



Institute of Leadership

Academic year: 2018 – 2019

Student Handbook

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

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Part 1: Introduction

RCSI's Mission: To educate, nurture and discover for the benefit of human health

1.1 Welcome from the CEO of RCSI

On behalf of the President and Council of the Royal College of Surgeons in Ireland, I welcome you to the RCSI Institute of Leadership.

The team at the Institute, and the wider RCSI team, are dedicated to meeting your educational and developmental needs and to assisting with your ongoing personal development. All staff of the College - academic, administrative and support- strive to provide an environment in which you can develop intellectually, socially and physically.

I wish you every success in your continuing education and your ongoing professional development at the Institute of Leadership

Professor Cathal Kelly
Registrar and Chief Executive Officer

1.2 Welcome from the Director of the Institute

Institute of Leadership Mission: Advancing Healthcare Leadership: Making a Difference.

I extend a very warm welcome to you, our new students. The RCSI was founded in 1784 and we have a very long track record of providing education for health professionals. The Institute was founded to develop the leadership, management and educational competencies of practicing health professionals. We promote flexible adult learning which provides you with the capacity to continue your development over the course of your professional life.

Healthcare is undergoing momentous change and our programmes aim to prepare you to assist in leading and managing that change. You will find our programmes challenging but fulfilling and you will find, in us, a dedicated and supportive team committed to assisting in your personal and professional development.

You should familiarise yourself with the contents of this handbook. No handbook can be completely comprehensive and, if there are any matters on which you require further information, please ask the relevant member of staff. The RCSI website and Virtual Learning Environment (VLE) are also excellent resources which I encourage you to use.

Professor Ciarán O'Boyle
Director of Institute of Leadership

1.3 History of the RCSI

The RCSI was granted a Charter on 11th February 1784, giving it the power to control the practice of surgery and to make provision for surgical education. In 1866, the College, uniquely, established an undergraduate medical school and, in modern times, we have expanded to become Ireland's leading provider of education and training in the medical, surgical and allied health disciplines. In 1978, the College became a recognized

College of the National University of Ireland and, in 2010, it was awarded its own degree-awarding status by the Irish Government.

1.3.1 RCSI Today

Faculty of Medicine & Health Sciences

The Faculty of Medicine & Health Sciences is home to Ireland's largest medical school, one of the world's leading international medical schools, as well as prestigious Schools of Pharmacy, Physiotherapy, Nursing & Midwifery, Postgraduate Studies and the Institute of Leadership. Our degrees and awards are fully aligned to the National Framework of Qualifications.

Surgery, Postgraduate Faculties & Professional Bodies

RCSI is the professional training body for Surgery in Ireland. Today, under statutory authority, we manage postgraduate residency training, memberships and fellowships and continuous professional development through our Department of Surgical Affairs, Faculties of Radiologists, Dentistry, Sports & Exercise Medicine and Nursing & Midwifery. We also operate the Irish Institute of Pharmacy on behalf of the Pharmaceutical Society of Ireland.

Research Institute

The RCSI Research Institute is one of Ireland's foremost research centres. We are committed to fostering high levels of research activity, to commercialising intellectual property arising from our research, and to developing collaborative links with industry, educational and research institutions both nationally and internationally.

International

More than 60 countries are represented in our student body. The College has a strong international presence with 2 Medical Schools in Malaysia, a campus in Dubai and a University in Bahrain.

We are independent, not-for-profit, international and progressive.

1.4 RCSI senior staff

For current details see: http://www.rcsi.ie/ceo_and_senior_management

[**Please note:** A full directory of staff is available on the Royal College of Surgeons in Ireland website, <http://www.rcsi.ie>.]

1.5 Accreditation

The RCSI is a recognised college of the National University of Ireland and our students graduate from the NUI.

In addition to accreditation by the NUI, the Charters Amendment Act (2003) enabled the College to award its own degrees following an institutional review by the National Qualifications Authority of Ireland (NQAI) and the Higher Education Authority (HEA). This review took place in 2010 after which the RCSI successfully achieved independent degree awarding status.

In addition to the above, the RCSI's Institute of Leadership's Masters programmes in the UAE are accredited by the Commission for Academic Accreditation (CAA) of the Ministry of Higher Education and Scientific Research. In Bahrain, our Masters programmes are attested by the Higher Education Council.

1.6 Institute of Leadership

RCSI's Mission is ***"To educate, nurture and discover for the benefit of human health"***. Associated with this is a core focus on ***"Developing healthcare leaders who make a difference worldwide"***. The Institute

of Leadership was founded in 2005 and our Mission “Advancing Healthcare Leadership: Making a Difference” derives from the overall RCSI Mission.

Because of our long history of educating and training health professionals and leaders, we understand the health services and the challenges confronting those working within them. We provide programmes at postgraduate certificate, diploma and masters levels in leadership, healthcare management, quality & safety, and in health professions education. We also deliver significant executive development programmes for the healthcare system in Ireland and internationally.

In addition to our Dublin base, we have a strong academic presence in the Middle East. We have a campus in Dubai at Dubai Healthcare City and we also provide our Masters programmes at our University in Bahrain. In addition, we have, for the past seven years, provided education and training for surgeons in 11 countries in Sub-Saharan Africa.

1.7 Our philosophy and commitment to healthcare management and quality and safety

Our philosophy and approach recognise the central importance of healthcare in people's lives, and also the particular complexity of modern healthcare delivery systems. We are guided by the following considerations:

Patients First

Ensuring effective health and social outcomes for patients, clients and service users is at the core of effective healthcare management. Leaders and managers need to combine technical competencies with a person-centred orientation in order to achieve this.

Complexity

Healthcare delivery is very complex. Bringing a varied, expert and highly educated workforce together to deliver integrated, ethical, patient-centred services is difficult. Leading and managing a complex workforce requires a collaborative working ethos, strong clinical and corporate governance, effective performance management, a firm sense of self and, increasingly, an ability to influence rather than command and control others.

Change

All health systems are undergoing continuous change and managers/leaders must know how to lead and manage change effectively.

Continuous Professional Development

Managers and leaders have a duty to maintain and improve their knowledge, skills and competencies. We believe that a commitment to continuous professional and personal development by our students will ensure the highest quality and safety in healthcare.

Interdisciplinary Exchange

We place particular emphasis on interdisciplinary exchange within small group settings. Case studies and class discussions facilitate the application of learning, and ensure that our programmes reflect the multidisciplinary nature of healthcare systems.

Core Values

By promoting high standards, we strive to play a leading role in improving the quality and effectiveness of healthcare services. Our core values are acting with integrity, being supportive, respectful, innovative and positive.

1.8 Our philosophy of education and our commitment to students and their sponsors

The core purpose of the Institute is to assist health professionals to develop themselves and their organisations. We adopt an evidence-based approach and we strongly adhere to the following guiding principles:

- Our educational philosophy reflects the principles of adult learning. We help our students to develop themselves, their organisations and their health systems.
- Our approach to teaching is supportive, participative and interactive. This means providing a safe environment for our students to learn from experience, reflection, dialogue, advocacy and enquiry.
- We work to ensure excellence by listening to our students and clients, continually updating our programmes and by engaging continually with the healthcare and educational systems.
- Our programmes are designed to meet client needs and are underpinned by a coherent set of core concepts and a sound educational philosophy.

1.9 Staff of the Institute

For staff profiles see: <http://www.rcsi.com/leadership/about> and our current prospectus for the relevant location.

1.10 External examiners

Name	Role and Institution	Programme
Prof Gerry Armitage PhD	Course Leader, PG Cert Patient Safety 2016 -17, University of Bradford, UK.	MSc in Quality & Safety in Healthcare Management (Bahrain & UAE & Ireland)
Prof Mairi Scott PhD	Professor of General Practice and Medical Education and Associate Dean (International) School of Medicine , University of Dundee, UK.	MSc in Healthcare Management (Bahrain, UAE & Ireland)
Dr Annelies Kemp PhD	Associate Professor of Education, University of Canterbury, New Zealand.	MSc in Leadership in Health Professionals Education (UAE)
Prof Martin Beirne PhD	Professor of Management and Organisational Behaviour, Adam Business School, University of Glasgow	MSc in Leadership (Ireland)
Prof Martin Beirne PhD	Professor of Management and Organisational Behaviour, Adam Business School, University of Glasgow	Professional Diploma in Clinical Leadership (Ireland)

1.11 Programmes and Short Courses

Academic Programmes

Our academic programmes are level 9 Master's degree programmes. The programmes are modular in nature and this allows a flexible pathway to NUI educational awards at postgraduate certificate, postgraduate diploma and master's levels.

Programme	Location	Years	Semesters	ECTS credits	NFQ
MSc in Healthcare Management	Ireland Bahrain UAE	2	4	90	Level 9 Major award
MSc in Quality & Safety in Healthcare Management	Ireland Bahrain UAE	2	4	90	Level 9 Major award
MSc in Leadership	Ireland	2	4	90	Level 9 Major award
MSc in Leadership in Health Professions Education	UAE	2	4	90	Level 9 Major award
Professional Diploma in Clinical Leadership	Ireland	9 months	2	30	Level 9 Special Purpose Award

Executive development programmes

In addition to our academic programmes, we also provide executive development programmes for health professionals. For further information, please refer to our website www.rcsi.com/leadership

Consultancy and organisational development services

We provide consultancy in a number of areas for a variety of different industry sectors
www.rcsi.com/leadership

1.12 Programme Organisation and Governance

The organisation and governance of our programmes are aligned with international best practice and designed to ensure appropriate student participation.

Figure 1.11.1 on the following page details the organisation and governance structures in place for all programmes.

Students participate in governance through the following mechanisms/platforms:

- Module evaluations (completed at the end of the in-class component of a module and on completion of the entire module).
- Programme Board meetings which involve student representatives, Programme Directors, module co-ordinators and lecturers.
- End of programme evaluations on completion of an MSc programme.

All of these mechanisms/platforms provide feedback to the **Academic Committee** which coordinates and acts on all appropriate feedback.

During your programme, you will be invited to participate in these organisation and governance mechanisms by your Programme Director.

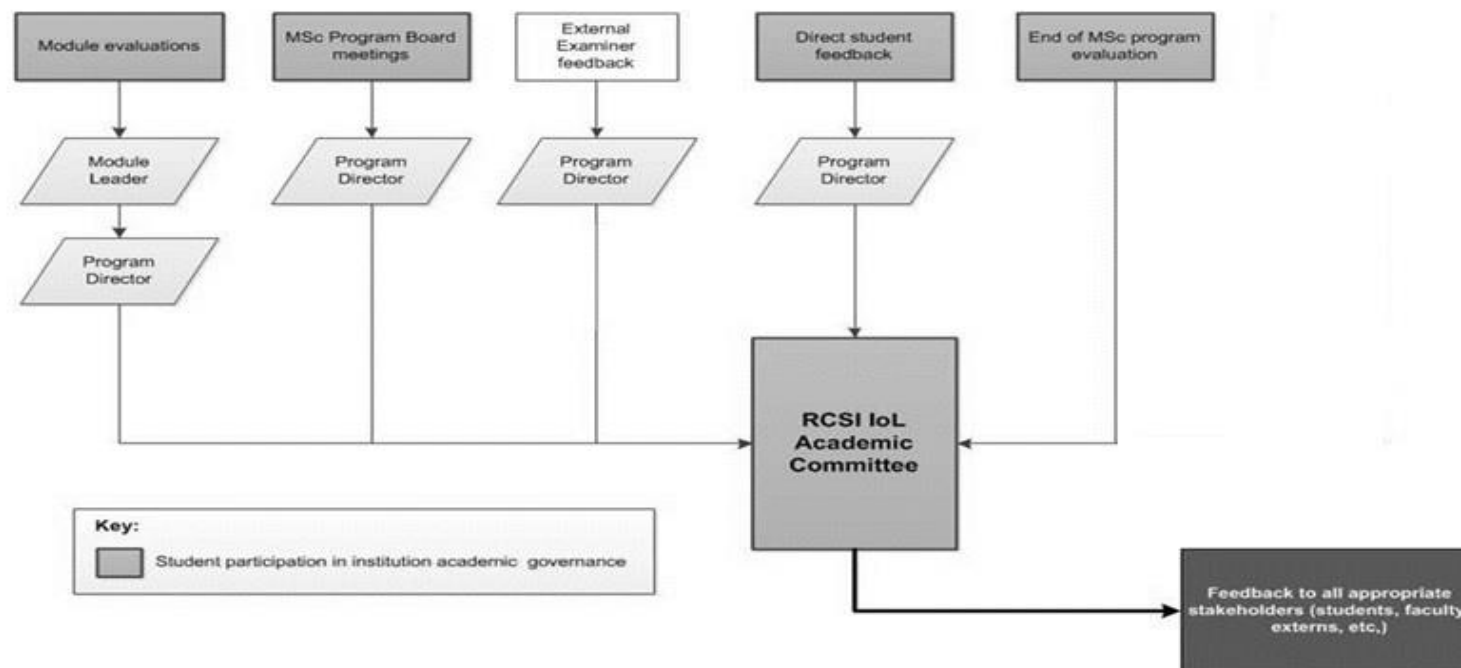


Figure 1.11.1: MSc programme organisation and governance structures (student perspective)

Part 2: Students as Learners - Services and Guidance

2.1 Student Support

Part-time students lead demanding professional lives, often combined with family responsibilities and they tend to have more life crises than younger full-time students. You may experience a range of difficulties related to continuing your studies and we want to ensure that you know what to do and subsequently how to keep in touch with us. If you experience any problems, let your Programme Director know, and make sure you keep in touch. We can work out what is the best course of action for you.

2.1.1 Who to Contact

Your Programme Director is the person to contact for general support and guidance. The nature of your problem will determine who else may need to be contacted. It is best to make an appointment with your Programme Director when you are in the Institute for classroom sessions or via your RCSI email address (please don't use any other email address). Lecturers receive a lot of queries from students and these, in the majority of cases, need to be documented for record keeping. When emailing your query, be specific and include your **student number, programme title, year and location**.

2.1.2 Student Representatives

Two student representatives are elected by students for each programme. These representatives attend two Programme Board Meetings, one in each semester. Lecturers and Programme Directors attend these meetings and it is important that any issues regarding the organisation of the modules are highlighted during the semester rather than at the end of the programme (please also refer to “**1.11 Programmes organisation and governance**”). Student representatives will also be invited to attend designated academic meetings during the academic year.

2.1.3 Keeping in Touch by Email

It is important that you check your VLE site forum and RCSI email account regularly, as all changes in timetables, venues etc. will be communicated via these mechanisms. It is your responsibility to keep up to date with these changes. When contacting the Institute, again, remember to include your student number, programme title, year and location.

Please note: Your RCSI email address is the only one that will be used for communicating with you during the programme – for reasons of information security we do not respond to any other email accounts.

2.1.4 Student Records

You are responsible for ensuring accurate phone numbers and addresses are on file. It is your responsibility to inform our administration of any changes.

Please refer to the RCSI policies, procedures and regulations available online from the **Student Academic & Regulatory Affairs (SARA)** VLE site (<https://vle.rcsi.ie/course/view.php?id=684>).

2.2 Managing your Attendance and Progression

2.21 Attendance

Full attendance at teaching provided by RCSI is considered a measure of professional behaviour expected of all students. All programmed activities in RCSI are considered to be core and lack of attendance may affect a student's eligibility to sit examinations and to progress to the following year.

2.22 Leave of absence, withdrawing and deferring from a Programme, Examinations, Assignments, etc.

If applying for leave of absence, an extension or if withdrawing from a programme you must refer to the appropriate RCSI Policy and complete and submit the required documentation.

- Student Leave of Absence Policy
- Exceptional Circumstances Policy - this policy outlines the circumstances in which a leave of absence or extension may or may not be permitted. **To apply for either of these**, you need to contact your Programme Director and complete electronically the Leave of Absence/Extension Request Form which is located on the Institute of Leadership Student Information (IOLSI) page. <https://vle.rcsi.ie/course/view.php?id=2068#section-2>
- Student Withdrawal from Studies Policy

Policies are accessible from the SARA VLE site 'Student Policies, Procedures & Regulations' <https://vle.rcsi.ie/mod/folder/view.php?id=30506>

- Please note, where appropriate, a fee is charged for processing leave of absence requests. You will be contacted by your local administrator for payment and the fee must be paid in full before a request can be considered.

2.3 Library and Learning Support Centres

Access to up-to-date information is critically important in healthcare. The library and learning support centres play a vital role in helping you develop expertise. They act both as a gateway to the world's health information and as a "laboratory" where information skills can be put into practice. In addition to the traditional textbooks and journals, you have access to a range of international databases and a vast array of health information resources on the Internet.

All RCSI library and learning resource centres offer ample space for studying and are equipped with state-of-the-art technology, including desktop computers, computer laboratories and wireless networks. The educational life of RCSI is supported by extensive collections of textbooks and journals, course notes and supplementary reading material alongside electronic textbooks, multimedia tutorial programmes and networked access to a range of databases, including MEDLINE, CINAHL, PUBMED, Health Business Elite the Cochrane Library and Best Evidence. Many library and learning resource services are also available worldwide over the Internet via their respective web pages (please see links provided below).

Students at all locations can access the RCSI virtual library where, in addition to the journals and learning resources provided, there is a sample of graduate dissertations located on the e-publications section of the website <http://epubs.rcsi.ie/>.

2.3.1 Library access times

Up-to-date information on RCSI library services and opening times can be found at:

Ireland: library@rcsi.ie (No 26 York Street) bhlibrary@rcsi.ie (Beaumont Hospital)

UAE: info@amml.ac.ae (Al Maktoum Medical Library)

Bahrain: library@rcsi-mub.com

2.3.2 Photocopying

Self-service photocopiers are available in all library locations; please check with your local RCSI library service desk for guidance.

Users of any photocopier are bound by the Irish Copyright Act of 1963. For this reason the Institute of Leadership will not undertake photocopying of material for students. Students are provided with reading or reference lists to encourage greater use of the library and online learning facilities.

2.4 Virtual Learning Environment (VLE)

Your virtual learning environment or VLE is where you will find the course site for your programme as well as a range of supporting resources including the **Student Academic & Regulatory Affairs** (SARA) site, Learning Support services, etc. Your VLE course site is the single most vital resource for your learning on your programme. The site can be accessed from <https://vle.rcsi.ie/>.

Your VLE course site provides secure online access to programme documentation, lecture notes, class timetables, multimedia tutorials, discussion fora, assessment results, self-assessment tests, calendars of events, etc. Additionally, the VLE also provides links to e-journal portals including Emerald, Wiley, Science Direct, Journals at Ovid, BioMed Central, HighWire Press and PubMed Central via the “**Library**” button located at top of the VLE course site.

2.5 Assignments

Guidelines for writing academic assignments are provided in Appendix A with guidance for submission in Appendix B. It is vital that you also read the RCSI **Policy on Plagiarism** on the SARA section of the VLE <https://vle.rcsi.ie/mod/folder/view.php?id=30506> prior to submitting your assignment.

A criterion referencing system is used to grade assignments and examinations and this is outlined in the **Marking Grid** (Figure 1.11.2). It is essential that you spend time familiarising yourself with the descriptor for each grade class band.

Figure 1.11.2: RCSI Institute of Leadership Marking Grid

FAILURE FOR PLAGIARISM OR NON SUBMISSION, WITH A MAXIMUM OF 50% FOR THE RESUBMISSION						
Grade class band	Knowledge	Comprehension & Application to Practice	Analysis	Synthesis	Evaluation	Literary style
> 70	Exceptionally good use of knowledge from a wide range of relevant disciplines pertinent to the area of study. Use of recent (<5 years) and appropriate research. Mostly primary sources, wide range of reading.	Excellent and concise use of explanation and summarization. Critical application to practice. Answered the question fully and completely.	Exceptionally well developed ability to deconstruct, construct and deliver arguments. Logical presentation of argument; clear structure. Demonstrates clarity of thought.	Excellent level of independent imagination, creative thinking. Makes creative and strong links between areas of work. Frequently generates new ways of looking at things.	Identifies and evaluates major and minor issues and demonstrates an excellent level of critical thinking	Very well written; evidence of distinct personal style. No spelling or grammar errors; all words used correctly. Paragraphs longer than one sentence; no longer than one page. Headings if used are of the same format and appropriate level. Unnecessary abbreviations not used; necessary ones explained. Numbers are written or spelt as appropriate. Capital and small letters used appropriately. Quotations are appropriately set out and referenced. No unnecessary parentheses. Punctuation appropriate. Verbs active where appropriate and subjects are in agreement. Pronouns have clear referents. Parallel construction. Tone is not polemic. Sexist language and awkward constructions avoided. References in Departmental approved format.
65-69	Demonstrates very good use of knowledge from a wide area. Mostly with primary sources some secondary.	Very good use of explanation and summarization. Critical application to practice. Answered the question fully and completely.	Very well developed ability to deconstruct, construct and deliver arguments. Logical presentation of argument; clear structure. Demonstrated clarity of thought.	Very good levels of independent imaginative creative thinking. Makes several strong links between areas of work. Frequently generates new ideas of looking at things.	Very good levels of critical thinking. Identifies and evaluates major and minor issues. Balances arguments.	
60-64	Evidence of highly relevant knowledge and principles. Use of research which is relevant and up to date.	Very good use of explanation and summarization. Somewhat critical application to practice. Answered the question fully and completely.	Well developed ability to deconstruct, construct and deliver arguments. Logical presentation of argument; clear structure. Demonstrated clarity of thought.	Very good levels of independent imaginative creative thinking. Makes several relevant links between areas of work. Often generates new ways of looking at things.	Identifies major and minor issues. Evaluates strengths and weaknesses of material. Balanced arguments.	Competent use of English. Fluent writing. Accurate spelling and grammar. Distinct personal flair.
50-59	Evidence of relevant knowledge and principles. Use of research which is relevant and up to date.	Fairly good use of explanation and summarization. Limited application to practice. Partially answered the question.	Evidence of an ability to deconstruct, construct and deliver arguments. Generally logical presentation of argument and clarity of thought.	Clear evidence of independent, imaginative, creative thinking. Some links between areas of work. Occasionally generates new ways of looking at things.	Identifies major and minor issues. Identifies major strengths and weaknesses. Balances arguments. Minimal evidence of critical thinking.	Competent use of English. Reasonably accurate spelling and grammar. Pedestrian. Lacks personal flair.
40-49 FAIL	Mainly descriptive use of knowledge. Little research used; mostly secondary sources. Inadequate reference list.	Adequate use of explanation and summarization. Weak application to practice. Some aspects of the question answered	Some structure but not entirely clear; argument sometimes but not always logical. Thinking occasionally confused	Some evidence of independent, imaginative, creative thinking. Makes few links between areas of work. Scant evidence of new ways of looking at things.	Identifies either major strengths or weaknesses. Weak critical appraisal; polemic. Identifies major issues.	Some spelling and grammar errors. References in inaccurate format.
<40 – FAIL	Use of inadequate or outdated knowledge. Evidence of research inadequate. Unsatisfactory reference list.	Poor explanation and summarization. Application to practice is rarely made. Has only attempted to answer question.	Weak structure, little logical argument. Thinking sometimes confused.	Minimal evidence of independent thinking. Links between different areas of work are missing or inaccurate. Rarely generates new ways of looking at things.	Does not evaluate/ appraise. Descriptive. Identifies few issues.	Difficult to understand. Poor use of English. Numerous spelling and grammar errors

2.6 Administration Office

2.6.1 Student cards:

Student cards are issued at registration by the IT Department for students in Ireland and by your local administrators for students in Bahrain and Dubai. Any queries in relation to student cards should be referred to your respective issuing department. Your student card should be kept with you at all times. Replacement of lost or damaged cards will incur a charge.

2.6.2 Student Records:

Administration staff will update student records with changes to personal details. It is the responsibility of the student to contact the administration office by email with any changes to personal contact details. Access to your student record may be gained by contacting your local administrator.

2.6.3 Fees:

Payment of fees should be made in accordance with the fee structure as detailed in the offer letter sent to you.

The following are acceptable forms of payment made payable to the RCSI:

- Bank Draft
- Cheque
- Bank Transfer
- Postal Order
- Credit card (Ireland only)

Receipts will be issued upon payment and invoices will be generated upon request. Please see Fee Payment policy available from <http://www.rcsi.com/leadership/study>

Please note: Administration staff are not authorised to provide the following services for students:

- Photocopying
- Providing exam results over the phone
- Authorising extensions on assignments
- Providing credentials for access to RCSI online systems.

Part 3: Regulations, Procedures and Standards

3.1 Student Regulations and Procedures

3.11 Registration on programmes

Students are required to complete the MSc programme for which they are registered within the **two year** timeframe. Consideration may be given to students who need to extend this period of time. Each case is considered on an individual basis with reference to the RCSI Exceptional Circumstances Policy available from <https://vle.rcsi.ie/mod/folder/view.php?id=30506>. The maximum timeframe for completion of a MSc programme under NUI regulations is **five years** from first registration and entry into the programme.

3.12 Notification of assessments

Students are notified of assessment requirements and arrangements for each module. It is important that coursework is within the word limit specified for the assignment. Students may be penalised if the number of words they write is either above or below that stated (please refer to Appendix A, “**7. Other Considerations**” for further guidance).

3.13 Assessment “due dates” and requests for extensions

Coursework **MUST** be submitted by the due date as per MSc programme assessment schedule; only in extenuating circumstances will extensions be considered, e.g. on medical grounds with a medical certificate (please also refer to “**2.2 Leave of absence, withdrawing and deferring from a programme, examinations, assignments, etc.**”) and the policies under the SARA section of the Moodle VLE <https://vle.rcsi.ie/mod/folder/view.php?id=30506>.

The Institute will not accept responsibility for late or lost work and assessment grades will normally be available within seven weeks of submission.

3.14 Repeat assessments

Assessment results are provisional until the meeting of the Board of Examiners which meet twice yearly. Students will be informed about requirements for resubmission or resit, thereafter. A fee will be incurred for all repeat assessments. Supplementary examinations are usually time-tabled following the meeting of the Board of Examiners.

Please Note: Students with outstanding fees will not receive notification of results until full payment has been received.

3.2 Marks and Standards

Please refer to your **Programme general documents** on your VLE course site for the Institute's Marks & Standards documentation.

Please note: a programme's "Marks and Standards" document can/may change each year and students are subject to the "Marks & Standards" for their current year of study.

3.2.1 Conferring

The NUI/RCSI conferring ceremonies usually takes place in November of each year. The RCSI Communications and Events Department and the Institute team are responsible for organising conferrings and will be in contact with you via your RCSI email account.

Students from Bahrain and Dubai are eligible to be conferred in Ireland (*depending on numbers and space availability*). Prior notice must be given to the relevant department and students are responsible for their own travel and accommodation arrangements.

3.2.2 Transcripts

All results will be posted on VLE course sites for year 1 modules. Transcripts are only issued on completion of the programme of study in November of that year. Transcripts will not be issued to students who have completed year 1 and are progressing into year 2 of the programme.

3.3 Quality Assurance Mechanisms in relation to Assessment Process and Procedures

The following quality assurance mechanisms are in place:

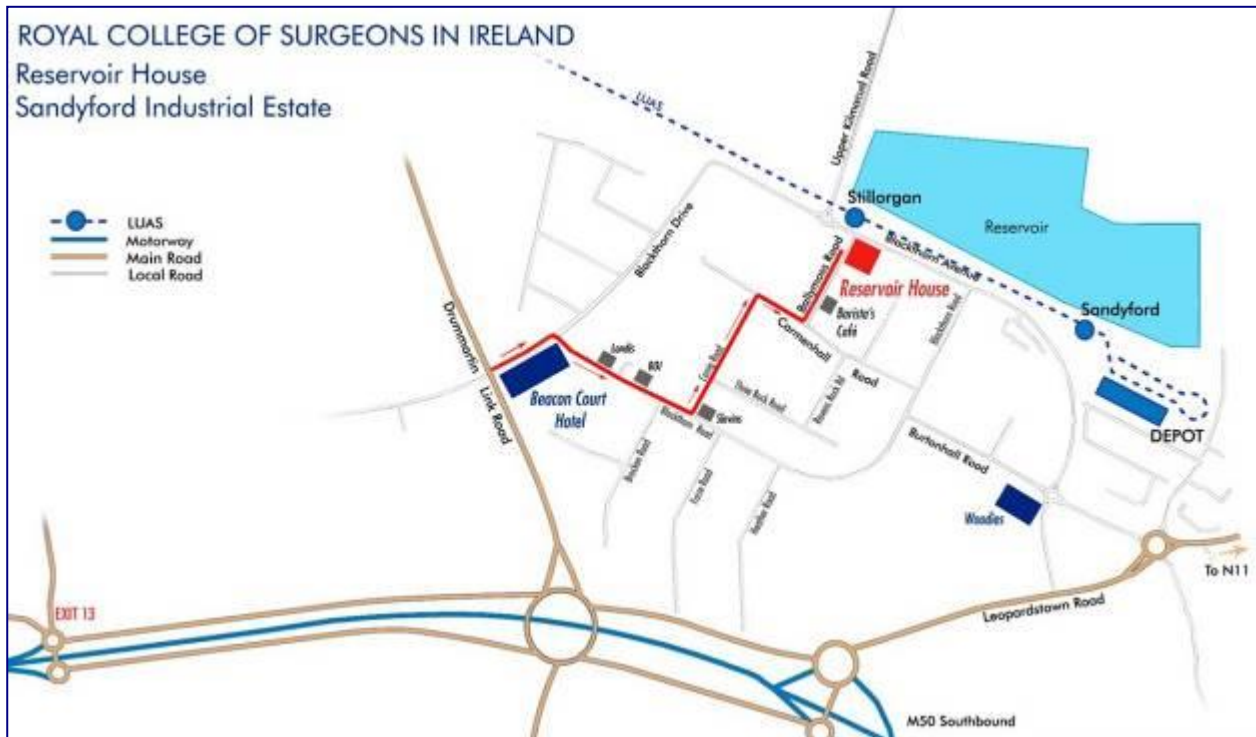
- A criterion referencing system is used for grading both assignments and examinations.
- An Extern Examiner is appointed to each programme. The roles and responsibilities of external examiners are outlined in the NUI 'Policy on Extern Examiners (2014)' available from http://www.nui.ie/about/pdf/gvrnce_docs/EXTERN_EXAMINER_1_3.pdf
- A system of internal moderation exists for all assessments.
- A Programme Team Meeting is constituted, with student representation, to monitor the programme.
- Appropriately accredited curricula are in place for all programmes (Royal College of Surgeons/National University of Ireland, UAE CAA and Bahrain HEC). Marks and standards are reviewed annually and any changes are ratified by RCSI Academic Council.

3.4 Student Code for the RCSI

The RCSI **Student Academic & Regulatory Affairs** (SARA) department is responsible for all student administrative support services including the publication of codes of conduct, student rights, responsibilities, regulations, expected behaviour, etc. This information is accessible from the SARA VLE site <https://vle.rcsi.ie/mod/folder/view.php?id=30506>.

3.5 Services and facilities

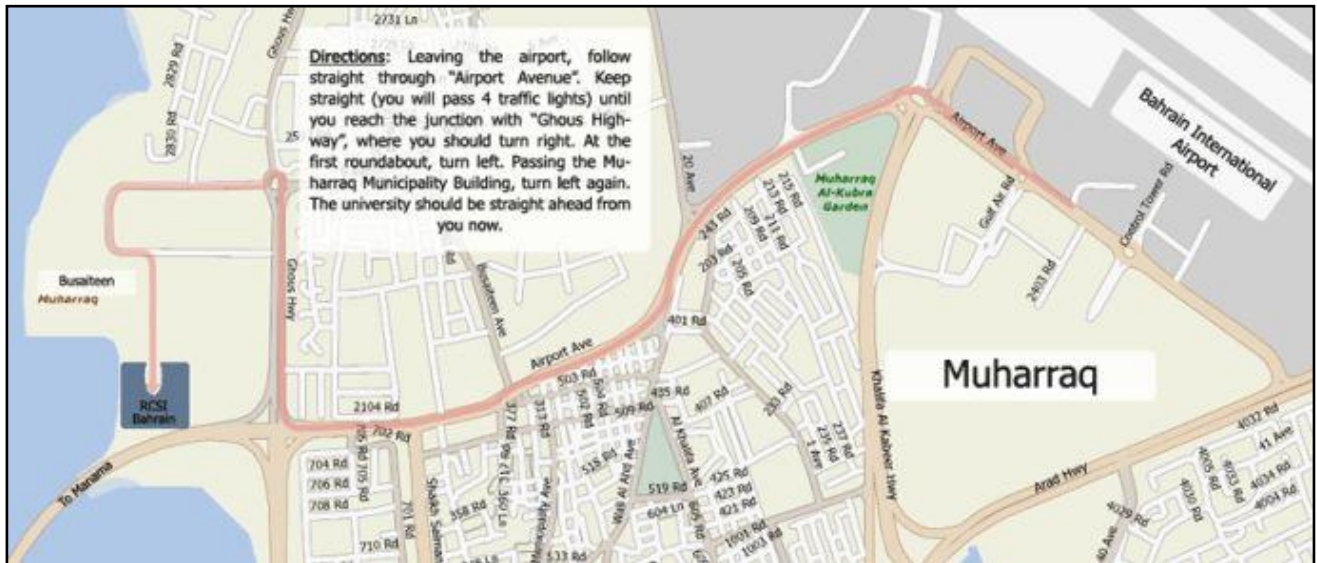
RCSI Institute of Leadership, IRELAND



This Institute location provides:

- A fully equipped teaching and learning space
- Wi-Fi access & IT support
- Printing and photocopying
- A kitchen with tea & coffee and cold storage facilities
- Limited parking (may require payment)
- Access to local transport (bus & LUAS)
- Access to local restaurants and shops (all within 5-10 minutes' walk)
- Student room (available for study via the Institute's booking system)
- Student break out areas
- Limited shower facilities
- Student café, gym, prayer room recreational rooms (available via the main RCSI college building, St. Stephen's Green)
- Library (available via the No 26 York Street, RCSI college building, St. Stephen's Green)

RCSI Bahrain



This Institute location provides:

- A fully equipped training rooms/lecture halls
- Wi-Fi access and IT support
- Printing and photocopying
- A full restaurant (Stephen's Green)
- Parking
- Gym and recreational rooms
- Prayer rooms
- Library and Learning Resource Centre onsite

RCSI Dubai



This Institute location provides:

- A fully equipped training rooms/lecture halls
- Wi-Fi access & IT support
- Printing and photocopying
- Limited parking, and where available may require payment
- Access to local transport (Metro & bus)
- Access to shops cafes and restaurants
- Prayer rooms
- Library and Learning Resource Centre onsite

3.6 Health and Safety

It is RCSI policy to provide a healthy and safe working environment. This can only be achieved successfully with the co-operation and vigilance of all students and staff.

Students are reminded that it is a criminal offence to interfere with or misuse equipment provided for their collective safety. Action will be taken against any student who deliberately endangers the health and/or safety of others, for example, by misusing fire extinguishers.

The following safety principles should be adhered to:

- Students must conduct themselves in a safe manner on the grounds of RCSI
- All health and safety and fire measures must be complied with in full.

Further information on student safety can be accessed at <http://www.rcsi.ie/Student-safety>. The Student welfare office is an open, caring and confidential service which provides support to all RCSI students. Further information can be found at http://www.rcsi.ie/comppas_team.

3.7 Fire Regulations

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

Appendix A: Academic Writing Guidelines

The following guide aims to provide a simple, easy to follow approach to assignment preparation and writing. Essay writing does take time and effort. This guide, therefore, has been prepared with the intention of ensuring your time is spent as productively as possible.

Written assignments provide a significant means of communicating your ideas, thoughts and arguments and should be well supported by reference to published works. While assignments are a form of self-expression, and reflect your own style, they should demonstrate your knowledge and understanding of the concepts and issues contained in your study programme. They allow your lecturers to assess your ability to think reflectively and critically about the topic.

To help support and develop your writing style, we provide you with access to the following resources

- **Grammarly** – a writing-enhancement platform that has proofreading capabilities and 250 grammar checks. This is an online resource that can also be attached as MS Word and Outlook 'app'.
- **Academic Phrasebank** – a resource that provides the 'phraseological nuts and bolts' of academic writing. This is an online and pdf resource.
- **Turnitin** – a similarity checker that assists you in identifying unoriginal content in your assignments and helps to prevent potential plagiarism.

Stages in assignment writing:

1. Preparation
 - Define the topic
 - Brainstorm
 - Collect information
 - Prepare an outline
2. Organisation
 - Pause and consider the topic
 - Select and order information
 - Prepare a detailed plan
 - Prepare the first draft
3. Presentation
 - Edit the first draft
 - Sort paragraphs
 - Write introduction and conclusion
 - Check grammar, spelling and punctuation
 - Complete referencing
 - Write the final copy
 - Check the final copy

1. Preparation

Define the topic:

- Understanding and defining the topic or question asked is the first hurdle to overcome in assignment preparation. It is important that you correctly interpret the question, in order to present the required information.
- The specific requirement(s) needs to be clearly understood. This involves identifying the verb (e.g. “compare” or “discuss”) in order to determine the type of information that needs to be presented. Some common assignment terminology is presented below:

Term	Definition or guidance
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 judgement 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, access and make a judgement, 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 Any technical terminology in the assignment question also needs to be identified and understood. If you have any problems at this stage of preparation, you may seek advice from the module Lecturer.

Brainstorm:

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

Collect information:

- Collection of information is the next important component of the preparation stage. The search for reference material and reading should begin as early as possible. This may appear daunting at first. However, browsing through the literature and using the library's computer database facilities to identify the relevant sections and articles will simplify the task. Please also refer to the **"Information seeking & library skills"** Moodle VLE site located within the **"Open access courses"** section (<https://vle.rcsi.ie/course/view.php?id=666>).
- When collecting information, it is important to keep several things in mind:
 - Reading should be appropriate to the topic and relevant to the question asked
 - An accurate record of the sources consulted should be kept
 - When taking notes; information from the source should be paraphrased or summarised and the appropriate page number noted.

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

Prepare an Outline:

- When you have collected the required information the last part of the preparation stage is devoted to preparing a brief outline of your assignment. A flow chart may be used, i.e. a point from summary of ideas linked together by arrows. The need to organise your ideas and information is an important step in the planning of your assignment.

2. Organisation

- During the preparation stage, you determine the information and evidence that is relevant to your topic. The actual organisation of your material should flow on smoothly from this stage.
- 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.
- Ordering of information is a technique, which some people find difficult; there are no set rules. Material may be ordered in a variety of styles. Refer back to the assignment topic as the order may be suggested by the question. In some situations it may be up to you to experiment and develop your own style.
- Use the flow chart or outline that you developed during the preparation stage to prepare a detailed plan of your essay. The key to planning lies in relating the various parts of your reading and thinking to the topic.
- Your argument is essentially the linking together of other peoples' ideas with your own and relating them to the topic. Remember that your own ideas regarding the topic are an important part of your assignment;

however they may need to be substantiated by the ideas of other authors. In some cases, you may need to evaluate competing ideas. In this situation, you 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 otherwise stated in the assignment guidelines. The use of personal pronouns in your assignment is inappropriate when writing in the third person. For instance; “I will focus on...” Becomes “This paper will address...” Or “The writer will address...”. If your assignment is reflective you will be guided to write in the first person – always check guidelines of individual assignments.
- At this point you begin to write your assignment, remembering to base it on the plan that you have prepared. A draft is written so that you are later able to revise your argument where necessary. It is often useful to leave a day or two before re-reading or revising your draft.
- You do not need to write the introduction and conclusion at this stage. Concentrate instead on completing the drafts. Citing your references in an abbreviated form as you write will save time in the final presentation of your assignment.

3. Presentation

Writing academic assignments is different from writing personal or work documents. There are some elements which are expected in all academic assignments. Some of these elements you may not be familiar with from writing for other purposes. However, all students at the Institute of Leadership are expected to be aware of, and become comfortable with, six elements in particular. These need to be taken into account when writing and structuring your academic assignments as they are part of your assessment and consequent mark.

The six elements are:

1. Using a standard format for all assignments
2. Correct referencing
3. Using an introduction and a conclusion
4. Using headings and sub-headings for structure
5. Correct use of paragraphs
6. Using figures and tables

Each of these is discussed in more detail below.

1. Using a standard format on all assignments

All assignments on all programmes need to be formatted as follows:

- Font type: Arial
- Font size: 12
- 1.5 or double line spacing (*How do I do that? Highlight your text. Go the Format menu, select Paragraph. In the box that pops up there is a section called “Spacing”. In the drop down menu change Line Spacing from “Single” to “1.5” or “Double”.*)
- Pages must be numbered (*How do I do that? Go to the Insert menu, select Page Numbers, bottom of page and select plain number 2.)*

- You **must use** the Standard front page (*cover sheet*) for all assignments (**See Appendix B**). Please note: an MS Word version will be made available on your Moodle VLE course site and edited for each assignment.

2. Correct Referencing – this is extremely important.

- Using the “Author/Date” referencing style; citing sources throughout your assignment is known as referencing. This is where you indicate ideas which are not your own but which reflect your research. There are several styles for referencing. However, the Institute has adopted the American Psychological Association (APA). It is very important for academic assignments that you become familiar with how to reference correctly using this style both within your main text (in-text citations) as well as in the reference list you provide at the end. You are encouraged to use an online reference manager (examples Mendeley, Endnote, Zotero) and other online resources (such as ‘Google Scholar’) to assist you in referencing correctly. Guidance and resources are available on your VLE course site.
- **You must avoid plagiarism.** Plagiarism is passing off someone else's work as your own without acknowledging it. If you are not citing your sources (i.e. referencing) or paraphrasing appropriately then you are risking plagiarism. All students must make themselves familiar with what is considered plagiarism and also the policy within the RCSI for dealing with it. Refer to the RCSI policy on Plagiarism via SARA on VLE (<https://vle.rcsi.ie/mod/folder/view.php?id=30506>). RCSI has invested in an educational technology package called TURNITIN which is used when you submit an assignment. TURNITIN will highlight any areas of similarity with other sources. This will enable you to review your assignment and ensure that it is compliant with the RCSI Plagiarism Policy <https://vle.rcsi.ie/mod/folder/view.php?id=30506> prior to assignment submission. Students are required to upload a copy of their assignment onto TURNITIN via the link available for each module. In addition all students are required to complete and pass the Plagiarism Resource tutorial and to be compliant with the RCSI Plagiarism Policy accessible from <https://vle.rcsi.ie/course/view.php?id=307> prior to submission of their first module assignment.

3. Using an Introduction and a Conclusion

- All assignments should have an Introduction at the beginning and a Conclusion at the end, whether or not they are specifically asked for in your assignment guidelines.
- The Introduction can be one or more paragraphs and outlines to the reader why you are writing this assignment and what it will cover. Generally, in a (10) page paper your Introduction will be approximately three paragraphs and cover the following:
 - General background (setting the stage, why this is an area of interest)
 - Introduction to subject matter (more specific information on the matter being discussed)
 - Introduction to contents of essay (an outline of what is ahead for the reader)
- Conclusions are an opportunity to impress on the reader once again the main points of your work. They also provide a chance to leave a lasting impression. Sometimes they are specifically asked for, in which case you may go into some depth at the end of your assignment. However, at a minimum you should be concluding with one or more paragraphs. These may include some or all of the following:
 - A brief summary of what you have discussed
 - A suggested course of action
 - A statement which summarises your main point or conclusions of the argument you made

4. Using headings and sub-headings for structure

- All academic assignments should use headings (and sub-headings) throughout to indicate structure. These are signposts for the reader which indicate where you are in your discussion. They show the reader the flow of your thinking and are important in highlighting your ability to organise your research.
- Headings should always be in **bold** and may or may not be numbered. On longer assignments you should use numbered headings and a table of contents. It is recommended good practice to include a table of contents (please also see “**7. Other Considerations**” > Contents Page below).

5. The Correct use of Paragraphs

- Paragraphs are another important element in writing academic assignments. As with headings, they indicate structure to the reader and the flow of your thinking.
- Each paragraph should be devoted to one idea. This idea is usually found in the first sentence of the paragraph, known as the topic sentence. Everything else in the paragraph should support this sentence by expanding on the main idea. Paragraphs should have a sense of completeness and there should be a logical break in thought from one paragraph to another as you move from one idea to the next.
- A single sentence *is not* a paragraph. Each topic or idea needs to be developed. In contrast, there should very rarely be a full page in an academic assignment that does not break somewhere for a new paragraph. A complete page of writing without a break for a new paragraph can be very confusing for the reader as there is no indication that there is a movement in the argument or discussion.
- There should be a blank line between each paragraph. This means you have to hit the return key twice as you start a new paragraph. With the double-spacing format we require for assignments this will have the appearance of 2 lines between each paragraph.

6. Using Figures and Tables

- Figures and tables are very useful in academic assignments for presenting information in a clear and concise fashion. When using figures or tables, they should be numbered, labelled and referenced.
- The numbering obviously depends on how many other figures or tables you have used in your assignment. Figures and tables are numbered separately. The labelling should clarify what the table or figure is illustrating. If you have used statistics, diagrams or models from some source this should be referenced. The only time you do not reference a figure or table is when you came up with the figure completely by yourself or you used statistics that came directly from your own personal research.
- If you decide to use a figure or table, you cannot simply insert it into your assignment and expect the reader to understand it. You must refer to it within your text (e.g. see **Figure 3**) and discuss its relevance.

7. Other Considerations

Item/issue	Guidance
Word count	The prescribed word count of the assignment should be observed and this should be included on the front page of your assignment. All text from the first word in the introduction to the last word of the conclusion is included in your word count. 5% of the mark will be deducted from each assignment that is submitted with 10% above or below the required word limit. The actual word count of each assignment must be clearly indicated on the front sheet.
Contents page	This should be included and should contain headings of sections used with the corresponding page numbers. 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.
Revision and 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 (and deducted) for presentation. Refer to the marking grid.
Confidentiality	Institutions or individuals should not be named or identified in assignments unless you are citing referenced published studies or research.
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 labelled in the order that you refer to it in your assignment (Appendix 1 or A, Appendix 2 or B etc.). Appendix 1 or A is the first appendix you refer to in the text and so on. Appendices should be included after the reference list in your assignment.
Feedback and grading	You will receive feedback on your assessments/assignments on standard feedback forms. The pass mark is 50%, unless otherwise stated, and awards for different programmes are included under the marks and standards available from Programme general documents on your Moodle VLE course site. 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 therefore it is your responsibility to keep a copy of all assignments submitted (please note: hard copies of all assignments, where submitted, are destroyed on completion of the grading process).

Appendix B: Assessment Submission Guidelines

Format:

Unless directed otherwise by your Programme Director, you must submit one (1) electronic copy in PDF format of your written assignment via your VLE course site as well as one (1) hard copy on A4 paper, stapled in the upper left-hand corner and sent to your local Institute Administration Dept. The electronic copy should be saved and titled as your student ID number before you upload onto your Moodle VLE course site.

Your assignment must follow the specific guidance provided in preceding Appendix A, **Stages in assignment writing, “3. Presentation”** as well as the guidance provided below. Assignments which are missing required details (e.g. Student #, word count, etc.) and/or are incorrectly formatted (e.g. incorrect font, incorrect spacing, etc.) will not be accepted for grading.

Front/first page:

The front page should contain the following information:

- Module name
- Assignment Title
- The title and year of the Course or Module e.g. MSc in Healthcare Management 2017-2018 & location
- Student ID Number
- Date of Submission
- Word Count (this must be clearly indicated as a penalty may be incurred for over or under word count (appendices and references not included in word count) - please also see “**7. Other Considerations** in Appendix A)

You must not write your name on your assignment except where asked to do so, e.g. dissertation (please see separate guidelines available on your Year 2 VLE course site).

Second page:

Table of contents.

Declaration page:

During the submission of the soft copy of your assignment via the VLE course site, you will be required to declare that your assignment is your own work, has not been previously submitted, etc. therefore a specific “declaration page” is not required. The only exception is your final project/dissertation - please see the separate guidelines provided as a hard copy declaration form is required in this case (please see separate guidelines available on Year 2 VLE course sites).

Examination regulations:

- Examination dates are arranged by the Institute of Leadership and these may be subject to change. Students must ensure that an examination date has been confirmed before making holidays plans.
- Students must produce their ID cards at examination or they are at risk of being refused entry.
- No examination/assignment results will be provided by telephone.
- Please also refer to the SARA examination and assessment information on the VLE site (<https://vle.rcsi.ie/course/view.php?id=684>).

Assessment Moderation and Grade Confirmation:

- A system of internal moderation and external examination is used in the Institute.
- All results are provisional and subject to confirmation by the Board of Examiners that meets twice yearly.

Turnitin and assignment submission:

- Please remember to upload a copy of your assignment via the TURNITIN link for each module prior to your final assignment submission. You will also need to upload the final version on the assignment submission link on each individual module.

