reward at the end.

Format

The assignment must be presented in a typed format with **one and a half-line spacing** on A4 paper and stapled in the upper left hand corner and handed in hard copy only. In addition, Times New Roman font, size 14 is required for headings and size 12 for subheadings

Front Page

The front page should contain the following information:

- Module
- Assignment Title
- The student's name
- Due date and signature
- Word Count – this must be stated-penalty incurred for over or under word count
- You must not write your name on your assignment

Second Page

The second page should be your “Title Page” with the full title of your assignment or literature review. Eg;

‘Student Nurses understanding of research and its application to practice’

Third Page

Table of Contents

Declaration Page

A declaration page should accompany each written assignment. This must be signed before handing in assignments to the Nurse Tutor. (*See back page of handbook*). All assignments must be submitted on or before the submission date to the secretary's office or a member of staff. A receipt will be issued to you.

Number of Copies

You are required to submit **one (1) copy of each assignment** unless otherwise stated on individual assignments guidelines. In addition, you must keep a back up copy of all submitted work. Students will be returned any assignments

Please observe the points below:

- All assignments must be submitted on or before 4pm on the submission date.
- Assignments are submitted to the Nurse Tutor or secretary in the Regional Centre and students are requested to sign a 'submission form' include the date and time of submission.
- Examination dates are arranged by the Nurse Tutor and are subject to change. Students must ensure that an examination date has been confirmed before making other plans eg, holidays etc
- Results of exams will be displayed using examination numbers which will be placed on the notice board, located in the Regional Centre.
- No examination/assignment results will be given out over the telephone.
- A system of internal moderation and external moderation is used in the Regional Centre in accordance with fair and consistent assessment procedures. This policy ensures that a selection of assignments and examination scripts are moderated to maintain consistency across all programmes and markers.
- All results are provisional and subject to confirmation by the Examination Board at the end of each term which may result in a change of student marks by the examination board

Photocopying

Users of any photocopier are bound by the Irish Copyright Act of 1963. Accordingly the staff in the Regional Centre are not in a position to undertake photocopying large volumes of literature for lecturers or students. Instead students will be provided with reading or reference lists that are usually available in the local nursing/medical library.

Guidelines for Writing Assignments

Written assignments are a form of self-expression supported by reference to published works, which reflect your own style, and are an important means of illustrating your knowledge, understanding and comprehension of all elements of your assignment. Thus your Nurse Tutor can assess your ability to think reflectively and critically about the topic. The following guide to assist you in has been formulated with the aim of providing a step by step in assignment preparation and writing. It is important to note that essay writing has time and effort implications.

Steps to consider in writing assignments

- Define the topic as best possible
- Brainstorm/ create a concept map
- Conduct a brief literature review to inform yourself and develop ideas
- Prepare an provisional plan regarding the issues that have been generated

Organisation

- Reflect on the topic in more detail
- Arrange your heading/subheadings
- Prepare a more detailed plan
- Work on producing a first draft

Presentation

- Edit the first draft (allow time for this process)
- Rearrange paragraphs to ensure coherence and consistency
- Write introduction and conclusion
- Check sentence structure, grammar, spelling and punctuation
- Ensure referencing criteria
- Write the final copy
- Check the final copy

Preparation

1. Defining the Topic:

Interpret the question as accurate as you can, so as to locate the relevant literature. Examine the verb, e.g. “compare” or “discuss” in order to determine the type of information that needs to be presented. The following are some of the typical terms that maybe used;

- **Analyse:** Separate a complex idea or argument into its smaller parts
- **Comment:** Make critical observation, using your knowledge of the topic
- **Compare:** Requires examination of the subject and demonstration of the similarities and differences between two or more ideas, or interpretations
- **Criticise:** Express your judgment regarding the correctness or merit of the factors being considered.

Discuss the strengths and weaknesses, giving results in your analysis

- **Define:** Provide concise, clear, authoritative meanings
- **Describe:** Provide an account of an event or process, emphasising the important points
- **Critically Discuss:** Look at all aspects of the issue; debate the issue, giving your reasons for and against the argument being proposed. Your opinion must be supported by authoritative evidence.
- **Critically Evaluate:** Appraise, assess and make a judgment, stressing strengths and weaknesses, advantages and disadvantages.
- **Explain:** Make the meaning clear but do not be trapped into describing or summarising events. Focus on the “why” or “how” of the issue.
- **Illustrate:** Using figures, diagrams or concrete examples, explain or clarify any idea or concept

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

2. Brainstorming

Brainstorming is a process of writing down any collection of ideas regarding the essay topic, to consider whether the ideas are appropriate or useful. It is a useful approach to concentrate your ideas on the assignment topic.

3. Brief Literature Review

Browsing through the literature and using the nursing/medical library's computer databases to identify the relevant sections and articles, will simplify the task.

Keep the following in mind:

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

4. Presentation

These guidelines will help provide accurate references in the presentation of your assignment.

• Outline

A concept – map may be used which is a technique in which the relationship of ideas, issues are brought together to ensure coherence and a logical approach. The need to organise your ideas and information is an important step in the planning of your assignment.

• Organisation

Pausing between information collection and the actual writing of your assignment will help you to organise your ideas and the information that you have obtained from your reading. Refer back to the assignment topic as the order may be suggested by the question. Use the concept- map that you developed during the preparation stage to prepare a detailed plan of your essay.

Your ideas/points of view is essentially the linking together of other peoples ideas with your own and relating them to the topic. Remember that your own ideas regarding the topic are an important part of your assignment, however they may need to be substantiated by the ideas of other authors. In some cases you may need to examine competing ideas. In this situation you are able to express your opinion of why one argument may be better than the other. However, your arguments should be supported with reasons and evidence obtained from the literature.

Write in the **third person** throughout your assignments unless stated otherwise. This means that you refer to yourself as 'the writer'. The use of personal pronouns in your assignment is inappropriate when writing in the third person. For instance; "I will focus on..." Becomes "This paper will address..." Or "The writer will

address...” If your assignment is reflective you may be guided to write in the first person – always check guidelines of individual assignments.

- **Draft Writing**

Writing your assignment should be based on your initial plan that you have prepared. A draft is written so that you are later able to revise it where necessary. You do not need to write the introduction and conclusion at this stage. Concentrate instead on completing the drafts. Citing your references as you write your assignment will save time at the end in producing your final draft

- **Final Presentation**

The final draft is edited, paragraphs sorted, an introduction and conclusion written, grammar, spelling and punctuation checked and the final copy prepared for presentation.

- **Paragraphs**

Paragraphs should be in a logical sequence. They usually contain **one idea** and its related issues usually composed of 8-10 lines so as to allow for elaboration. Equally you should not have a page of text without any paragraph. When editing your assignment before submission, check your paragraph sizes and spacing. Each paragraph should be clearly spaced with **2 one and a half line -spaces**.

Marks are deducted for poor writing style such as poor grammar, sentence and paragraph structure.

- **Word Count**

The prescribed word count should be included on the front page of your assignment. All text **except for reference list and appendices** are included in your word count. **5%** of the mark will be deducted from each assignment, which is **10% above or below** the stated word limit on guidelines. The actual word count of each assignment **must** be stated on the front sheet.

- **Contents Page**

This should be included and should contain subheadings of sections used with corresponding page number. The starting page of the subsection only should be stated. It is vital to **include page numbers** (centre on the bottom of the page) on all assignment for feedback purposes.

- **Introduction**

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

- **Conclusion**

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

- **Revision & Editing**

Be sure to **check your spelling, grammar, paragraphs and punctuation** prior to submitting your assignment. If these areas are poor, then what may have been a high quality assignment becomes mediocre. It is often helpful to read your

assignment aloud, adding the punctuations in the appropriate places as you do so. Marks are allocated for presentation.

- **Confidentiality**

Institutions or individuals should not be named or identified in assignments unless you are citing referenced studies or research.

- **Referencing**

Referencing is an important aspect of your assignment. The Regional Centre of Nurse Education has adopted the Harvard system of referencing. Full details are given below.

Marks are deducted for poor referencing, hence you must adopt the specific referencing guidelines of the faculty.

- **Appendices**

Appendices can be used to include data or charts that are not easily included in the text.

However, **appendices should support the main body of the assignment and not replace it**, i.e. if you feel you are in excess of your word count this is not a reason to include important information in an appendix. Each Appendix used should be labeled in the order that you refer to it in your assignment (Appendix 1, Appendix 2 etc.).

Appendices should be included after the reference list in your assignment.

- **Feedback & Grading**

You will receive feedback on your assignments on standard feedback forms. The pass mark is **40%** and awards for different programmes are included under marks and standards of this handbook. Remember that **all marks are provisional** until after the meeting of the Board of Examiners at the end of the academic year. Assignments will not be returned to students.

Referencing

Students must adhere to the Harvard Referencing Guidelines in this handbook

A reference is any piece of communication to which the writer refers to within the assignment. A reference should enable someone else to trace the item. Consistency and accuracy when citing references. The same set of rules should be followed every time you cite a reference. Each assignment must be accompanied by a reference list.

What is the Harvard System?

This is a method of quoting references by the author/date system. Consistency is of the greatest significance. It is important to focus on the punctuation and layout of the examples provided.

What is plagiarism?

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

What is paraphrasing?

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

What is a reference list?

It is a list containing all items referred directly or indirectly, or quoted from within an assignment.

How do I reference within the written text?

Please follow the guidelines provided. Marks will be deducted from your assignment for inconsistent referencing as part of the overall presentation. All statements, opinions, conclusions etc. taken from another writer's work should be acknowledged, whether the work is directly quoted, paraphrased or summarised. When referencing the work of an author within the text, give the author's surname and year the work was published. Full details of the published work are given in the reference list at the end of your assignment. In the Harvard System, cited publications are referred to as demonstrated below:

• For a single author

If the authors' surname is not part of the sentence- you put the author's surname followed by a comma and date in brackets

Eg; The skills and expertise required to reflect effectively are often misunderstood and are poorly developed (Johns, 2002).

NB The full stop at the end of the sentence follows after the closing bracket for the reference.

If the author's surname is part of the sentence you only put **date in brackets**

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

According to Smith (1997) coping with illness...

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

Eg; Burnard (1992, a) wrote about communication skills for health care professionals...

Eg; Burnard (1992, b) stated that there is a lack of communication amongst health care professionals...

• For two authors

Both authors must be named

Basford and Slevin (1995) define caring as ...

- **More than two authors of one article or book**

When you have more than two authors on one article or book, use *et al.* {*et al.* is in italics with a full stop after *al.*}

Eg; Benson *et al.* (1999) argue...

Eg; According to Roper *et al.* (1990)

However, all authors must be cited in the reference list at the end {see under reference lists}

- **More than one reference within a sentence**

If you have more than one reference within a sentence, list them in chronological order, i.e. **oldest one first**, and separate them by semi colons.

Eg; There are indications that smoking is potentially threatening to health (Brady, 1994; Egan, 1995; Ellis, 1995; Goodman and Kelly, 1996)

- **Where you have authors with same dates you list them in alphabetical order**

eg; There are indications that smoking is potentially threatening to the health (Egan, 1995; Jones, 1995)

- **If the author is an organisation**

Put in the organisation's name as the author. **Check this for all Government documents.**

Eg; Nursing does not exist in a vacuum (An Bord Altranais, 2003).

Eg; The Report of the Commission on Nursing (Government of Ireland, 1998) states that...

Eg; The Nursing and Midwifery Report of the National Taskforce on Medical staffing (Department of Health and Children, 2003) confirms the idea that....

- **Direct quotes within the text**

Quotations are used when you want to illustrate a concept or analyse it in depth. It is important not to overuse quotations in your assignments, as the logical flow of your assignment will be disjointed. Only use quotes when you believe this is the most efficient way to put across a particular point. Paraphrase as much as possible in your assignments. Short quotations of up to 2 lines can be included in the body of the text. You must enclose them in single quotation marks and give the name of the author, year and exact page number of the quotation

Eg; Smith (1997: 10) states that 'defining roles and their remits is not simple'

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

Eg; The Report of the Commission on Nursing defined the role of the preceptor as a...

"...skilled clinical nurses who guide and support student nurses in assigned clinical areas. They guarantee the clinical placement, meets the requirements of the educational programme with regard to planned experience and outcomes. They advise, propitiate and abet student nurses to achieve the maximum from the clinical placement" (Government of Ireland, 1998: 91).

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

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

• **Secondary Source Referencing**

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

Eg; Kelly (1982, cited in Jones, 2006) agrees that ...

In this citation, Kelly is the primary source, and therefore the original; Jones (the secondary) source may have taken Kelly’s ideas forward and altered the meaning slightly. Therefore it is prudent to try and access Kelly’s work and read the original. When citing the reference in the reference list, cite only the work that you have read; i.e. for this the secondary source is Jones (2006).

Never use a direct quote from a secondary source.

Reference List

How do I include my sources in a reference list?

References should be listed in alphabetical order by author’s surname and then by date (earliest first), and then if more than one item has been published during a specific year by letter (1995 a, 1995 b, etc). Whenever possible details should be taken from the title page of a publication and not from the front cover, which may be different. Each reference should include the elements and punctuation given in the examples below. The title of the publication should be in italics.

The Harvard system requires a reference list that consists of all the works cited in the text. References should be listed in alphabetical order of the author’s surname and thereafter by initials.

• **Referencing a single author**

Johns, C. (2002) *Guided Reflection Advancing Practice*, Blackwell Science, London.

If a number of books/articles are cited by the same surname these should be list in chronological order by date of publication.

Schön, D. (1983) *The reflective practitioner*, Temple Smith, London.

Schön, D. (1987) *Educating the reflective practitioner*, Jossey-Bass Publishers, San Francisco

• **Two or more authors**

All authors should appear in the reference list

Benson, M., Fixen, J., and Macinol, M. (1994) *Children’s Orthopedics and Fractures*, Churchill Livingstone, Edinburgh.

• **Referencing a book**

ÿ Authors(s) surname plus initials

ÿ Year of Publication in brackets

ÿ Title

ÿ Edition (if more than one edition)

ÿ Volume number, if the book has more than 1 volume

ÿ Name of publisher

ÿ Place of Publication

Huckstep, R.L. (1993) *A Simple Guide to Orthopedics*, Churchill Livingstone, Edinburgh.

Author

The author's names should be written in lower case, apart from the first letter.

Year

This should represent the year of publication or last edition, not the date of reprint.

Title

Full title must be in italics and capital letters as in title of book.

Edition

You only need to mention an edition if you are using one other than the first. If it is the first or only edition of a book there is no need to indicate this.

Orem, D. (1971) *Nursing: Concepts of Practice*, McGraw Hill, New York.

Orem, D. (1995) *Nursing: Concepts of Practice*, 5th edn. McGraw Hill, New York.

Place of Publication

Where more than one place of publication appears on the title page always use only the first place listed. For example, a book published by Baillière Tindall lists on the title page as place of publication London; Philadelphia; Toronto; Sydney; Tokyo. In your reference this should be written only as: Baillière Tindall, London.

• **Referencing a chapter in an edited book**

If referencing the whole book, it should be listed under the editor or editors
Cormack, D.F.S. (ed.) (2000) *The Research Process in Nursing*, Blackwell Scientific Publications, Oxford.

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

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

Porter, S. (2000) *Qualitative Research*, In: Cormack D.F.S. (ed.) *The Research Process in Nursing*, Blackwell Scientific Publications, Oxford, 113 - 122.

• **Referencing a journal article**

A reference for an article published in a journal should include the following information:

- Authors (s) surname plus initials
- Year of Publication in brackets
- Title of article
- Title of journal in full and in italics – as written in the article
- Volume / Number.
- The numbers of the first and last pages on which the article appears.

Zidane, A. H. (2001) *Private thoughts in public spheres: issues in reflection and reflective practice in nursing*, *Journal of Advanced Nursing*, 36, (4), 512-519.

Yetzer, E.A. (1996) *Helping the patient through the experience of an amputation*, *Orthopaedic Nursing*, 15, (6), 45 – 49.

• **Reference for unpublished sources/thesis/dissertations**

If referencing a thesis or dissertation the word ‘unpublished’ is included:

Rioch, E. (1993) *Student Nurses’ Understanding of the Assessment Process of Oral Health Care for Hospitalised Patients*, Unpublished BNS dissertation, School of Nursing and Midwifery, University College Dublin.

• **Reference for a report or government publication**

Reports that are not the responsibility of individuals should be listed under the name of the body responsible for publication. It is then referenced the same as for a book.

Government of Ireland (1998) *Report of the Commission on Nursing: A blueprint for the future*, Stationery Office, Dublin.

NB: ‘Note the spelling of ‘Stationery Office’

Department of Health & Children (2003) *The Challenge for Nursing and Midwifery Report of the National Taskforce on Medical Staffing 2003. A Discussion Paper*. Nursing Policy Division, Department of Health & Children, Dublin .

National Council for the Professional Development of Nursing and Midwifery (2003) Guidelines for Portfolio Development for Nurses and Midwives, National Council for the Professional Development of Nursing and Midwifery, Dublin.

(Accessed on line, <http://www.ncnm.ie/files/publications/Portfolio%20Guide.pdf>, (1st June 2006))

Government of Ireland (1985) The Nurses Act, Stationery Office, Dublin.

(Accessed on line, <http://www.irishstatutebook.ie/ZZA18Y1985.html>, (1st June 2006))

• **Reference for an editorial**

Nursing Times (1999) Editorial, Nursing Times 85, (18), 3.

• **Reference for a conference paper**

Benner, P. (2000) “*The Wisdom of Caring Practice – Claiming What We Know*”, Paper presented at An Bord Altranais / Nursing Board Northern Ireland, National Conference, March 16th, Dublin.

• **Reference for a document on the internet**

Addresses on the Internet have a standard format known as URL – Uniform Resource Locator, which is the equivalent of a full postal address.

Use the following format

- Authors (s) surname plus initials
- Year in brackets
- Title
- Date of access in brackets ()

Department of Health (1998) *Advisory Committee on Genetic Testing*(ACTG),(Accessed on line, <http://www.open.gov.uk/dih/genetics> (27 July 1998)).

• **Reference for E-Journal articles**

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

Cohen, P. (1997) News: against the odds, it worked. *New Scientist* (12th July) (Accessed on line, <http://new.scientist.com/scientist.com/ns/970712/n.ars.html> 1st August 1997)

• **Presentation of reference list**

The reference list is presented immediately following the text and before appendices. Do not Bullet point or number your references in the reference list.

To Conclude

We wish you success in your assignment writing and we hope this guide will help you to develop your referencing skills. If you have any further queries do not hesitate to contact your programme co-ordinator for advice.

(The Regional Centre of Nursing and Midwifery Education would like to acknowledge the assistance of published documentation such as student handbooks from Institutes of Technology and the Royal College of Surgeons in producing this handbook)



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

*Regional Centre of Nursing and Midwifery Education
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