



UNIVERSITY  
OF MEDICINE  
AND HEALTH  
SCIENCES

# RCSI EU PROSPECTUS 2024

RCSI.COM/DUBLIN



- MEDICINE RC001
- GRADUATE ENTRY MEDICINE RC101
- PHARMACY RC005
- PHYSIOTHERAPY RC004
- ADVANCED THERAPEUTIC TECHNOLOGIES RC006

EU APPLICANTS **RCSI** LEADING THE WORLD TO BETTER HEALTH

RCSI UNIVERSITY OF MEDICINE AND HEALTH SCIENCES

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THE RCSI MISSION IS TO EDUCATE,  
NURTURE AND DISCOVER FOR  
THE BENEFIT OF HUMAN HEALTH.  
IN LEADING THE WORLD TO BETTER  
HEALTH, OUR VISION IS TO CREATE  
HEALTHCARE LEADERS WHO MAKE  
A DIFFERENCE WORLDWIDE.





**Professor Cathal Kelly**  
Vice-Chancellor, CEO & Registrar, RCSI

## THANK YOU FOR YOUR INTEREST IN STUDYING WITH RCSI

It is with great pleasure that I am presenting RCSI's 2024 EU Undergraduate Prospectus. Here we provide you with an overview of our University and the programmes that we offer on our Dublin campus in the disciplines of Medicine, Pharmacy, Physiotherapy and Advanced Therapeutic Technologies. This prospectus also offers insights into our students' academic and social experience, and gives a sense too of the career journeys that our students can enjoy after completing their studies with RCSI.

RCSI is an independent, not-for-profit university and our mission is to 'Educate, nurture and discover for the benefit of human health'. Established in 1784, RCSI was founded as the national provider of surgical training in Ireland. In the years since, RCSI has evolved to become one of the world's leading health sciences universities. With over 60 different nationalities represented in our undergraduate student body and more than 30,000 alumni from 96 countries around the globe, we are also one of the most international in our outlook.

For the last seven years, RCSI has consistently maintained its position among the world's Top 250 universities in the Times Higher Education (THE) World University Rankings. This is an achievement of which we are immensely proud. THE also ranks RCSI at #1 in the world for 'Good Health and Well-being', which is testament to the huge commitment of our staff, students and researchers to meeting the United Nation's Sustainable Development Goal 3.

The learning experience of our students is a key priority for RCSI. We continually strive to ensure that students enjoy the most immersive and stimulating of educational journeys. I am very pleased to inform you that this year sees the continued roll-out of our revised undergraduate medical curriculum, which puts in place innovative new teaching methodologies, student choice modules and approaches to assessment, while enhancing our personal tutor system and introducing new learning communities.

While RCSI is already home to one of Europe's most modern clinical simulation centres, we are still working hard to develop our facilities and to ensure that our students enjoy an unrivalled campus experience. We are really excited about the next phase of our ambitious campus development plan. Due for completion in 2024, RCSI is investing €22m in the development of a new Education and Research Centre at Connolly Hospital in Blanchardstown, Dublin. This will greatly enhance the clinical and academic experience for Graduate Entry Medicine students based at Connolly Hospital and for other RCSI students while on placement there.

Another initiative to develop our Dublin city centre campus is 'Project Connect'. This represents a further €95m investment in our infrastructure for pioneering health sciences education, research and innovation. The Connect Building will open in 2025 and will be a centre of academic excellence, enriching the student experience with new state-of-the-art laboratories and small group teaching spaces.

These are indeed exciting times at RCSI! Should you decide to begin your journey as a healthcare professional at our University, you too will have the opportunity to learn from leading academics, expert clinicians and innovative researchers, with a culturally diverse student body on a state-of-the-art campus.

I trust you will find this prospectus informative and I hope to see you at RCSI in the near future.

A handwritten signature in black ink that reads "Cathal Kelly".

# YOUR UNIVERSITY

AS AN RCSI STUDENT, YOU WILL JOIN A WORLD-LEADING HEALTH SCIENCES UNIVERSITY THAT IS GLOBALLY RECOGNISED FOR EXCELLENCE IN EDUCATION, RESEARCH AND INNOVATION, AND FOR OUR POSITIVE SOCIETAL IMPACT.



WATCH RELATED VIDEOS on our website

## WHO WE ARE

### UNIQUE SURGICAL HERITAGE

RCSI was created – through the granting of a royal charter on 11 February 1784 – to set and support professional standards for surgical training and practice in Ireland. This surgical heritage continues to shape our approach to education, research and service today. At its very essence, surgery is the most exacting of disciplines, demanding professionalism, precision, skill and expertise at the highest level.

### HEALTH SCIENCES FOCUS

We are an innovative, world-leading international health sciences education and research university with undergraduate and postgraduate schools and faculties across the health sciences spectrum. RCSI is home to numerous healthcare institutes as well as leading research centres that drive pioneering breakthroughs in human health. Located in the heart of Dublin, with international campuses in Bahrain and Malaysia – and a student community of over 60 nationalities – we have an international perspective on how we train tomorrow's clinical professionals today.



**No 1**

University globally for 'GOOD HEALTH and WELLBEING'.



**TOP 250**

RANKED in the world's TOP 250 UNIVERSITIES



**No 1\***

UNIVERSITY for Student Engagement

\*joint winner

### NURTURE AND SUPPORT

A deep, professional responsibility to enhance human health through endeavour, innovation and collaboration in education, research and service informs all that we do.

We welcome students and researchers onto programmes of academic excellence. They will establish lifelong relationships with a community of clinically led colleagues, who will nurture and support them, enabling them to realise their potential to serve our global patient community.

### COMMITTED TO SERVICE

We are an independent, not-for-profit body and remain committed to institutional independence, service, academic freedom, diversity and humanitarian concern. Our independence enables us to chart our own course in the service of excellence in human health.

Placing the patient at the centre of all that we do, our values of respect, collaboration, scholarship and innovation continue to unite and direct our purpose.



## A SINGULAR FOCUS ON HEALTHCARE

**We are one of only a few prestigious universities worldwide to focus exclusively on the health sciences.**

Every decision, every lecture, each practical demonstration and research study focuses on enhancing human health. You will be part of our dynamic community of inspiring international educators, experienced clinicians and ground breaking researchers – all working to improve health outcomes. We are unique in offering the entire medical education spectrum, from undergraduate and postgraduate to continuous professional development.

This big-picture view helps us understand, more than most, what it takes to develop 21st-century healthcare professionals, and we shape our offering accordingly.

## REPUTATION AND INDEPENDENT PURSUIT OF EXCELLENCE

RCSI is one of the Top 250 universities worldwide in the Times Higher Education World University Rankings and ranks joint second out of all universities in the Republic of Ireland. RCSI ranks number one in the world for SDG3 'Good Health and Well-being' in the Times Higher Education (THE) University Impact Rankings 2023.

Unlike most medical schools, which are part of large multi-faculty, government-funded universities, RCSI is an independent, not-for-profit institution. This independence allows us to pursue our own priorities in the pursuit of excellence in medical education, training and research. We set the pace that others follow. One example of this is our investment in 2017 in opening one of Europe's most advanced clinical simulation centres, developed to ensure that we continue to produce graduates with excellent communication and clinical skills.

## LEADING PIONEERING RESEARCH

With our focus on clinical and patient-centred research, we are continually seeking out groundbreaking discoveries to address the health challenges of our time. Our research agenda drives scientific breakthroughs, innovations and insights that allow us to understand and respond quickly to the world's changing healthcare needs.

We have the highest research citation rate in Ireland and our field-weighted citation is double the world average. As an institution, RCSI has the highest success rates for EU Horizon 2020 applications of any Irish institution (26%). That means we do not just teach at RCSI, we are deeply committed to exploring and solving healthcare's greatest challenges, as they exist today. Our insights enhance patient treatment and care, while attracting the very best healthcare professionals in their fields to teach at RCSI. We invest in our researchers and research facilities to deliver on our mission of leading the world to better health.

## WHY RCSI?

**RCSI IS ONE OF ONLY A FEW PRESTIGIOUS UNIVERSITIES WORLDWIDE TO FOCUS EXCLUSIVELY ON THE HEALTH SCIENCES. WITH OUR FOCUS ON CLINICAL AND PATIENT-CENTRED RESEARCH, WE ARE CONTINUALLY SEEKING OUT GROUNDBREAKING DISCOVERIES TO ADDRESS THE HEALTH CHALLENGES OF OUR TIME.**

## EXPERIENTIAL OPPORTUNITIES

During your time at RCSI, you can participate in our Research Summer School and Clinical Electives.

### Research Summer School

From Year 1, you can spend your summer as part of a medical research team conducting clinical or laboratory research while receiving a financial stipend from RCSI.

### Clinical electives

You can also participate in electives involving direct patient clinical care in some of the world's leading hospitals or in developing parts of the world. Our dedicated team helps applicants source and manage these experiences through our network of strategic partnerships.



## 26 York Street

Our **CLINICAL SIMULATION** facility is among the **LEADERS IN SIMULATION EDUCATION** and **RESEARCH GLOBALLY**

**RCSI KEY RESEARCH THEMES**

1. BIOMATERIALS AND REGENERATIVE MEDICINE
2. CANCER
3. NEUROLOGICAL AND PSYCHIATRIC DISORDERS
4. POPULATION HEALTH AND HEALTH SERVICES
5. SURGICAL SCIENCE AND PRACTICE
6. VASCULAR BIOLOGY



**ONE OF EUROPE'S MOST  
ADVANCED CLINICAL SIMULATION  
FACILITIES IS LOCATED IN THE  
RCSI CAMPUS AT 26 YORK STREET.  
HERE YOU WILL MASTER  
ESSENTIAL SKILLS BEFORE  
WORKING WITH REAL PATIENTS.**

### **OUR PROGRAMMES AND HANDS-ON TEACHING ENVIRONMENT**

We are home to one of Europe's most modern clinical simulation facilities. From the earliest stages, you will combine classroom learning with hands-on experience in simulated and real clinical environments at RCSI teaching hospitals. You will learn anatomy through regional cadaveric dissection and benefit from being taught by working surgeons and healthcare professionals.

Early patient contact is a vital element of our programmes at RCSI. From the start of your training, you will apply what you learn in the lecture theatre to patients and clinical situations in RCSI teaching hospitals. These early clinical experiences are a combination of patient case studies, consultation labs, medical actors, volunteer patients and high-fidelity clinical simulator technologies.

RCSI's undergraduate and graduate entry programmes are noted for their contemporary curricula and immersive teaching methods.

Our faculty are award-winning academics, clinicians and researchers who have been independently recognised by prestigious institutions including the Health Research Board (HRB), the Royal Irish Academy (RIA) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO).

Our approach to teaching recognises the importance of balancing medical knowledge with experiential learning.

**INTERNATIONALLY, RCSI HAS  
AN OUTSTANDING REPUTATION  
FOR INNOVATION IN SURGICAL  
TRAINING, MEDICAL EDUCATION  
AND SCIENTIFIC RESEARCH.**





## GLOBAL IMPACT

As a leading institution in healthcare, medicine and research, RCSI advances health and wellbeing worldwide. We continuously seek ways to further our humanitarian goals and make an impact on a global scale. An example of this is our partnership with the College of Surgeons of East, Central and Southern Africa (COSECSA).

RCSI and COSECSA have been working together to increase the number of trained surgeons and to improve the quality of surgical care in sub-Saharan Africa. The aim of the programme is to create a sustainable training institution, which can rapidly increase the number of surgical specialists and improve surgical care in the region.

**AT RCSI, WE ARE PROUD TO HAVE PLAYED A ROLE IN COSECSA'S SUCCESS STORY. THE COLLEGE HAS GROWN TO BE THE LARGEST SINGLE CONTRIBUTOR TO THE SURGICAL WORKFORCE IN THE EAST, CENTRAL AND SOUTHERN AFRICA REGION, WITH TRAINING PROGRAMMES IN 20 COUNTRIES ADDRESSING THE NEEDS OF VULNERABLE PATIENTS. THE RCSI AND COSECSA PARTNERSHIP MODEL HAS EXPANDED TO A MULTI-DISCIPLINARY APPROACH INCORPORATING SUPPORT FOR TRAINING IN ANAESTHESIOLOGY, OBSTETRICS AND GYNAECOLOGY AND PERI-OPERATIVE NURSING IN SUB-SAHARAN AFRICA.**

RCSI has a global footprint which reaches beyond Dublin. We deliver the same world-class medicine curriculum across three time zones between our Dublin, Bahrain and Malaysia campuses. The RCSI Medical University of Bahrain is a constituent university of RCSI and is licensed by the Higher Education Council in the Kingdom of Bahrain as an independent private university.

The RCSI and UCD Malaysia Campus (RUMC) is Malaysia's first accredited private medical school, owned and established by the Royal College of Surgeons in Ireland (RCSI) and University College Dublin (UCD). This campus offers a medicine programme only. Students taking part in this programme spend the first two and a half years in Dublin and complete the remainder of the degree in Penang.



**+4,000**

STUDENTS from over 60 countries



**+30,000**

GLOBAL community of ALUMNI working WORLDWIDE



**x2**

RESEARCH impact is DOUBLE THE WORLD AVERAGE



Photo courtesy of Dr Clovis Paulin Baramburiye, COSECSA surgical trainee at CHUK, Burundi

**DUBLIN CITY CENTRE IS  
COMPACT, MAKING IT EASY TO  
GET JUST ABOUT ANYWHERE  
YOU WANT TO GO. THERE ARE  
COUNTLESS OPTIONS RIGHT  
ON YOUR DOORSTEP.**

## YOUR EXPERIENCE

### LIFE IN DUBLIN

Dublin is the perfect city for student living. It is exciting, multicultural, safe and easy to navigate. The RCSI main campus is right in the heart of the action and is located opposite one of the most beautiful parks in Europe, St Stephen's Green. The city is packed with attractions for local and international students alike. Whether you are looking for coffee houses, theatres, music, sports fixtures, museums or any form of entertainment, our cosmopolitan capital caters for every taste.

Dublin is a coastal city with incredible natural beauty, from the beaches and walks along Dublin Bay to the forested Wicklow Mountains. There are many interesting places to visit and explore, most of which are easily accessible through a convenient public transport network.

The capital has a population of 1.5 million, including 75,000 third-level students. This makes the city big enough to have a lively social life and small enough for international students to feel they are part of Dublin life.

# YOUR JOURNEY

**RCSI STUDENTS HAVE THE BEST POSSIBLE LEARNING  
EXPERIENCE. OUR CURRICULA ARE INNOVATIVE,  
FUTURE-FOCUSED AND INTEGRATED. DURING YOUR  
EDUCATIONAL JOURNEY, WE WORK WITH YOU TO ENSURE  
THAT YOU ACHIEVE YOUR ACADEMIC POTENTIAL.**



**WATCH RELATED  
VIDEOS on our website**

## CITY CENTRE LOCATION

RCSI is located in the heart of Dublin's historic city centre, close to the city's central shopping area and opposite the beautiful St Stephen's Green. Dublin's city centre is compact, making it easy to get just about anywhere you want to go on foot. It is a friendly, welcoming and culturally diverse city with a large international student community, ensuring no matter where you're from, you'll find it easy to settle in.

## City Campus Living

Our city centre campus is located in the heart of Dublin and is built to meet the needs of your present and future.

Perfectly situated to provide you with a balanced life during your studies, the campus is easily accessed by public transport and surrounded by cultural hotspots, shops, cafés and restaurants.

Two centuries of graduates committed to improving patients' lives launched their careers in these exact spaces.



**2022**  
BEST GREEN  
CAMPUS AWARD  
2022



**TOP 5**  
DUBLIN ranked  
TOP 5 "CITIES FOR  
THE FUTURE"



**+1,000**  
LEADING  
MULTINATIONAL  
COMPANIES have  
their **EUROPEAN HQ**  
IN DUBLIN (including  
Google, Facebook,  
Microsoft, IBM and  
GlaxoSmithKline)



WATCH A TOUR  
OF DUBLIN



**AS THE ACADEMIC PROGRAMMES ARE DEMANDING, IT IS ESSENTIAL THAT YOU TAKE TIME AWAY FROM THE BOOKS TO FIND A SUITABLE STUDY/LIFE BALANCE.**

## **STUDENT EVENTS**

University life needs to be a healthy balance between study and recreation. Your workload will be demanding, but we also want you to experience the full spectrum of life at RCSI.

Our numerous clubs and societies are active throughout the year and there are always fantastic student events to help you unwind after a busy week of study.

Some of the most memorable RCSI moments happen outside the classroom. During the year, you might raise vital funds for charity, achieve your sports goals and go to the best parties in town.

Meet people from every part of the globe and find the club or society that suits you.

**DURING YOUR TIME AT RCSI YOU WILL DEVELOP PERSONALLY AND PROFESSIONALLY, AND MAKE CONNECTIONS AND FRIENDSHIPS THAT WILL LAST A LIFETIME.**

The events calendar is packed all year round. Popular events include the College Ball, International Food Night, the Heart Health Fair and the Teddy Bear Hospital. There is also a month-long series of events during RCSI Cultural Diversity Month in March, which showcases the culture, traditions, food, music and dance from RCSI students' home countries.

Our rugby team travels to France every other year to compete against a Parisian medical school, and RCSI's student runners have competed in the Boston Marathon for more than 20 years. If you like the great outdoors, the RCSI Climbing and Mountaineering Club organises several members' climbing trips to some of the highest peaks in Ireland.



**WATCH OUR TEDDY BEAR HOSPITAL VIDEO**





**+50**

**STUDENT SOCIETIES**

ranging from career-focused to societies for art enthusiasts and bookworms



**+35**

**SPORTS CLUBS**

many of which represent RCSI at intercollegiate competitions and regional and national tournaments



**+1m**

**BOOKS** in 26 York Street, Beaumont Hospital and Heritage Collections in Mercer Building

**FITNESS CENTRE**

The sports and fitness centre spans two floors and provides students with the very best facilities to help balance academia with a fit and healthy lifestyle

The extensive opening hours mean that it is open when it suits you, whether it's an early session to wake you up, a lunchtime workout to invigorate your afternoon's study or a late-night routine to finish your day. The gym and all services are free and our team of experienced personal trainers are available to assist you in achieving your health goals.

The fitness centre caters for everyone, from complete beginners to regular exercisers, and is fitted out with premium gym equipment. We also have a full intervarsity regulation sports hall that can host many indoor sports and is freely accessible to all of our students.



**WATCH OUR SPORTS CENTRE AND GYM VIDEO**

GAA  
HURLING  
RUGBY  
SOCCER



DANCE  
CHESS  
DRAMA



## OVER 30 SPORTS CLUBS

- including ARCHERY
- BADMINTON
- BALL HOCKEY
- BASKETBALL
- CLIMBING - CRICKET
- CYCLING - EQUESTRIAN
- GOLF - HOCKEY
- KICKBOXING
- NETBALL - RUNNING
- SURFING - SWIMMING
- TAEKWONDO
- TENNIS - VOLLEYBALL



## CLUBS AND SOCIETIES

Our graduates tell us the importance of engaging in student life and how it gave them the edge in their postgraduate training and chosen careers.

**OUR CLUBS AND SOCIETIES ALLOW YOU TO BECOME IMMERSSED IN A DIVERSE COMMUNITY OF IRISH AND INTERNATIONAL STUDENTS. EXTRACURRICULAR ACTIVITIES HELP YOU DEVELOP STRONG INTERPERSONAL SKILLS, VALUES AND ATTITUDES.**

In addition to arts and academic societies, we also have cultural societies, lifestyle and wellbeing, and recreation. Our careers societies include paediatrics, neuroscience, pathology and ophthalmology. Sports clubs include cycling and mountain biking, equestrian, gymnastics and surfing while team sports include soccer, rugby, hockey and basketball.

# MORE THAN A UNIVERSITY



## OVER 50 SOCIETIES

*including* ART ~  
CARIBBEAN & AFRICAN  
CHESS ~ CHORAL ~ DANCE  
DRAMA ~ ENVIRONMENTAL  
GOURMET ~ HEALTH & WELLBEING  
IRISH ~ PAEDIATRIC ~ PHARMACY  
PHOTOGRAPHY ~ PHYSIOTHERAPY  
PRIDE ~ RED CROSS  
SURGICAL ~ UNICEF



**WATCH OUR CLUBS  
AND SOCIETIES VIDEO**

**THIS FORM OF HEALTHCARE TEACHING REPRESENTS A GIANT LEAP FORWARD FOR CLINICAL TRAINING NOT JUST IN RCSI BUT ALSO INTERNATIONALLY, CEMENTING RCSI'S PLACE AT THE FOREFRONT OF HEALTHCARE EDUCATION.**



**10**

**OUTPATIENT CONSULTATION ROOMS** where simulated patients assist in developing consultation skills



**6**

**HOSPITAL WARD ROOMS**, which use high-fidelity manikins to develop students' clinical skills in dealing with emergencies



**30**

fully-equipped and multi-purpose 'WET-LABS' for up to **30 TRAINEES**

**SIMULATION CENTRE**

RCSI SIM (Centre for Simulation Education and Research) enables RCSI's mission by delivering transformative learning experiences and leading impactful research. Through collaboration, learner-centredness, and patient focus, we strive to enable excellent outcomes-based translational education and research. These translational outcomes mean that we value not only learning that occurs in simulation, but also that transfers to clinical workplaces and impacts patients.

**Our Mission**

To perform world-class simulation-based education and research at RCSI and beyond to meet the needs of our future healthcare professionals and their patients.

**Our Vision**

To design, implement and evaluate highest quality simulation-based education and research to ensure transformative education for the RCSI community and those who benefit from our work, including learners and staff and the patients they serve.



**TAKE A VIRTUAL TOUR OF OUR CLINICAL SIMULATION CENTRE**





## **LIBRARY SERVICES**

RCSI's Library Services team provides resources, services and facilities to support the learning, teaching, research and clinical activities at RCSI.

Focused on health sciences, our extensive online collections include biomedical databases, online textbooks, clinical summary tools and electronic journals. All e-resources and online services for RCSI students and staff are described and accessible via the library website.

On-site services and facilities at libraries in the city centre campus and Beaumont Hospital include multiple spaces designed to support individual and group learning and small collections of print books and textbooks.

Throughout your programme, library health information specialists can assist you in finding, evaluating, using, and managing information. This is an integral part of your studies and the basis of evidence-based practice.

The Library Services Team supports development of these skills through curriculum workshops, dedicated customer services teams at on-site and virtual information desks, online guides and one-to-one consultations throughout the year.

Library Services is also responsible for managing RCSI's extensive Heritage Collections, which reflect the history of RCSI and the advancement of teaching and practice of surgery and medicine in Ireland. You have the access and opportunity to engage with these collections through online and on-site exhibitions, visiting the Heritage Collections Reading Room and undertaking research projects as part of the Research Summer School.



WATCH OUR *LIBRARY SERVICES VIDEO*



AT RCSI, WE WELCOME STUDENTS FROM EVERY CORNER OF THE WORLD, AND AIM TO CREATE A 'HOME AWAY FROM HOME' FOR ALL OUR RESIDENTS.

## LIVING SPACE

When it comes to accommodation, most first year students chose to live either at Mercer Court Apartments or Scape Accommodation, both of which are exclusively available to RCSI students.

Mercer Court Apartments is reserved for first year RCSI students only, allowing newly arrived students to live alongside other students who have joined RCSI in the same year. Scape Accommodation is home to RCSI students across all years, allowing students to experience life with both new and ongoing students. Both student residences are less than a 5 minute walk from the main St. Stephen's Green campus and offer an easy transition to life away from home by ensuring that you are part of an RCSI student community from your first day at university.

RCSI offers its students a dedicated Accommodation Service to assist with finding suitable accommodation during their time as a student at RCSI. The service is available to students who receive an offer of a place on one of RCSI's undergraduate degree programmes. For more information, you can email [accommodation@rcsi.ie](mailto:accommodation@rcsi.ie)



**24/7**

**SECURITY**  
in **ALL OUR ACCOMMODATION**  
to ensure safety and comfort



**100%**

**WIRED & WIRELESS**  
internet access in all accommodation

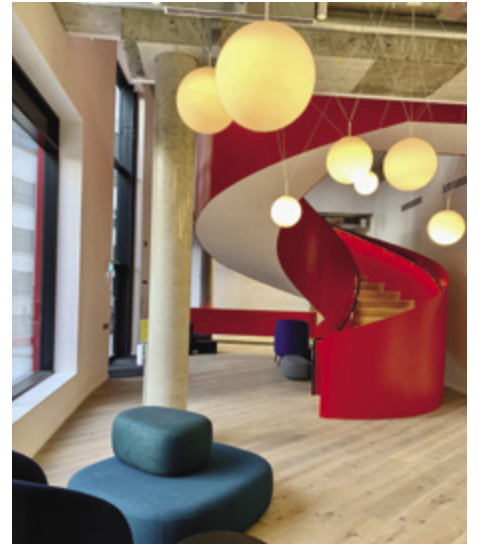


WATCH A TOUR OF RCSI'S ACCOMMODATION





WHILE TAKING ON THE PRACTICAL RESPONSIBILITIES OF LIVING INDEPENDENTLY, YOU ALSO HAVE A WONDERFUL OPPORTUNITY TO FORGE NEW FRIENDSHIPS AND NETWORKS.



## CENTRALLY

LOCATED WITHIN WALKING DISTANCE of the University and the RCSI Library



## YOUR OPPORTUNITIES

**THERE IS A RANGE OF OPPORTUNITIES OPEN TO YOU WHILE STUDYING AT RCSI AND PARTICIPATION CAN PROVIDE CLARITY AROUND THE AREA OF HEALTHCARE THAT YOU WISH TO PURSUE AFTER GRADUATION.**

### **STUDENT OPPORTUNITIES**

As part of our mission to create well-rounded, clinically distinguished healthcare professionals, we challenge our students to participate in academic opportunities and extracurricular activities.

These activities will not only help to build your skillset, but will also give your professional career the best possible start.



RCSI OFFERS A NUMBER OF OPPORTUNITIES FOR STUDENTS TO ENGAGE WITH THE COMMUNITY THROUGH VOLUNTEERING AND OTHER ACTIVITIES.

### **RCSI GOLD HUMANISM HONOR SOCIETY CHAPTER**

RCSI is the first institution in Europe to have its own Gold Humanism Honor Society (GHHS) Chapter. This recognises students, residents and faculty who are exemplars of compassionate patient care and who serve as role models, mentors and leaders in medicine. With chapters at more than 150 schools, there are over 27,000 members in training and practice.

Members are peer nominated and appointed after a faculty committee reviews the applications. A GHHS identifier is on the Electronic Residency Application Service (ERAS) as GHHS membership is highly valued and looked for in residency applicants.

This RCSI Chapter hosts various events throughout the year to support the humanism and compassionate patient care ethos of the society.

### **VOLUNTEERING**

The REACH RCSI Programme is a unique community outreach and access programme that promotes recreation, education and community health.

Students are encouraged to participate in various initiatives throughout the year including a second-level education homework club, science workshops and sports and health programmes.

These initiatives enhance the life chances of young students from socially-disadvantaged areas who are traditionally underrepresented at university level education.

You can help by leading teams, encouraging the children taking part and running a variety of events and sports activities.

### **INTERNATIONAL CITIZENSHIP PROGRAMME**

RCSI is a uniquely international education setting with a multicultural atmosphere. There are currently several activities where students work together on volunteering and citizenship activities, and on celebrating RCSI's multicultural nature in the International Citizenship Programme.

The International Citizenship Programme encourages you to reflect on and develop the skills, values and attitudes you will need to work effectively in a culturally diverse healthcare environment. This structured self-directed programme empowers you to avail of the rich multicultural opportunities for self-development through enriching extracurricular activities, interacting with others from diverse backgrounds, and formally reflecting on your personal development through these activities, supported by staff mentors. If you successfully demonstrate an 'International Outlook' in these areas, the programme leads to an International Citizenship Award.





I completed an 8-week research placement at St. Michael's Hospice in Toronto. I worked with Dr. Vitor Pereira, a neurosurgeon, in the RADIS Lab which is focused on studying innovative techniques and their application for the treatment of vascular neurosurgery.

I lead a quality improvement project understanding the patient perspective in the Neurovascular Clinic at the hospital.

My daily roles included developing and administering a satisfaction questionnaire, completing patient phone interviews, and analyzing results. In addition to my own work, I also had the opportunity to watch endovascular procedures, practice treating strokes on a simulator, and participate in other students' projects testing the use of augmented reality for the planning of aneurysm treatment!

My time spent with the RADIS Lab this summer was very engaging and taught me a lot about the field of neurosurgery and neuroradiology. I'm grateful for my supervisors as they valued all the summer students' contributions and never hesitated to take the time to teach us.

**MINATOULLAH HABAKA**  
Medicine



## RESEARCH ELECTIVES

### Research Summer School

During the summer months, students accepted into the RCSI Research Summer School (RSS) get the opportunity to participate in activities that are designed to develop core skills in scientific writing, presentation, data management, statistics, ethics and research involving patients. Students are also given laboratory practicals that focus on basic research techniques, and other hands-on activities to develop skills in computer modelling and simulation.

Participating students undertake an eight-week project and are supervised by RCSI Principal Investigators who are experts in their chosen fields. These supervised projects can be lab-, desk- or ward-based, but all aim to research important health-related problems and focus on improving future patient care.

The summer school aims to immerse participating students in a world-class research experience that will benefit their professional development and enhance their educational experience while studying at the RCSI.

### Student Medical Journal

The RCSI Student Medical Journal (RCSISMJ) publishes student research, ranging from basic laboratory science and clinical work to humanities analysis of medicine in society. The goal of the RCSISMJ is to encourage student research, writing and submission for publication. Publication in the journal ensures our students' research reaches a broad international readership through print and electronic versions ([rcsismj.com](http://rcsismj.com)) and through the RCSI Open Access Repository.

### Funded research opportunities

Each year, two Anatomy Travel Grants are awarded to RCSI undergraduates working with faculty in the Department of Anatomy & Regenerative Medicine as part of the RSS. They enable the students to present their research at an Anatomical Society meeting in Great Britain or Ireland and pay their society membership subscription for one year.

### Overseas research electives

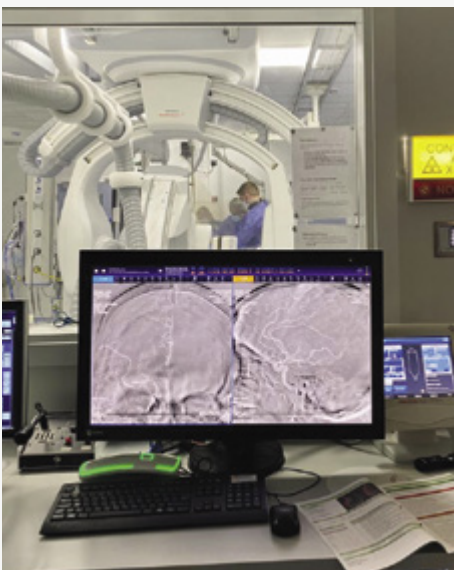
Electives are short-term clinical or research placements that offer valuable experience. RCSI has long recognised the importance of exposing our students to research experiences early in their professional journeys. Summer research electives are strongly encouraged and students can also apply for research exchanges with various international partners.



I took part in the 8-week RSS programme. My project was focused on testing a new way to measure platelet aggregation more sensitively via centrifugation. At the start of the week, I helped process blood samples and produce washed platelets. Then we would aggregate them using a variety of agonists such as ADP, CRP (collagen-related peptide), TRAP-6 etc, and then measure them using a centrifugation machine to get a size distribution.

We also did fluorescent microscopy on the same samples to visibly see aggregates and confirm our findings. I had an absolutely great time working this summer. The whole research team was so kind and helped through the whole process. I learned so many lab skills and got to network with other researchers doing similar work. I couldn't recommend the RSS more!

**ZARA AHMED**  
Medicine





## **CLINICAL ELECTIVES**

Participation in clinical electives is very beneficial to students entering their final years at RCSI. Electives are an enriching experience for students who work with patients in some of the world's leading hospitals. They offer the potential to gain valuable contacts and crucial 'letters of reference' for future career opportunities.

**THROUGH A NETWORK OF STRATEGIC PARTNERSHIPS WITH INSTITUTIONS IN NORTH AMERICAN HOSPITALS, RCSI OFFERS A NUMBER OF OVERSEAS CLINICAL ELECTIVE PLACES FOR FINAL YEAR STUDENTS EACH YEAR. THESE CLINICAL ELECTIVES ARE COMPETITIVELY APPLIED FOR.**

Supported by the electives team, students can also secure clinical electives at some of the most prestigious institutions in North America.

Clinical electives are managed by RCSI's dedicated and highly-experienced team who will provide you with advice throughout the process and administrative support with your application.

The electives team at RCSI assist students in maximising their efforts to achieve their long term career goals.



**WATCH OUR CLINICAL ELECTIVES VIDEO**





**Paediatric Surgery, Baystate Medical Center in Springfield, MA. UMass-Chan School of Medicine.**

I completed a Paediatric Surgery elective rotation through RCSI's collaborative program, with special thanks to the RCSI Alumni Clinical Elective Grant for their support!

During my time at Baystate I had the opportunity to integrate with the paediatric surgery team and had the privilege of working closely with children and their families. I assisted with surgeries, completed daily pre-rounding on patients, took consults from the ED and inpatient wards, wrote patient notes, sutured lacerations, and saw patients independently in the clinic. I also experienced two 24h call shifts where I saw consults, assisted with traumas, and was honoured to help close after an organ procurement.

A particular highlight was working closely with a boy who presented with autism and acute appendicitis. I took his intake history in the ED, scrubbed for his surgery, and pre-rounded on him daily through his hospital course until his discharge, where his mom hugged the team!

I had wonderful mentorship and teaching from all my attendings, my senior resident, and the residents I worked with overnight. I also connected with RCSI alumni who had matched to the program and kindly provided guidance to the visiting students. I learnt in-depth about surgical disease in children, key findings on physical exam from a pediatric perspective, and pre-op and post-op care. My attendings knew about my interest in child neurology and pediatrics and were absolutely wonderful about giving me opportunities to work with children, especially those with neurodevelopmental disabilities.

Overall this elective was a fantastic learning opportunity, I am grateful for the hands-on experience I had providing care to patients and for the exceptional faculty and residents I was able to learn from. I am extremely grateful to RCSI's collaborative program and the alumni fund for my time at Baystate!

If you are taking part in electives make the most of your time on elective and take every opportunity to learn and improve your clinical skills!

**DESIREE D'SOUZA**  
Medicine



**Internal Medicine, Pennsylvania Hospital**

My clinical experience included being placed on one of the in-patient internal medicine teams. I was treated as an intern, meaning that I would independently see my assigned patients, come up with management plans for the day, and present this at rounds with the full team. The attending physician would see the patients as well as make adjustments as necessary. I was the "covering provider" for my patients, which meant that for any issue that came up, I would be the one to field the phone calls, pages, text messages and decide what to do. I could always ask for help if needed, but nonetheless it was a vast amount of responsibility.

The experience allowed me to participate in medical care with a great degree of responsibility and autonomy. I intend to apply for my post-graduate training in North America so having the opportunity to experience the healthcare system first-hand will give me a distinct advantage. It gave me invaluable insight into what the day-to-day job of an intern in the US will be like, and I will use that knowledge along with the time in medical school that I have left to prepare myself more optimally for those challenges. This insight would not have been possible without the Clinical Elective.

These experiences will be critical to the advancement of my career. Additionally, there is no replacement for the networking that is made possible by undertaking Clinical Electives at hospitals where one will be applying for postgraduate education. During my time there, I not only worked with members of the medical team, but also participated in teaching sessions, grand rounds and daily conferences, which all afforded me the opportunity to meet more people working in the hospital and allow them to get to know me.

I received a grant from the RCSI Clinical Elective Fund which is supported by the alumni community. This was vital in allowing me the opportunity to pursue this Clinical Elective. Clinical Electives in the US generally cost several thousand dollars, especially at large well-known academic centers. Given that finding accommodation and other costs of living are high in big cities, I'm not sure that I would have been able to manage those costs if the cost of tuition for the Clinical Elective had been added on top.

**DANIEL HARRINGTON**  
Medicine

## **STUDENT WELFARE**

The CoMPPAS (Centre for Mastery: Personal, Professional & Academic Success) Student Welfare team provides confidential one-to-one support and advice for students at RCSI. The service is Social Worker led and aims to empower students to reach their full potential and overcome the challenges they meet in the course of their studies. The Student Welfare team also facilitates workshops and runs events to promote positive health and wellbeing on campus.

## **Counselling service**

RCSI offers a confidential and independent counselling service which is located off-campus. The service has extensive experience over many years in providing counselling support to RCSI undergraduate students (including Graduate Entry Medicine students). On behalf of RCSI, it manages a diverse panel of professionally registered counsellors with a broad range of expertise, located across the city.

## **Student Assistance Programme**

The CoMPPAS Student Assistance Programme (CSAP) is a confidential and independent counselling and specialist information service available to all RCSI students. It can be accessed 24 hours a day, 365 days a year, from anywhere in the world. This service provides both phone-based support and in-person counselling sessions.





## **PRIMARY CARE**

All undergraduate students of RCSI (including Graduate Entry Medicine students) are entitled to free General Practice consultations at our on-campus Mercer's Medical Centre. Our Student Services team will also assist you with sourcing the most appropriate health insurance plan, which international students are encouraged to obtain.



**AS AN RCSI STUDENT, YOU WILL ATTEND A WIDE VARIETY OF PUBLIC, PRIVATE AND SPECIALIST TEACHING HOSPITALS AND CLINICAL SITES WHERE YOU WILL LEARN TO HONE YOUR CLINICAL AND PROFESSIONAL SKILLS.**

**EDUCATION & CLINICAL NETWORK**

**Affiliated, specialist and private hospitals and clinical sites.**

**1 - Beaumont Hospital** is the largest academic teaching hospital in the RCSI Hospitals Group. Emergency and acute care services are provided across 54 medical specialties and Beaumont Hospital is a designated Cancer Centre and the Regional Treatment Centre for Ear, Nose and Throat (ENT) and Gastroenterology. Beaumont Hospital is also the National Referral Centre for Neurosurgery and Neurology, Renal Transplantation and Cochlear Implantation.

**1 - Connolly Hospital** is a major teaching and health-promoting hospital. Services include a 24-hour Emergency Department, acute medical and surgical services, acute psychiatric services, long-stay residential care, day care, outpatient care plus diagnostic and therapeutic and support services.

**1 - Rotunda Hospital** was founded in 1745 and is the oldest continuously operating maternity hospital in the world. The hospital delivers approximately 9,000 babies annually and provides pregnancy, neonatal and gynaecological care.



**2 - Our Lady of Lourdes Hospital**

provides acute medical and surgical services as well as maternity services to Louth, Meath and the surrounding areas including parts of North County Dublin.

**2 - Louth County Hospital**

provides acute and community care services to the population of counties Louth, Meath and Monaghan.

**3 - Cavan & Monaghan Hospital**

provides acute and community care services to the population of both counties and extends to counties Meath, Longford and Leitrim.

**1 - National Maternity Hospital**

provides obstetrics, gynaecology and neonatal services and delivers more than 8,000 babies each year.

**1 - Coombe Women & Infants University Hospital**

provides comprehensive care for women and infants at local, regional and national levels and delivers approximately 9,000 babies each year.

**1 - Children's Health Ireland at Crumlin**

is an acute paediatric hospital. Major specialties at the hospital today include neonatal and paediatric surgery, neurology, neurosurgery, nephrology, orthopaedics, ENT and plastic surgery.

**1 - The Royal Victoria Eye and Ear Hospital**

is a public teaching hospital in Dublin. It is the National Referral Centre for eye, ear, nose and throat disorders and provides specialist care in ophthalmology.

**1 - Cappagh National Orthopaedic Hospital**

is Ireland's major centre for elective orthopaedic surgery and the largest dedicated orthopaedic hospital in the country.

**1 - National Rehabilitation Hospital**

provides complex specialist rehabilitation services to patients who require specialist medical rehabilitation.

**1 - St. Colmcille's Hospital**

**Loughlinstown** provides a range of services to a diverse population covering South County Dublin and County Wicklow. Services include an injury unit, medical assessment unit, acute medical in-patient services, day surgery, outpatient care and diagnostic services.

**1 - Blackrock Clinic** is the leading and longest-established private hospital and clinic in Ireland. The clinic has built an unparalleled reputation in new high-tech surgical procedures, medical treatments and ground-breaking diagnostics.

**1 - The Bon Secours Private Hospital**

**Dublin** is an independent acute care hospital in Glasnevin, Dublin, providing medical care to patients from Dublin and across Ireland since 1951.

**1 - Hermitage Medical Clinic** is a 112-bed private hospital in Lucan providing medical, surgical and advanced radiotherapy care to patients supported by the very latest medical technology and most advanced diagnostic equipment.



**1 - Cluain Mhuire Service** is a community-based adult mental health service covering a population of more than 175,000 in the Dublin South East region.

**7 - Galway Clinic** is a state-of-the-art, 146-bed hospital that provides 24-hour healthcare services. Here, more than 140 highly skilled physicians and surgeons cover a wide variety of specialties.

**1 - Mental Health Services** are provided through the HSE across all regions.

**5 - Our Lady's Hospital Navan** is part of the Louth/Meath Hospitals Group and provides general acute hospital services and orthopaedic services to the region.

**1 - Peamount Healthcare** is an independent voluntary organisation that provides rehabilitation, residential and community services.

**1 - St Patrick's Mental Health Services** is Ireland's largest, independent, not-for-profit mental health service. It provides both community and outpatient care through its Dean Clinics and day-patient services through the Wellness and Recovery Centre.



**6 - Regional Hospital Mullingar**

provides a range of acute and specialist services to the population of counties Westmeath, Longford and the wider community.

**4 - South West Acute Hospital,**

Enniskillen, delivers a wide range of services including general medicine, surgery, maternity and paediatric medicine and is part of the Western Trust.

**1 - St John of Gods Hospital** is an acute psychiatric teaching hospital, with 182 in-patient beds, providing mental health treatment and care.

**8 - St Luke's General Hospital Carlow-**

**Kilkenny** is a large hospital providing acute healthcare services.

**9 - University Hospital Waterford**

provides general medical, surgical and maternity care. It also provides the following specialty services: cardiology, trauma orthopaedics, ophthalmology, neurology, nephrology, rheumatology, urology, vascular surgery, ENT and neonatology, radiology, pathology and microbiology.



**AT RCSI, OUR NUMBER ONE PRIORITY IS HELPING YOU TO REALISE YOUR POTENTIAL AS A HEALTHCARE PROFESSIONAL. WE PRIDE OURSELVES ON PRODUCING GRADUATES WHO ARE KNOWLEDGEABLE IN THE SCIENCE OF THEIR DISCIPLINE AND HIGHLY-SKILLED PRACTITIONERS.**

### **CAREER DEVELOPMENT**

We currently have an alumni network globally in excess of 30,000, many of whom are working in some of the most prestigious hospitals and healthcare institutions in Ireland and across the world. We understand that for many students their priority is to successfully progress into postgraduate training in Ireland or elsewhere in the EU. To maximise your success in this regard, RCSI faculty and students work together to ensure that candidates are competitive when applying for such training. RCSI provides a variety of resources many of which sit with the CoMPPAS Office (Centre of Mastery: Personal Professional & Academic Success).

### **CoMPPAS Team**

The CoMPPAS office is home to a dedicated multi-disciplinary team of specialists working collaboratively to facilitate and empower students to achieve their personal, academic and professional goals. The services provided by CoMPPAS are available to all students, allowing them to maximise their potential and enhance their performance. CareerHub is our online platform which provides access to your career portfolio, resources, events, workshops and consultations. This provides the platform for us to work with you individually to develop a bespoke career strategy. Everything is designed around your needs as a student and significant supports are given to students wishing to practice in Ireland, the EU, and in countries such as the US and Canada where extensive preparation is required. Not only do the CoMPPAS Team at RCSI support you throughout your journey at the university, they also provide support to our graduates for up to 3 years post-graduation.

# **YOUR FUTURE**



**WATCH RELATED VIDEOS**  
on our website



## **CAREER READY**

We are passionate about ensuring our graduates are ready to practice as competent healthcare professionals. We will equip you with the knowledge and skills essential for success in your career. In your final two academic years, the emphasis is on honing your clinical skills. As well as the opportunity to undertake both clinical and research electives, final year students also undertake a four-week sub-internship programme.

### **Clinical Electives**

RCSI invests considerable time and resources to building relationships that in turn facilitate clinical electives with institutions of strategic importance across the world. In the final two years of the programme, the CoMPPAS Career Development Team host an annual International Clinical Electives Information Night to inform students of elective opportunities that are available. Participation in clinical electives is an essential part of the programme for many of our students and we work with you to see what is required to help you secure one.

### **Mentor Network**

The RCSI Mentor Network is a unique interactive portal where senior clinical students can connect directly with alumni working in careers that may be of interest to them. This initiative helps you to make informed career decisions as you move from undergraduate education to postgraduate training opportunities in healthcare settings throughout the world. You can reach out to alumni to get advice and learn how best to succeed in your chosen career path. Our mentors are based in a wide array of countries around the world.



**RCSI CAREER READINESS PROGRAMME - UNDERGRADUATE MEDICINE**

<b>EARLY-STAGE CAREER DISCOVERY 0-1 YEARS</b>	<b>MID-STAGE CAREER CHOICE 2-3 YEARS</b>	<b>FINAL YEARS CAREER READY 4-5 YEARS</b>
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>&gt; Self awareness - know yourself, personality, interests, values, skills, strengths, weaknesses, motivation.</li> <li>&gt; Self-development - Identify skills gap and develop new ones.</li> <li>&gt; Develop your communication and social skills among your peers.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>&gt; Personal &amp; Professional development.</li> <li>&gt; Personalised Career consultation.</li> <li>&gt; Build relevant skills and experience.</li> <li>&gt; Identify pathways to Residency and Internship Match.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>&gt; Develop Post Graduation Career Plan.</li> <li>&gt; Prepare for final destination, Internship/Residency.</li> <li>&gt; Make connections - start to build your professional network.</li> </ul>
<p><b>ACTIONS</b></p> <ul style="list-style-type: none"> <li>&gt; Join RCSI societies.</li> <li>&gt; Assess current skill set, identify skills gap.</li> <li>&gt; Develop and master new skills.</li> <li>&gt; Prepare a career development action plan.</li> <li>&gt; Create and manage your ePortfolio.</li> <li>&gt; Participate in work experience, observerships, summer research and volunteering opportunities.</li> <li>&gt; Make new contacts among your peers and expand your peer network.</li> <li>&gt; Select and attend a minimum of 2 career workshops.</li> <li>&gt; Participate in Passport for Success.</li> <li>&gt; Prepare basic CV, Cover letter for future development.</li> </ul>	<p><b>ACTIONS</b></p> <ul style="list-style-type: none"> <li>&gt; Attend Career workshops.</li> <li>&gt; Participate in summer research, job shadow and volunteering opportunities.</li> <li>&gt; Become an RCSI Peer Led Academic Tutor or Personal Mentor.</li> <li>&gt; RCSI International Citizenship Award.</li> <li>&gt; Manage your online presence.</li> <li>&gt; Update your Career ePortfolio.</li> <li>&gt; Update your CV, cover letter.</li> <li>&gt; Engage with individual career consultation.</li> <li>&gt; Establish new soft skills.</li> <li>&gt; Identify remaining gaps in your desired professional profile.</li> <li>&gt; Undertake relevant Medical Licensing Exams.</li> </ul>	<p><b>ACTIONS</b></p> <ul style="list-style-type: none"> <li>&gt; Develop Match/Internship/Gap year strategy.</li> <li>&gt; Review medical licensing requirements.</li> <li>&gt; Plan and organise clinical electives.</li> <li>&gt; Collect feedback from clinical rotations.</li> <li>&gt; Draft Medical Student Performance Evaluation Summer of Year 4.</li> <li>&gt; Attend International Electives night.</li> <li>&gt; Apply for RCSI Peer Led Academic/Clinical Skills Tutor opportunities.</li> <li>&gt; Identify and attend relevant career events.</li> <li>&gt; Actively develop professional networks.</li> <li>&gt; Prepare application documents - CV, personal statement.</li> <li>&gt; Book individual career consultation.</li> </ul>



**RCSI CAREER READINESS PROGRAMME - GRADUATE ENTRY MEDICINE**

<b>EARLY-STAGE CAREER DISCOVERY 0-1 YEARS</b>	<b>MID-STAGE CAREER CHOICE 2-3 YEARS</b>	<b>FINAL YEARS CAREER READY 3-4 YEARS</b>
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>&gt; Self awareness - know yourself, personality, interests, values, skills, strengths, weaknesses, motivation.</li> <li>&gt; Self-development - identify skills gap and develop new ones.</li> <li>&gt; Develop your communication and social skills among your peers.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>&gt; Personal &amp; Professional development.</li> <li>&gt; Personalised Career consultation.</li> <li>&gt; Build relevant skills and experience.</li> <li>&gt; Identify pathways to Residency and Internship Match.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>&gt; Develop Post Graduation Career Plan.</li> <li>&gt; Prepare for Final destination, Internship/Residency.</li> <li>&gt; Make connections - start to build your professional network.</li> </ul>
<p><b>ACTIONS</b></p> <ul style="list-style-type: none"> <li>&gt; Join RCSI Societies.</li> <li>&gt; Become an RCSI Peer Led Academic Tutor</li> <li>&gt; Assess current skill set, identify skills gap.</li> <li>&gt; Develop and master new skills.</li> <li>&gt; Prepare a career development action plan.</li> <li>&gt; Create and manage your ePortfolio.</li> <li>&gt; Participate in work experience, observerships, summer research and volunteering opportunities.</li> <li>&gt; Make new contacts among your peers and expand your peer network.</li> <li>&gt; Select and attend a minimum of 2 career workshops.</li> <li>&gt; Prepare basic CV, cover letter for future development.</li> </ul>	<p><b>ACTIONS</b></p> <ul style="list-style-type: none"> <li>&gt; Attend Career workshops</li> <li>&gt; Participate in Summer research, Job Shadow and Volunteering Opportunities.</li> <li>&gt; Become an RCSI Peer Led Academic Tutor or Personal Mentor.</li> <li>&gt; RCSI International Citizenship Award.</li> <li>&gt; Manage your online presence.</li> <li>&gt; Update your Career ePortfolio.</li> <li>&gt; Update your CV, Cover letter.</li> <li>&gt; Engage with individual career consultation.</li> <li>&gt; Establish new soft skills.</li> <li>&gt; Identify remaining gaps in your desired professional profile.</li> <li>&gt; Undertake relevant Medical Licensing Exams.</li> </ul>	<p><b>ACTIONS</b></p> <ul style="list-style-type: none"> <li>&gt; Develop Match/Internship/Gap year strategy.</li> <li>&gt; Review medical licensing requirements.</li> <li>&gt; Plan and organise clinical electives.</li> <li>&gt; Collect feedback from clinical rotations.</li> <li>&gt; Draft Medical Student Performance Evaluation Summer of Year 3.</li> <li>&gt; Attend International Electives Night.</li> <li>&gt; Apply for RCSI Peer Led Academic/Clinical Skills Tutor opportunities</li> <li>&gt; Identify and attend relevant career events.</li> <li>&gt; Actively develop professional networks.</li> <li>&gt; Prepare application documents - CV, personal statement.</li> <li>&gt; Book individual career consultation.</li> </ul>





**Ms Aisling Brennan**

School of Physiotherapy, Class of 2002

Aisling completed a BSc in Physiotherapy in RCSI, graduating in 2002. She has worked at Tallaght University Hospital, completing all core rotations before specialising in musculoskeletal. In 2007, she completed an MSc in Neuromuscular Physiotherapy. She currently works as a Clinical Specialist Musculoskeletal Physiotherapist. This role involves working as an Advanced Practice Physiotherapist in Orthopaedic and Rheumatology Clinics. Her advanced practice skills include carrying out injection therapy and real-time ultrasound.

Since 2014, Aisling has worked as part of the National Musculoskeletal Steering Group, a collaborative working group between the National Clinical Programme for Trauma and Orthopaedic Surgery and the National Clinical Programme for Rheumatology. This group is tasked with the development of musculoskeletal services in Ireland. From 2017 to 2019, Aisling was the National Planning and Performance Physiotherapist with this group, where she assisted in the development of musculoskeletal clinics nationally and developed a model of care for the future development of these services nationwide.



Listen to Aisling's story...

RCSI IS PROUD TO HAVE A TRULY GLOBAL ALUMNI BASE, WHICH INCLUDES SOME OF THE MOST DISTINGUISHED AND AWARD-WINNING MEDICAL PROFESSIONALS IN THEIR FIELDS.

ALUMNI  
**FUTURE MAKERS**

INSPIRING,  
GLOBAL  
NETWORK  
OF OVER  
30,000 RCSI  
GRADUATES



**Dr Panicos Shangaris**

School of Medicine, Class of 2005

Panicos graduated from the Royal College of Surgeons in Ireland in 2005 and completed his foundation training in East Lancashire. He then pursued higher specialist training in London at renowned institutions such as University College London, the Royal Free London, Barnet, and North Middlesex Hospitals. He was awarded the prestigious Wellcome Trust SPARKS research training fellowship in 2011, which allowed him to undertake his PhD research at UCL. His research focuses on treating genetic blood disorders through fetal stem cell transplantation or gene therapy. Panicos has received funding from organisations such as the Academy of Medical Sciences, the National Institute for Health and Care Research, and the Fetal Medicine Foundation to further his clinical research. During his subspecialty training in Maternal and Fetal Medicine at St Thomas' and King's College Hospitals, he gained expertise in specialised clinics such as complex fetal medicine, fetal urology, gestational diabetes, hypertension in pregnancy, multiple pregnancy, fetal cardiology, genetics, and perinatal pathology. Panicos holds the Maternal and Fetal Medicine consultant position at King's College Hospital NHS Foundation Trust and is a Senior Clinical Lecturer at King's College London. He is also an academic co-lead for the BRC DTP PhD program and supervises research projects for BSc, MSc, and PhD students. Dr Shangaris is part of the editorial team at the Reproductive Science Journal and holds the position of President of the Royal Society of Medicine, Maternity and Newborn Forum.



**Ms Deirdre Healy,**

School of Pharmacy and Biomolecular Sciences, Class of 2006

Deirdre obtained her degree from RCSI in 2006, followed by a Public Health Masters's degree at the London School of Hygiene and Tropical Medicine. She has worked with the World Health Organization (WHO) since 2015. Her role is based in the prequalification technical unit, which facilitates access for WHO Member States to affordable diagnostics, vaccines and medicines that are quality assured, safe and appropriate. She has worked in application evaluation and dossier assessment for in vitro diagnostics and currently develops WHO guidance for manufacturers applying for prequalification of their in vitro diagnostics.

**RCSI ENCOURAGED AN INTERNATIONAL MINDSET. I REMEMBER MY LECTURERS WILLING US TO SUCCEED AND HOW PASSIONATE AND ENGAGED THEY WERE.**

Deirdre began her career as a clinical pharmacist at the Mater Misericordiae University Hospital. Subsequently, she worked with the NGO Médecins Sans Frontières (MSF), managing pharmacy services for its HIV/TB programme in Uganda. She set up and managed pharmacy services for refugee camps and field hospitals in Syria and Jordan. RCSI has honoured Deirdre for her inspirational work as a global healthcare leader and change agent. "RCSI encouraged an international mindset. I remember my lecturers willing us to succeed and how passionate and engaged they were."



Listen to Louisa's story...

**Ms Louisa Power**

School of Pharmacy and Biomolecular Sciences, Class of 2007

Louisa graduated from RCSI in 2007 and has since worked in traditional and non-traditional pharmacy roles, always striving to promote the profession and ensure excellent pharmaceutical care. Louisa has a particular interest in the pharmacist role to ensure medication safety and medicines optimisation across all healthcare divisions. Louisa took the opportunity to work in other healthcare systems before bringing the knowledge and experience she had gained to the role of Chief Pharmacist. Louisa also worked as First Medicines Management Inspector with Ireland's health and social care regulator. Louisa's recent roles included the Chief Pharmacist for Pharmacy Services in the HSE Community Healthcare Mid-West. She is a Medication Safety Specialist Pharmacist with the HSE National QPS Directorate. Louisa's proudest moment was being elected as a member of the Council of the Pharmaceutical Society of Ireland, and she sits on the PSI Risk and Audit Committee. Louisa is part of the Peer Support Network with the Irish Institute of Pharmacy.



Listen to Stephen's story...



**Mr Stephen O'Rourke**

School of Physiotherapy, Class of 2014

Stephen trained as an actor at The Samuel Beckett Centre, Trinity College and worked as a professional actor and performer before entering the world of physiotherapy. Stephen graduated from the School of Physiotherapy at RCSI in 2014. He went on to work as a rotational Staff Grade physiotherapist in Beaumont Hospital and both vestibular and musculoskeletal private practice. During this time, he pioneered Ireland's first Healthier Dancer Program and Injury Screening Program supported by Dance Ireland. He researched injury incidence and physical fitness in aerial dance performers with the support of RCSI and the Irish Aerial Creation Centre. In 2016, Stephen became Company Physiotherapist for Riverdance. He went on to become Senior Physiotherapist at Franco Dragone's The House of Dancing Water Show in Macau in 2017, looking after over 100 professional international performers. Since returning to Ireland, Stephen has been working as a Senior Spinal and Musculoskeletal Physiotherapist with a continued interest in performance physiotherapy.



### Dr Eoin Kelleher

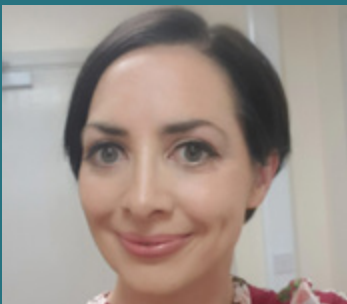
School of Medicine, Class of 2014

In 2014, Eoin earned his undergraduate degree in Medicine from the Royal College of Surgeons in Ireland (RCSI). His time at RCSI was transformative and enriching, allowing him to forge lifelong friendships. Throughout summer breaks he undertook research projects, igniting his passion for a dual role of clinician-scientist. Furthermore, the international dimension of RCSI and its diverse culture, complemented by fellowships in the US and London, opened his eyes to the vast global landscape of medicine.

Following graduation he began his professional journey as an intern at Beaumont Hospital. His first post was in anaesthetics and the draw of the specialty was immediate, prompting him to embark on the specialist anaesthesiology training scheme. Throughout his career he has valued the importance of balancing work with personal passions, dedicating time to his love of art.

While at RCSI he developed an interest in population health and epidemiology, collaborating on summer research projects with Professors Mary Cannon and David Cotter. At a cursory glance, the confluence of anaesthesiology and these disciplines might seem unlikely. However, considering the breadth of diseases from surgical conditions to critical care and chronic pain that anaesthesiologists manage, the connection becomes evident.

This synthesis of interests led him to the University of Oxford in 2019, where he pursued an MSc in Global Health Science and Epidemiology – a period that intersected with a pivotal global health event in early 2020. Following this, in 2022 he returned to Oxford to embark on an NIHR-funded PhD with Professor Irene Tracey's PAIN research group. His focus is on the epidemiology and neuroscience of chronic pain.



### Dr Orlaith Kelly

School of Medicine, Class of 2003

Orlaith received a scholarship to attend RCSI based on her Leaving Cert results in 1997. After a fun filled and busy undergraduate experience with many happy hours spent in the Swan after card signing she graduated 2nd in the RCSI Medicine class of 2003.

She received a number of prizes along the way including the HH Stewart award from NUI for General Practice, the Lyons Gold Medal for Final Medicine and William Wheeler Silver medal for Final Surgery.

She completed BST Medicine in Beaumont then specialist training in Gastroenterology through the RCPI. She took time out to do a PhD with Dr Stephen Keely and was awarded RCSI Researcher of the year in 2008 for research on bile acid effects on the colon and possible novel clinical actions of bile related compounds

Following completion of her specialist training in gastroenterology in Ireland, Orlaith undertook fellowships in advanced inflammatory bowel disease care and research at the University of Toronto and Mount Sinai Hospital, Toronto, Canada.

She joined Connolly Hospital as a consultant gastroenterologist and clinical senior lecturer (RCSI) in 2016 where she is also Training Lead for the department and continues her research interests as a STAR MD supervisor and principal investigator for multiple clinical trials. She is currently a National Specialty Director for Training in Gastroenterology in Ireland for RCPI and Workforce Planning Lead for the National Gastroenterology and Hepatology Programme, HSE. She is a senior member of the Irish branch of the TOGAS (TOwards GAstric cancer Screening) team, an EU driven project seeking to assess feasible screening methods for gastric cancer across the EU. Orlaith has authored many peer review publications and is an active member of the Irish Society of Gastroenterology, INitiative IBD study group and European Crohn's and Colitis Association.



**Dr Philip O'Halloran**

School of Medicine, Class of 2008

Phil is a science graduate from UCC and he went on to graduate from Graduate Entry Medicine at RCSI in 2008. Following his intern year in Beaumont Hospital, Phil ranked first in the National Surgical Selection allowing him pursue a career in Neurosurgery. He went on to do his neurosurgical training at Beaumont and was awarded a PhD from RCSI, in the field of translational Neuro-Oncology, which included a research fellowship at the European Institute of Molecular Imaging in Germany. This represented a significant body of work and Phil became only the 3rd Neurosurgeon in Ireland to graduate with a PhD.

**I WOULDN'T BE IN THE POSITIONS I AM IN NOW WITHOUT THE SUPPORT AND TRAINING AND TEACHING THAT I RECEIVED DURING MY MANY YEARS IN RCSI.**

In 2012 Phil also founded the Brain Tumour Biobank, to further enhance the understanding of the molecular biology of different types of brain tumours. Phil is currently a surgical Neuro-Oncology Fellow in the University of Toronto, Toronto Western Hospital.



**Ms Avril Copeland**

School of Physiotherapy, Class of 2010

Avril is the CEO and co-founder of eHealth company Innerstrength. It develops digital tools that facilitate health professionals and patients to work together for the prevention and treatment of chronic conditions.

Born in Dublin, Avril has always been very involved in sport and exercise. She represented Ireland in both hockey and expedition adventure racing, most recently competing for Ireland at the Adventure Racing Championships, a 700km race through the Andes and Amazon rainforest in Ecuador.

After graduating with a clinical distinction from RCSI, she went to work at Beaumont Hospital. It was during her time in Beaumont that she saw the need for more supports to be put in place to help patients achieve their potential after discharge. It was this realisation that sowed the seed from which grew Innerstrength.



**Mr Tom Gallagher**

School of Medicine, Class of 2003

Tom graduated from RCSI in 2003 and subsequently undertook his general surgical training in Dublin. He quickly realised his passion for liver and pancreas surgery and, following completion of his training and the award of FRCSI, he travelled to Hong Kong and Edinburgh for fellowships in HPB surgery. He then undertook further training in abdominal transplant surgery in Northwestern Memorial Hospital, Chicago, where he became a member of the American Society of Transplant Surgeons. He was appointed to his current post in 2015 and has overseen the re-establishment of the national pancreas transplant programme as part of this role. He has also recently performed Ireland's first robotic pancreatic resections and is passionate about embracing technological advances in surgery wherever feasible and safe. In addition to his clinical commitments, Tom remains active academically.

NFQ: Level 8

Award: MB, BCh, BAO  
(NUI & RCSI) LRCPI & LRCSI

Awarding Body:  
National University of Ireland

Duration: 5 or 6 years



# UNDERGRADUATE MEDICINE

OUR INTERNATIONALLY RECOGNISED DEGREES ARE  
DELIVERED BY WORLD-RENOWNED ACADEMICS,  
RESEARCHERS AND HEALTHCARE PROFESSIONALS.



**AT RCSI, WE AIM TO GRADUATE TRULY INTERNATIONAL HEALTHCARE PROFESSIONALS. THIS IS WHY WE WORK TO ENSURE THAT OUR CURRICULUM EQUIPS STUDENTS TO RESPOND TO THE FUTURE OF HEALTHCARE IN AN INCREASINGLY GLOBAL, DIGITAL AND CLIMATE-FOCUSED WORLD.**

With this in mind, RCSI's Medicine curriculum is innovative, future-focused and integrated. Our programme is centred around our students and is delivered in our state-of-the-art healthcare education facilities in Dublin.

During your time with us you will be taught by RCSI academics, clinicians and researchers primarily in small groups or in an interactive manner when you are in large group settings. Your whole academic journey will be enabled and tracked by a dedicated **e-portfolio system**.

The medicine programme is structured so that the focus is on knowledge and excellent clinical skills development. From day one, we also put intensive focus on the acquisition of clinical and communications skills, as well as understanding the central tenets of **Personal and Professional Identity formation**: professionalism, resilience and leadership. This ensures that you will be prepared for a personally and professionally demanding career in tomorrow's healthcare environment. Case-Based Learning (CBL) is a core teaching and learning approach in Year 1 and 2. You will work in groups of approximately 12 students with a facilitator. You will also have the opportunity to choose from a wide range of tailored and credit-bearing student choice topics. These will allow for experiences that facilitate your personal growth.

Each medicine student is assigned a **Personal Tutor** who will support them through their time in RCSI. The Personal Tutor Programme is intended to: provide students with a safe space for informed reflection on academic, personal & professional performance; assist

students by ensuring they have the relevant supports (academic; wellbeing etc.); provide resource and referral information to enable the student to move towards improvement, and encourage students to establish habits of continuous reflection, goal-setting and lifelong learning.

Knowing how students are progressing at any point during the academic year is very important. Personalised **Student Feedback** will help you to remain on course to achieving your educational objectives. Our curriculum is supported by a new and innovative technology platform that will provide you with feedback on assessments, CBL and other learning activities. The same platform will contribute to and support the Personal Tutor component.

Students are evaluated using **Programmatic Assessment** and the application of a **Grade Point Average (GPA)** scale. This approach provides multiple opportunities for measurement – coupled with ongoing feedback during the learning process. It reduces emphasis on end-of-semester/year high-stakes assessment and provides a range of different assessment types which facilitate the measurement of competencies.

Programmatic Assessment also places emphasis on the student's role in taking responsibility for their own learning, and identifying and remediating areas where necessary. There is proportional assessment, based on the number of credits attaching to a module, which avoids duplication and over-assessment. It also permits data from multiple sources, using different standards that can be aggregated (across modules, pillars, years and the overall programme).

From your first day at RCSI, you will be placed in one of six Learning Communities, which comprise groups of students who are actively engaged in learning with and from each other. These communities have a cohort of students from every year in your programme and are an integral part of our teaching

philosophy in the education of future healthcare professionals.

The Learning Communities will allow you to build an academic relationship with your peers and to support each other in your learning. Together you will practice case-based learning, clinical skills, practical skills, anatomy practicals, laboratory practicals and other small group teaching activities such as Clinical Microbiological Cases, Clinical Pathological Cases and integrated case-based workshops.

Learning Communities are aligned to academic learning and teaching activities, and will have the capacity to organise extracurricular events that contribute to the educational and social experience at RCSI. You will also be part of a broader inter-professional learning community made up of Medicine, Pharmacy and Physiotherapy students which facilitates participation in specific inter-professional academic activities.

At RCSI, our curriculum is informed by principles of **positive education**. This combines the science of positive psychology with curriculum development, delivery and assessment. As part of the core curriculum, students are taught skills and behaviours that encourage them to prioritise their health and wellbeing thus supporting their capacity to flourish. This approach to learning actively promotes positive growth, resilience and wellbeing.

**Please note:** *RCSI's undergraduate medicine programme is five years in duration. Depending on the qualifications presented at application, some students are required to complete an additional Foundation Year (six-year track). This is outlined in further detail in the 'Admissions Essentials' section. The five-year programme is structured as follows: Foundation of Practice (Y1 & Y2); Integration into Practice (Y3), and Preparation for Practice (Y4 & Y5). The programme has three vertical pillars of learning: Knowledge (Head); Skills (Hands), and; Personal & Professional Identity (Heart).*

## FOUNDATION YEAR

Foundation Year (FY) consists of two semesters - delivered from September to May.

**FY WILL PROVIDE YOU WITH A SOLID GROUNDING IN THE BIOMEDICAL SCIENCES, COMMUNICATION AND PROFESSIONALISM, AS WELL AS THE NECESSARY IT SKILLS TO OPERATE EFFICIENTLY WITHIN THE UNIVERSITY'S VIRTUAL LEARNING ENVIRONMENT (VLE).**

The course is delivered as a series of standalone modules taught in a single semester. There are also integrated, systems-based modules, delivered across both semesters.

### FIRST SEMESTER

Fundamentals of Medical Physics  
Fundamentals of Medicinal and Pharmaceutical Chemistry  
Fundamentals of Human Biology

### SECOND SEMESTER

Disease Diagnostics and Therapeutics  
Medicinal and Pharmaceutical Chemistry

### FIRST AND SECOND SEMESTERS

Musculoskeletal System,  
Nervous System, Skin, Special Senses,  
Reproduction and Endocrine Systems  
Cardiovascular, Respiratory, Immune,  
Gastrointestinal and Excretory Systems  
Professionalism in the Health Sciences  
Biomedical Laboratory Sciences

## YEAR 1

In Year 1, you will learn the basic anatomical, molecular and biochemical bases of human life, the principles of pharmacology, microbiology, pathology, and acquire a basic understanding of the epidemiology and mechanisms of disease. You will also learn about musculoskeletal and skin systems, and how to diagnose and manage common and important cardiovascular and respiratory disease.

**STUDENT CHOICE MODULES WILL FACILITATE YOUR EXPOSURE TO VARIOUS SOCIAL AND ENVIRONMENTAL EXPERIENCES THAT WILL ENABLE PERSONAL GROWTH AND THE FORMATION OF YOUR PROFESSIONAL IDENTITY.**

Case Based Learning (CBL) is a teaching tool used throughout Year 1. This is a learner-centred approach that involves interaction between the participants (up to 12). It focuses on the building of knowledge through group work.

CBL encourages the application of basic science knowledge, the linkage of knowledge between the basic and clinical sciences, a deeper understanding of content, and the development of clinical reasoning skills.

### FIRST SEMESTER

Foundations for Practice 1  
The Body: Movement and Function

### SECOND SEMESTER

Foundations for Practice 2  
Cardiovascular System  
Student Choice  
Respiratory System



I have had such an amazing time so far at RCSI. My favorite thing about studying Medicine is the clinic placements that RCSI organise. I have gotten to travel to hospitals all over the country (even in Northern Ireland) and have gotten to learn so much. I really enjoyed learning the theory of medicine, but nothing compares to actually getting into the hospital and having the privilege of learning from patients. Even in the tough, vulnerable times patients are willing to help us grow in our academic life.

RCSI also organize tutorials and bedside teachings while on placement, and this is extremely helpful for learning. I have gotten experience in so many different areas while on placement, from psychiatry to surgery in theatre and even helping to deliver babies during my OBGYN rotation. It is truly an amazing experience which RCSI provides to every student.

**CIARAN BROWNE**  
Medicine



**WATCH OUR 73 Questions with a First Year Medicine Student video**



## YEAR 2

Through an integrated teaching and learning approach, Year 2 modules are focused on ensuring that you will gain the necessary knowledge and skills to communicate effectively and to work professionally and collaboratively to diagnose and manage common and important Gastrointestinal & Hepatological, Central Nervous System, Endocrine & Breast, Renal and Male & Female Genito-Urinary diseases.

You will use an evidence-based approach that is grounded in best practice and safe patient care. Student Choice will continue to be integrated and students will have continuing opportunities to explore areas of interest such as innovation in research, education, global health, health systems and translational medicine.

**THE 'PREPARATION FOR CLINICAL PLACEMENT' MODULE WILL TEACH YOU HOW TO NAVIGATE THE HOSPITAL ENVIRONMENT PRIOR TO CLINICAL PLACEMENTS IN YEAR 3.**



### FIRST SEMESTER

Gastrointestinal

Student Choice

Central Nervous System

### SECOND SEMESTER

Endocrine & Breast

Renal System

Student Choice

Preparation for Clinical Placement



In Year 2 you may have the opportunity to participate in the **Student Exchange Programme** for a single semester or a full academic year at **RCSI Bahrain**.

### YEAR 3

During this year, your class will be split up and you will undertake prescribed modules at different times throughout the year. You will participate in hospital-based clinical placements and will be located in one of the RCSI-affiliated teaching hospitals throughout Ireland.

You will build on the knowledge and understanding of normal biology and diseases acquired during Years 1 and 2 and have the opportunity to apply this knowledge to real patients in multidisciplinary clinical settings.

**THE NEW HORIZONS AND SIMULATION MODULE WILL PROVIDE YOU WITH A FRAMEWORK TO INTERACT AND ENGAGE WITH A VARIETY OF NEW TECHNOLOGIES THAT ARE BEING TRANSLATED FROM RESEARCH TO THE CLINICAL DOMAIN, INCLUDING GENOMICS AND NOVEL IMAGING APPROACHES.**

You will also participate in a Student Selected Component, where you complete an individual research or audit project. Students will also have options relating to research projects overseas.

#### FIRST & SECOND SEMESTER

New Horizons and Simulation

Student Selected Project

Clinical Medicine and Surgery Teaching

Clinical Attachment Academy (x2)



My experience so far in RCSI has been nothing but wonderful! From the great social life to excellent teaching. It is certainly a big change from secondary school, but you adapt quickly. In first year, I got to perform mock patient examinations, study from cadavers and learn how the body works - all while making new friends and travelling abroad whenever I could! Second year has been a lot more lecture based and the workload is a little bit higher, but the modules are equally fascinating. Our pathology module in particular, has been my favourite by far and has sparked a big interest for me in oncology!

Studying Medicine at RCSI has given me the opportunity to meet people from all over the world, all with completely different backgrounds - but the same passion for healthcare. It has been amazing learning about different cultures from the friends I have made in my own year and events that RCSI's societies host - such as the International Food Night and Teddy Bear Hospital.

**JESSICA SPENCER JOHNSON**  
Medicine



Watch our *73 Questions with a Final Year Medicine Student* video



### YEAR 4

Year 4 modules will provide you with wide-ranging clinical exposure running in parallel with an integrated teaching and learning programme that focuses on knowledge and skills in areas including clinical competence, professionalism, communication, scholarship, leadership and global outlook.

You will be anchored full-time within a clinical team at an RCSI Teaching Hospital working in Medicine, Obstetrics and Gynaecology, Psychiatry, Surgery, Paediatrics, Child Health and General Practice.

**YOU WILL HAVE THE OPPORTUNITY TO PRACTICE YOUR CLINICAL SKILLS AND TAKE AN ACTIVE PART IN THE CARE PATHWAYS OF INDIVIDUAL PATIENTS, WHILE SIMULTANEOUSLY GAINING EXPERIENCE IN MULTI-DISCIPLINARY FRAMEWORKS IN BOTH HOSPITALS AND COMMUNITY SETTINGS.**

### FIRST & SECOND SEMESTER

- Obstetrics and Gynaecology
- Paediatrics
- Psychiatry
- General Practice
- Medicine and Surgery

### YEAR 5

Year 5 will represent your final stage of preparation towards becoming a working clinician.

The clinical attachment block in Year 5 is the final mandatory clinical placement at an RCSI Teaching Hospital.

**CLINICAL CLERKSHIP MODULES CAN BE COMPLETED IN ANY CLINICAL DISCIPLINE, ALTHOUGH AT LEAST ONE OF THE TWO CLERKSHIP BLOCKS MUST BE COMPLETED IN AN ACUTE HOSPITAL IN THE FORM OF A SUB-INTERNSHIP. THERE ARE ALSO STUDENT ELECTIVE OPTIONS AVAILABLE OUTSIDE IRELAND.**

The Preparation for Intern Practice module will allow you to demonstrate your ability to communicate effectively and professionally, as well developing your skills to manage challenging clinical scenarios and critical incidents through the application of leadership, professionalism, and resilience.

### FIRST & SECOND SEMESTER

- Medicine
- Surgery
- Elective
- Clinical Attachment
- Preparation for Intern Practice



NFQ: **Level 8**

Award: **MB, BCh, BAO  
(NUI & RCSI) LRCPI & LRCSI**

Awarding Body:  
**National University of Ireland**

Duration: **4 years**

# GRADUATE ENTRY **MEDICINE**

**THIS ACCELERATED PROGRAMME IS DESIGNED FOR STUDENTS WITH AN UNDERGRADUATE DEGREE WHO WISH TO RETURN TO EDUCATION AND PURSUE A CAREER IN MEDICINE.**

RCSI was the first medical school in the Republic of Ireland to introduce a Graduate Entry Medicine (GEM) programme in 2006, enabling students from a range of undergraduate backgrounds to study medicine.

This accelerated programme is designed for students with an undergraduate degree who wish to return to education and pursue a career in medicine.

Our GEM students are taught in a purpose-designed building on the St. Stephen's Green campus. From Year 1 on the programme, they also spend time in RCSI's teaching hospitals. There is a very early emphasis on clinical skills to ensure that upon graduation students are career ready.

AT RCSI, WE AIM TO GRADUATE TRULY INTERNATIONAL HEALTHCARE PROFESSIONALS. THIS IS WHY WE WORK TO ENSURE THAT OUR CURRICULUM EQUIPS STUDENTS TO RESPOND TO THE FUTURE OF HEALTHCARE IN AN INCREASINGLY GLOBAL, DIGITAL AND CLIMATE-FOCUSED WORLD.

With this in mind, RCSI's Graduate Entry Medicine curriculum is innovative, future-focused and integrated. Our programme is centred around our students and is delivered in our state-of-the-art healthcare education facilities in Dublin.

During your time with us you will be taught by RCSI academics, clinicians and researchers primarily in small groups or in an interactive manner when you are in large group settings. Your whole academic journey will be enabled and tracked by a dedicated **e-portfolio system**.

The Medicine programme is structured so that the focus is on knowledge and excellent clinical skills development. From day one, we also put intensive focus on the acquisition of clinical and communications skills, as well as understanding the central tenets of **Personal and Professional Identity formation**: professionalism, resilience and leadership. This ensures that you will be prepared for a personally and professionally demanding career in tomorrow's healthcare environment. Case-Based Learning (CBL) is a core teaching and learning approach in Year 1 and 2. You will work in groups of approximately 12 students with a facilitator. You will also have the opportunity to choose from a wide range of tailored and credit-bearing student choice topics. These will allow for experiences that facilitate your personal growth.

Each Medicine student is assigned a **Personal Tutor** who will support them through their time in RCSI. The Personal Tutor Programme is intended to: provide students with a safe space for informed reflection on academic, personal

& professional performance; assist students by ensuring they have the relevant supports (academic; wellbeing etc.); provide resource and referral information to enable the student to move towards improvement, and encourage students to establish habits of continuous reflection, goal-setting and lifelong learning.

Knowing how students are progressing at any point during the academic year is very important. Personalised **Student Feedback** will help you to remain on course to achieving your educational objectives. Our curriculum is supported by a new and innovative technology platform that will provide you with feedback on assessments, CBL and other learning activities. The same platform will contribute to and support the Personal Tutor component.

Students are evaluated using **Programmatic Assessment** and the application of a **Grade Point Average (GPA)** scale. This approach provides multiple opportunities for measurement – coupled with ongoing feedback during the learning process. It reduces emphasis on end-of-semester/year high-stakes assessment and provides a range of different assessment types which facilitate the measurement of competencies.

Programmatic Assessment also places emphasis on the student's role in taking responsibility for their own learning, and identifying and remediating areas where necessary. There is proportional assessment, based on the number of credits attaching to a module, which avoids duplication and over-assessment. It also permits data from multiple sources, using different standards that can be aggregated (across modules, pillars, years and the overall programme). The programme has three vertical pillars of learning: Knowledge (Head); Skills (Hands), and; Personal & Professional Identity (Heart).

From your first day at RCSI, you will be assigned to the Mercer Community. The Learning Communities comprise groups of students who are actively engaged in

learning with and from each other. These communities are an integral part of our teaching philosophy in the education of future healthcare professionals.

The Learning Communities will allow you to build an academic relationship with your peers and to support each other in your learning. Together you will practice case-based learning, clinical skills, practical skills, anatomy practicals and other small group teaching activities.

Learning Communities are aligned to academic learning and teaching activities, and will have the capacity to organise extracurricular events that contribute to the educational and social experience at RCSI. You will also be part of a broader inter-professional learning community made up of Medicine, Pharmacy and Physiotherapy students which facilitates participation in specific inter-professional academic activities.

At RCSI, our curriculum is informed by principles of **positive education**. This combines the science of positive psychology with curriculum development, delivery and assessment. As part of the core curriculum, students are taught skills and behaviours that encourage them to prioritise their health and wellbeing thus supporting their capacity to flourish. This approach to learning actively promotes positive growth, resilience and wellbeing.

## YEAR 1

Year 1 of the programme is delivered through systems-based modules, teaching you about how the body works in the healthy state. You will be taught through a mixture of lectures on the biomedical sciences and small group teaching involving weekly cases, facilitated case discussions, data interpretation tutorials, clinical skills training, group projects and anatomy practical labs.

**SURGICAL GRAND ROUNDS, WEEKLY CASES AND CLINICAL SKILLS TRAINING PROVIDE CLINICAL CONTEXT IN THE FIRST SEMESTER.**

In the second semester, you will spend one half day per week on clinical sites. Once you complete your exams, you will spend the last month of the academic year completing your clinical attachment at one of the teaching hospitals affiliated to RCSI.

### FIRST SEMESTER

Fundamentals of Biomedicine  
 Musculoskeletal Biology  
 Blood: Haematology and Immunology  
 Health, Behaviour and Patient Safety  
 Gastrointestinal Biology  
 Medicine and Surgery

### SECOND SEMESTER

Cardiorespiratory System  
 Renal and Endocrine Biology  
 Nervous System Biology  
 Evidence-Based Health/Public Health & Epidemiology  
 Medicine and Surgery  
 Molecular Medicine





## YEAR 2

Again in Year 2, the programme is delivered through systems-based modules but during this year you gain an understanding of the basic pathological and microbiological principles underlying human disease, along with detailed teaching on clinical aspects of relevant human conditions within each module.

Each module comprises small group tutorials encompassing weekly cases, clinical skills (including relevant history-taking and examination) and radiology. Clinical teaching is also facilitated by simulation scenarios using our state-of-the-art simulators.

### FIRST SEMESTER

Cardiology

Respiratory

Gastrointestinal and Hepatology

Clinical Competencies

During Year 2, you complete 10 weeks of clinical attachments that provide the opportunity to become an active member of a clinical team within the hospital (including placements at specialised orthopaedic and ophthalmology hospitals), and learn about the multiple aspects of patient management within this setting. In addition, you will complete a teaching programme in medical professionalism and leadership.

### SECOND SEMESTER

Renal, Endocrine, Genitourinary and Breast

Central Nervous System and Locomotors

Haematolymphoid and Tropical Medicine

Clinical Competencies

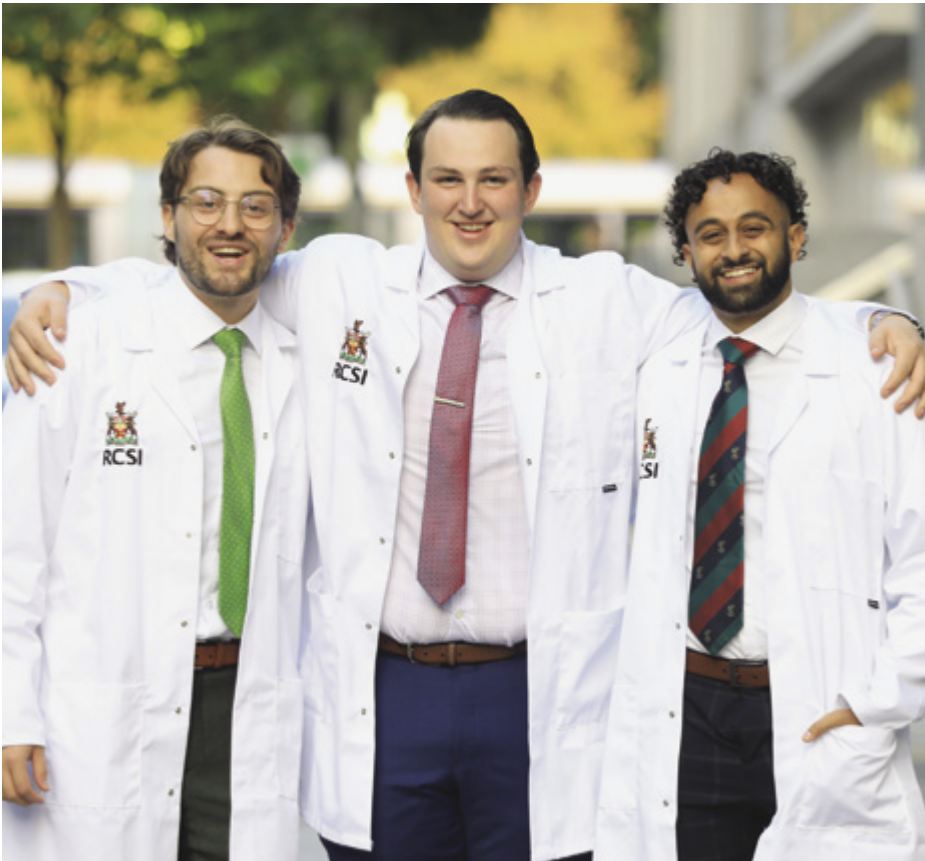


My experience at RCSI has been unlike any other. From day one, it felt like I had become part of a new and wonderful family. RCSI is the only university that provides clinical exposure from your first year in graduate medicine, which I found very daunting at the beginning, but it has been extremely beneficial. We are extremely fortunate to have lecturers who are experts in their fields, and getting the chance to shadow them in the hospitals is an incredible learning opportunity. Furthermore, the support available to students is fantastic. Faculty are always checking to see how we are getting on and if we need assistance with any aspect of our lives.

Clinical placements are definitely one of my favourite things about studying Medicine. Learning content from notes is one thing but being able to see physical signs and talk to patients is completely different and definitely elevates the learning experience.

Another thing I enjoy is being able to get involved with various societies within the University. Being the only specialised health sciences university in Ireland, we have an array of medical specialties spread out into different societies. This makes gaining exposure to what you may like or dislike a lot easier.

**MEGAN CALTON**  
GEM



### YEAR 3

Years 3 and 4 of the GEM programme are delivered in RCSI-affiliated teaching hospitals located throughout Ireland, providing you with different learning opportunities.

**YOU ARE ATTACHED ON A ROTATIONAL BASIS FOR SEVEN WEEKS AND PARTICIPATE FULLY WITH THE CLINICAL TEAMS IN BOTH URBAN AND RURAL SETTINGS.**

You will be fully immersed in the specialties of General Practice (learn alongside a general practitioner in a GP surgery), Paediatrics (you will be placed in one of the Paediatric units throughout the country), Obstetrics and Gynaecology (you will be attached to a Maternity Unit and expected to assist on the labour ward), Psychiatry (you will attend a Psychiatry service under the supervision of a local psychiatric service).

In the Medicine and Surgery rotation, you will also have the opportunity to enhance your prescribing skills and undertake a placement in Otolaryngology.

#### FIRST & SECOND SEMESTER

- Rotations:
- Medicine & Surgery (ENT)
- Paediatrics and Neonatal
- General Practice
- Psychiatry
- Obstetrics and Gynaecology



RCSI has been the most rewarding academic accomplishment, yet the most challenging. Medical school is difficult but with every step closer to graduation you become grateful for the way RCSI pushes you to become that best physician possible. And this year I got to travel all over Ireland for clinical placements!

As an American, I found the transition from the US to Ireland seamless. The Irish are very welcoming and being able to connect with other international students eases your transition into a new city.

The best highlight of my time at RCSI has been the people I have met. My classmates come from all over the world and have taught me so much about different cultures and traditions. Academically, scrubbing into surgery the first time was a milestone for me. I realized that I was well on my way to achieving my dreams!

**SHELBY TILLER**  
GEM



Watch our 73 Questions with a GEM Student video



## YEAR 4

The final year prepares the GEM student towards becoming a working clinician.

**THIS YEAR PROVIDES YOU WITH SIGNIFICANT CLINICAL EXPOSURE VIA ATTACHMENTS, ELECTIVES AND THE SUB-INTERNSHIP, THROUGH WHICH YOU ARE TRAINED AND ASSESSED AS YOU UNDERTAKE THE ROLES OF THE NEAR-GRADUATING DOCTOR.**

This clinical experience runs in parallel with a teaching programme focused on knowledge and skills in these areas.

GEM students will also take part in a sub-internship programme which offers you the opportunity to function as a member of a clinical team in preparation for internship following graduation.

### FIRST & SECOND SEMESTER

Rotations:

Medicine & Surgery

Sub-internship

Student Selected Clinical Attachment





NFQ: Level 9

Award: **BSc Pharmacy (Hons), MPharm (NUI & RCSI)**

Awarding Body:  
**National University of Ireland**

Duration: **4 or 5 years**

# PHARMACY

THE PROGRAMME WILL ENABLE YOU TO DEVELOP AS A PHARMACIST WHO IS A COLLABORATOR, COMMUNICATOR, HEALTH ADVOCATE, LEADER, PROFESSIONAL AND SCHOLAR.

The aim of the Pharmacy programme is to provide an outstanding experience that allows you to become a pharmacist, and a leader in healthcare and innovation. You will be able to demonstrate the competencies for professional practice as a pharmacist.

We have revised the programme based on our years of experience, in consultation with students, patients, employers and other key stakeholders. The programme is accredited by the Pharmaceutical Society of Ireland for registration as a pharmacist in Ireland.

You will be a reflective practitioner, committed to continuous development throughout your professional journey. You, and your colleagues and friends, will excel in the diverse and emerging roles of the pharmacist, nationally and internationally.

## YEAR 1

In Year 1 you will be introduced to the foundation material that will provide you with the fundamental knowledge and skills in the areas of basic science and practice.

**BE ONE OF THE ONLY PHARMACY STUDENTS IN IRELAND TO COMPLETE A MENTAL HEALTH FIRST AID TRAINING CERTIFICATE AS PART OF THE PROGRAMME.**

You will gain a basic understanding of the anatomy, physiology and biochemistry of the human body and explore chemical concepts critical to human life. You will develop an appreciation of immunology and microbiology, along with the key principles of drug delivery. Modules are integrated using case studies and medicines. You will also begin your professional journey, exploring the role of the pharmacist and developing professional skills.

### FIRST SEMESTER

The Cellular Basis of Life  
 Health - Body and Function  
 Fundamentals of Medicinal and Pharmaceutical Chemistry  
 Medicines - Pharmaceutics 1  
 Introduction to Research Methods and Data Analysis  
 Pharmacist - Beginning the Professional Journey

### SECOND SEMESTER

Fundamentals of Pharmacology and Immunology  
 Fundamentals of Microbiology and Infection  
 Medicinal and Pharmaceutical Chemistry  
 Medicines - Pharmaceutics 2  
 Gastrointestinal Health: Medicines and Patient Care  
 Pharmacist - Professional Skills

### FIRST & SECOND SEMESTER

Professional Development 1

## YEAR 2

In Year 2, the curriculum is integrated around the systems model introduced in Year 1. These systems-based modules have input from four disciplines: life sciences, pharmaceuticals, pharmaceutical chemistry and pharmacy practice.

The actions, interactions and use of medicines and pharmaceutical care are mainly delivered through this integrated, systems-based approach, and there is an emphasis on patient care. The theme of medicines is further developed through modules dedicated to Dosage Formulation and the Drug Life Cycle. In the second semester of Year 2, you will have the opportunity to undertake a longitudinal community practice placement.

You will also have the opportunity to undertake a module of your choice to explore an area that interests you.

### FIRST SEMESTER

Cardiovascular Health  
 Respiratory Health  
 Medicines - Dosage Formulation  
 Student Choice

### SECOND SEMESTER

Musculoskeletal and Haematological Health  
 Central Nervous System  
 Medicines - Drug Life Cycle

### FIRST & SECOND SEMESTER

Professional Development 2





I just love how the curriculum is multi-faceted. You aren't in the lecture hall from 9-5 everyday throughout the week. It's a combination of lectures, tutorials, workshops, patient contact sessions, and labs, and even with regards to the content taught, there isn't just a sole focus on one specific subject, but more so on a wide variety of subjects, such as pharmaceuticals, medicinal chemistry, anatomy, physiology, pharmacology, etc.

I think overall, all of this reflects how flexible the degree is, and you can tailor it to suit your career preferences; whether that may be on the front line (clinical pharmacy in hospitals and community pharmacy), working for pharmaceutical companies, or contributing to advances in healthcare in the world of research. The options are never ending!

The pharmacy classes are relatively small (roughly about 80 students per year). This gave me the opportunity to know everyone on a more personal level, but more importantly, be it classes, labs, assignment submissions, exam stress, we all endure it as class together, which certainly makes the course in its entirety a lot more enjoyable!

**SAHANA RAJSESH**  
Pharmacy



Watch our 73 Questions with a Pharmacy Student video

### YEAR 3

Year 3 continues with the systems-based model of teaching introduced in Years 1 & 2. In the second semester, you will learn about advanced therapies, which will integrate with teaching on immunology and cancer.

**YOU WILL GET THE OPPORTUNITY TO THINK ABOUT GLOBAL AND PUBLIC HEALTH AND MEDICINES OPTIMISATION THROUGH THE STAGES OF LIFE.**

At the end of Year 3, you will have the opportunity to participate in elective placements, which take place in Ireland as well as countries such as China, Japan and the US.

#### FIRST SEMESTER

- Liver and Kidney Health
- Endocrine System
- Sex, Gender and Health

#### SECOND SEMESTER

- Immunology and Protective Structures
- Medicines - Advanced Therapies
- Global and Public Health
- Stages of Life
- Cancer Care

#### FIRST & SECOND SEMESTER

- Professional Development 3

## YEAR 4

Year 4 starts with a four-month placement, which is completed in one of a range of settings, and runs from September to December. While you will not be on campus, you will complete three online modules while on placement.

During the second semester, you will focus on building clinical skills. You will complete 'Mental Health First Aid' as part of the Mental Health module. You will also complete a research project as part of the Research Skills module, which is designed to give you a critical understanding of the research process, including research philosophy and governance.

### FIRST SEMESTER

*Placement in a practice setting*

Online module: Organisation and Management Skills

Online module: Professional Skills Development

Online module: Professional Practice

### SECOND SEMESTER

Clinical Pharmacy

Mental Health

Clinical Reasoning & Evidence Based Decision Making

Research Skills

### FIRST & SECOND SEMESTER

Professional Development 4

## YEAR 5

The MPharm year of the programme concentrates on preparing you for practice.

**THE PLACEMENTS IN BOTH YEARS 4 AND 5 PROVIDE AN OPPORTUNITY TO ENGAGE WITH A RANGE OF EMPLOYERS ACROSS A SPECTRUM OF PRACTICE SETTINGS. YOU WILL BE BASED ON CAMPUS DURING THE FIRST SEMESTER.**

You will participate in three taught modules during the first semester, while also completing Professional Development 5.

The second semester begins in January when you will start an eight-month patient-facing placement, concluding in August of that year.

Year 5 concludes with the Professional Registration Examination (PRE).

### FIRST SEMESTER

Patient Care and Society

Decision Making in Complex Care

Leadership in Pharmacy:  
Building the Future

### SECOND SEMESTER

*Placement in a practice setting*

Online module: Supply of Medicines and Organisation and Management Skills

Online module: Leading the Safe and Rational Use of Medicines

Online module: Professional Practice and Public Health

Online module: Clinical Research Skills

### FIRST & SECOND SEMESTER

Professional Development 5



NFQ: **Level 8**

Award: **BSc Physiotherapy (Hons) (NUI & RCSI)**

Awarding Body:  
**National University of Ireland**

Duration: **3 or 4 years**

RCSI's internationally recognised Physiotherapy programme is designed to provide you with training, education and rehabilitation in a variety of clinical settings. Upon completion of the Physiotherapy programme, you will be a fully-qualified physiotherapist.

You will learn these skills through lectures, practicals, simulation (using both manikins and simulated patients), tutorials, seminars and case study presentations.



# PHYSIOTHERAPY

OUR SMALL CLASS SIZES PROVIDE ACCESS TO HANDS-ON, ONE-TO-ONE PRACTICAL AND CLINICAL TRAINING WITH ACADEMIC STAFF AND YOU WILL STUDY ALONGSIDE YOUR FUTURE COLLEAGUES IN MEDICINE, PHARMACY AND PHYSIOTHERAPY.



**FOUNDATION YEAR**

Foundation Year provides you with a solid grounding in the biomedical sciences and professionalism plus the necessary IT skills to operate effectively within the University's virtual learning environment (VLE).

**THE PHYSIOTHERAPY PROGRAMME EMPHASISES THE DEVELOPMENT OF INDEPENDENT LEARNING, PROBLEM-SOLVING, CLINICAL REASONING, CRITICAL APPRAISAL SKILLS AND PROFESSIONALISM.**

The course is delivered as a series of stand-alone 5-credit modules taught in a single semester, and integrated, systems-based modules, delivered across 2 semesters. The Introduction to Physiotherapy Practice module provides you with an appreciation of the array of clinical specialties and settings in which physiotherapists work. It also presents the first opportunity for a clinical visit.

Elective opportunities facilitate your growing awareness of the crucial roles that communication, culture, collaboration, critical thinking, medical ethics, information literacy, project management and self-reflection play in the professional practice of physiotherapy. They also provide students with an opportunity to work collectively with the Medicine and Pharmacy students.

**FIRST SEMESTER**

Fundamentals of Medical Physics  
 Fundamentals of Medicinal and Pharmaceutical Chemistry  
 Fundamentals of Human Biology  
 Musculoskeletal System, Nervous System, Skin, Special Senses, Reproduction and Endocrine Systems  
 Cardiovascular, Respiratory, Immune, Gastrointestinal and Excretory Systems  
 Professionalism in the Health Sciences  
 Biomedical Laboratory Sciences

**SECOND SEMESTER**

Disease Diagnostics and Therapeutics  
 Introduction to Physiotherapy Practice  
 Musculoskeletal System, Nervous System, Skin, Special Senses, Reproduction and Endocrine Systems  
 Cardiovascular, Respiratory, Immune, Gastrointestinal and Excretory Systems  
 Professionalism in the Health Sciences  
 Biomedical Laboratory Sciences



## YEAR 1

Year 1 provides you with a sound base of scientific knowledge that underpins the practice of physiotherapy.

You gain an understanding of the structure, function and inter-relationship of systems in the human body by studying Anatomy and Physiology.

Year 1 also focuses on acquisition of the knowledge and basic skills required to assess and treat people with common musculoskeletal conditions.

### FIRST SEMESTER

Anatomy  
 Neuromusculoskeletal I  
 Physiology  
 Methods of Enquiry  
 Physics

### SECOND SEMESTER

Neuromusculoskeletal II  
 Neuroscience Anatomy  
 Health Psychology  
 Professional Development I  
 Clinical Placement 1



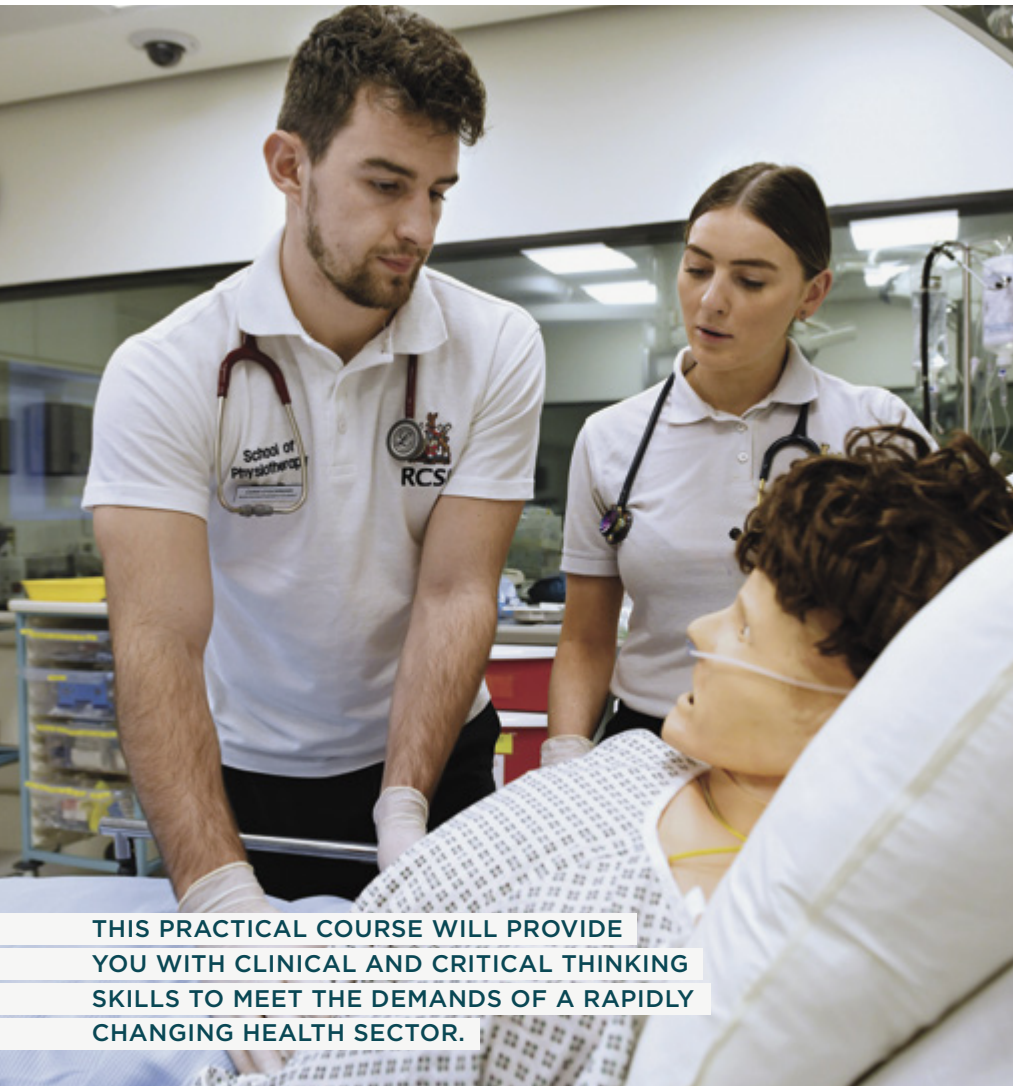
My experience at RCSI has been extremely positive. I've really enjoyed all of our learning in the Physiotherapy Movement Lab this year. Here we learn all our practical skills like special tests, mobilisations and massage. These are the things you see a physiotherapist doing all the time, so it was very surreal when we learned how to do them ourselves.

RCSI are always running some sort of event for students so there's always something to look forward to each week in college. Student life in Dublin is very good and especially in RCSI. Personally, being from Offaly and going to the same 2 pubs and 1 nightclub every weekend to having such an abundance of options in Dublin was a totally different experience. RCSI is so close to the main areas for nightlife in Dublin such as Camden Street, Harcourt Street and Temple Bar.

**RONAN CLEARY**  
 Physiotherapy



Watch our 73 Questions with a Physiotherapy Student video



**THIS PRACTICAL COURSE WILL PROVIDE YOU WITH CLINICAL AND CRITICAL THINKING SKILLS TO MEET THE DEMANDS OF A RAPIDLY CHANGING HEALTH SECTOR.**

## YEAR 2

Year 2 builds on what you have already studied by further consolidating the knowledge and skills of physiotherapy practice.

**THE FOCUS THIS YEAR IS ON THE APPLICATION AND ANALYSIS OF PROBLEMS AND THEIR EFFECTS IN CORE CLINICAL AREAS, e.g. CARDIOVASCULAR/RESPIRATORY, NEUROLOGY AND MUSCULOSKELETAL.**

You gain an understanding of the research process and develop an ability to appraise and evaluate research and scientific literature. Blocks of clinical education alternate with academic modules in a variety of clinical settings.

Throughout the programme, clinical education is a central element, and you will undertake 1,000+ hours on a full-time block basis. This helps you gain essential clinical experience under the supervision of physiotherapy clinical tutors and senior physiotherapy clinicians.

On clinical placement, you apply your knowledge and skills in a real-world physiotherapy environment.

### FIRST SEMESTER

Advanced Musculoskeletal I  
 Neuroscience Anatomy  
 Respiratory/Cardiovascular I  
 Neurology I  
 Professional Development II  
 Clinical Placement 2  
 Research Methods I

### SECOND SEMESTER

Advanced Musculoskeletal II  
 Respiratory/Cardiovascular II  
 Neurology II  
 Clinical Placement 3  
 Clinical Placement 4

## YEAR 3

Year 3 focuses on the integration of the knowledge you've already gained in the programme and understanding an advanced level of practice. Modules in final Physiotherapy cover more specialised areas of practice, e.g. sports physiotherapy, women's health, care of the elderly and paediatrics.

**YOUR ABILITY TO EVALUATE AND UNDERTAKE RESEARCH IS DEVELOPED FURTHER BY COMPLETING A RESEARCH PROTOCOL.**

In the clinical setting, you encounter a more diverse and complex range of client groups in your final year.

### FIRST SEMESTER

Physiotherapy Across the Lifespan I (Sports Physiotherapy, Women's Health and Paediatrics)  
 Research Methods II  
 Clinical Placement 5  
 Clinical Placement 6

### SECOND SEMESTER

Complex Clinical Care Management  
 Physiotherapy Across the Lifespan II (Care of the Elderly)  
 Research Methods II  
 Clinical Placement 7



NFQ: Level 8

Award: **BSc Advanced Therapeutic Technologies (Hons) (NUI & RCSI)**

Awarding Body:  
**National University of Ireland**

Duration: **4 years**



# ADVANCED THERAPEUTIC TECHNOLOGIES

THE BSC IN ADVANCED THERAPEUTIC TECHNOLOGIES FUSES DIGITAL TECHNOLOGY WITH TRADITIONAL SCIENCE. IT IS FOCUSED ON THE LATEST SCIENTIFIC DISCOVERIES. UPON COMPLETION OF THIS DEGREE YOU WILL BE A HIGHLY SOUGHT-AFTER GRADUATE WHO CAN APPLY EXTENSIVE, FUTURE-FOCUSED SCIENTIFIC KNOWLEDGE AND TECHNICAL CAPABILITIES IN THE (BIO) PHARMACEUTICAL AND RELATED INDUSTRIES USING HIGHLY DEVELOPED POWER SKILLS TO ADDRESS CURRENT AND FUTURE GLOBAL HEALTHCARE NEEDS.

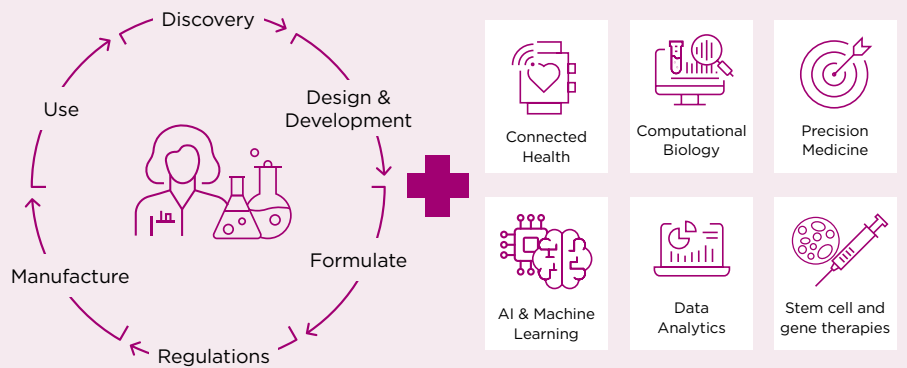
**DO YOU WANT TO BECOME A SCIENCE INNOVATOR AND A PIONEER IN STATE-OF-THE-ART THERAPIES AND MEDICAL TECHNOLOGIES?**

Are you interested in biology and health science, love maths and technology and want to research and develop cutting edge medicines, treatments and health technologies? If so, this is the course for you.

**RCSI'S FOUR-YEAR BSC ADVANCED THERAPEUTIC TECHNOLOGIES DEGREE SUPPORTS GRADUATES TO BECOME LEADERS IN HEALTHCARE INNOVATION AND TECHNOLOGY.**

The programme has been designed in collaboration with a strong consortium of national and multinational bio pharma companies who provided their expertise to support the development of the BSc (ATT) curriculum, which addresses critical skill gaps and maximizes future BioPharma related opportunities.

The BSc degree not only deep dives in each stage of the drug life-cycle, it also layers on cutting edge advanced therapeutic technologies



**9 KEY AREAS COVERED IN THIS SCIENCE DEGREE**

**Fundamental Sciences:** The science of how the anatomy works - Physiology, Biochemistry, Chemistry, and Anatomy.

**Genetics & Genomics:** The role of genes in disease, patterns of inheritance, genetics for diagnosis and drug selection.

**Pharmacology:** The science of drugs and how they work in the body.

**Computational Biology/ Data Analytics:** Statistical analysis and interpretation of big datasets generated from healthcare settings using programming languages such as Python and statistical environments such as R.

**Immunology:** How the immune system works in health & disease. The immune system is an important target of therapeutic intervention.

**Connected Health:** Wearable devices, Artificial Intelligence (AI) and machine learning in the context of health e.g. blood sugar monitors linked to smartphone Apps to maximize effectiveness of diabetes treatments.

**Pharmaceutics:** The science of drug delivery - ensuring medicines are delivered effectively to the correct body tissue.

**Precision Medicine:** Therapeutic treatments which are tailored to the individual - taking account of an individual's genes, environment and lifestyle.

**Power Skills:** Critical personal skills in competencies such as leadership, management, and communication which enable success in the workplace.



**YEAR 1**

Year 1 is an introduction to the basic principles in the fundamental sciences and laboratory skills. You will gain a basic understanding of the anatomy, physiology and biochemistry of the human body and explore chemical concepts critical to human life.

**YOU WILL DEVELOP AN APPRECIATION OF IMMUNOLOGY AND MICROBIOLOGY, ALONG WITH THE KEY PRINCIPLES OF DRUG DELIVERY.**

Statistical and mathematical competencies to interrogate large data sets will also be introduced. You will also recognise and appreciate ethical and legal concepts which apply to professional scientific practice.

**FIRST SEMESTER**

- The Cellular Basis of Life
- Health - Body and Function
- Fundamentals of Medicinal and Pharmaceutical Chemistry
- Medicines - Pharmaceutics 1
- Foundations of Data Analytics
- The Scientist: Professional Formation 1

**SECOND SEMESTER**

- Fundamentals of Pharmacology & Immunology
- Fundamentals of Microbiology and Infection
- Medicinal and Pharmaceutical Chemistry
- Medicines - Pharmaceutics 2
- Gastrointestinal Health - Medicines and Patient care
- The Scientist: Professional Formation 2



The labs where we work are fascinating and really help to further explain the content that is taught in the lectures. I never thought I'd enjoy learning how to code - I love how I was given independence within the workshops to analyse the data myself.

**INGRID RADU**  
Advanced Therapeutic Technologies





I enjoy studying ATT because of the wide range of options it gave me. With this course, I have learnt so much from human anatomy to biostatistics. I especially love learning about drug formulation and the work it takes to develop a new drug. The pharmaceuticals and pharmacology lectures are so interesting, and I leave the lectures with something new.

**DARA ALERO ANTHONY**  
Advanced Therapeutic Technologies



Watch our *73 Questions with an ATT Student* video

## YEAR 2

Year 2 will explore the discipline of genomics and its application in precision medicine. You will study the pharmacological management of the major disease states across multiple body systems. Students will learn how to programme using Python to develop skills in data analytics.

You will study each stage of the drug life cycle process and learn how to bring a new medicine to market, including the different regulatory frameworks across geographies.

**YOUR PROFESSIONAL POWER SKILLS WILL BE FURTHER DEVELOPED IN THE PROJECT MANAGEMENT MODULE, ENABLING YOU TO EFFECTIVELY ORGANISE, PLAN, AND DELIVER A PROJECT.**

### FIRST SEMESTER

Human Genetics & Genomics  
Pharmacology & Theranostics  
Bioinformatics and Biostatistics  
Project Management

### SECOND SEMESTER

Computational Biology: 1  
Regulatory Science  
Biologic & Immuno-therapeutics  
Medicines – Drug Life Cycle



**DURING YOUR EIGHT-MONTH INDUSTRY WORK PLACEMENT IN YEAR 3, YOU WILL GET TO DEMONSTRATE AND APPLY THE TECHNICAL KNOWLEDGE AND POWER SKILLS AND COMPETENCIES YOU HAVE GAINED.**

### **YEAR 3**

In Year 3, you will study advanced genetics and cell biology as well as biopharmaceutical manufacturing to gain an appreciation of the complex manufacturing processes required for biological therapeutics such as vaccines.

Further power skills will be developed through the Professional Formation and Enterprise & Innovation modules.

#### **FIRST SEMESTER**

Biopharmaceutical Manufacturing  
Advanced Genetics & Cell Biology  
Enterprise & Innovation  
The Scientist: Professional Formation 3

#### **SECOND SEMESTER**

Eight-month industry work placement



## YEAR 4

The first semester focuses on the delivery of a research project, either in Ireland or abroad, and the submission of a thesis based on your research project.

This module equips you with advanced laboratory skills to be career ready for research in academia or industry. In the final semester you will study cutting-edge therapies and technologies in the Frontiers of Therapeutic Technologies and Connected Health modules.

**YOU WILL FURTHER DEVELOP SKILLS IN DATA ANALYTICS AND PROGRAMMING WHILE DEVELOPING YOUR MANAGEMENT SKILLS AND ROLE AS A LEADER.**

### FIRST SEMESTER

Scientific Research Skills

### SECOND SEMESTER

Frontiers of Therapeutic Technologies

Computational Biology: 2

Connected Health

Leadership & Management



### AFTER GRADUATION

BScATT equips graduates with the technical knowledge and power skills to become future leaders in healthcare innovation and technology. Graduates are in a position to apply for a range of varied roles in the pharmaceutical industry and related areas, including: Drug design and development, Data analytics, Design/management/analysis of clinical trials, Scientific Research in Industry or academia, Roles in Biopharmaceutical Industry, Project management, Digital health device design and development, Quality assurance, Regulatory affairs, Medical writing, Management consultancy, Start-ups, Research funding agencies and Patient advocacy.

RCSI'S MISSION IS TO 'EDUCATE, NURTURE AND DISCOVER FOR THE BENEFIT OF HUMAN HEALTH'. OUR ULTIMATE PURPOSE IS TO WORK IN SERVICE OF PATIENTS; A DEEP PROFESSIONAL RESPONSIBILITY TO ENHANCE HUMAN HEALTH THROUGH ENDEAVOUR, INNOVATION AND COLLABORATION IN EDUCATION, RESEARCH AND SERVICE INFORMS ALL THAT WE DO.

# APPLICATION ESSENTIALS

## HOW TO APPLY

Irish and EU applicants to RC001 Medicine, RC004 Physiotherapy, RC005 Pharmacy, RC006 Advanced Therapeutic Technologies & RC101 Graduate Entry Medicine should apply via the CAO ([www.cao.ie](http://www.cao.ie)) from early November. This includes applicants to RCSI's Mature Entry Medicine route (RC001).

Key CAO application dates including closing dates can be found at [www.cao.ie](http://www.cao.ie)

Applicants to RC001 Medicine are required to sit the HPAT in the year of entry to the programme. This takes place each February, and a CAO application number is required to register for the exam.

Applicants to RC101 Graduate Entry Medicine must present a competitive GAMSAT score. GAMSAT sittings take place in March and September each year. Both the HPAT and GAMSAT are administered by ACER.

Applicants to the following entry routes should apply directly to RCSI via [www.rcsi.com/dublin](http://www.rcsi.com/dublin) from 1 November in the year prior to entry:

- Graduate and Mature Entry to Physiotherapy
- Graduate, Mature and Pharmacy Technician Entry to Pharmacy
- Graduate and Mature Entry to Advanced Therapeutic Technologies

## DARE/HEAR

RCSI participates in both the DARE and HEAR schemes, which offers places at RCSI on a reduced points basis. The HEAR scheme is open to school leavers, resident in the Republic of Ireland, from socio-economically disadvantaged backgrounds. The DARE scheme is open to school leavers (Irish and EU applicants) who, as a result of having a disability, have experienced additional educational challenges in second level education.

Application to both HEAR and DARE is made as part of the CAO application and supporting documentation must be submitted to the CAO. Further information on both schemes is available at [www.accesscollege.ie](http://www.accesscollege.ie)

## MEDICINE UNDERGRADUATE - RC001

### NFQ

Level 8

### AWARD

MB, BCh, BAO (NUI & RCSI) LRCPI & LRCSI

### AWARDING BODY

National University of Ireland

### DURATION

5 or 6 years

The undergraduate medicine programme is five years in duration (five year track). Some students are required to complete a Foundation Year (six year track) depending on the subjects that are presented at application.

### HOW TO APPLY AS AN EU APPLICANT

RCSI offers a five and a six-year medical programme to school leavers and mature (+23yrs) entrants.

School Leavers and Mature entrants apply through the Central Applications Office (CAO) [cao.ie](http://cao.ie)

RCSI's CAO course code for School Leavers and Mature entrants is RC001. Applications for all medicine courses are made to CAO from November to February.

### SCHOOL LEAVERS - RC001

Undergraduate entry to medicine is based on achieving a minimum of 480 points and meeting the minimum entry requirements in the same sitting of the Irish Leaving Certificate Examination. EU students presenting qualifications other than the Irish Leaving Certificate must attain the equivalent of a minimum 480 points in their school leaving examination.

For entry to the six-year medical programme, applicants must present a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics / Chemistry or Agricultural Science), one other recognised subject and HPAT. Six-year medical programme applicants must present a minimum H5 grade in two subjects and a minimum O6 / H7 grade in the remaining four subjects.

Applicants presenting the minimum subjects for the six-year medical programme with Chemistry (H4 grade) and another laboratory science (must be Physics or Biology H4 grade) will enter the five-year medical programme.

HPAT scores are valid for one year only and must be presented in the same year of admission. Pre-2023 Leaving Certificate results (or equivalent) may be presented and combined with a 2024 HPAT score.

Applicants must achieve all minimum subject grades required and the five- or six-year medical programme academic entry requirements in one sitting of the their Leaving Certificate or equivalent (GCE A Level/IB etc).

### HPAT-IRELAND

The HPAT-Ireland test measures a candidate's logical reasoning and problem-solving skills as well as non-verbal reasoning and the ability to understand the thoughts, behaviour and / or intentions of people. It does not test academic knowledge and candidates do not require special understanding of any academic discipline. However, some familiarity with the question types typically presented in HPAT-Ireland is an advantage and therefore a practice booklet with worked answers is supplied to all candidates. HPAT test results are combined with the Leaving Certificate Examination (or other equivalent EU school leaving examination) points score in selecting applicants for admission to all undergraduate medical school programmes in Ireland.

The HPAT-Ireland test is a two-and-a-half hour test, consisting of three modules or sections:

1. Logical Reasoning and Problem Solving.
2. Interpersonal Understanding.
3. Non-Verbal Reasoning.

All questions are in multiple-choice format with four or five possible responses from which the candidate is asked to choose the most appropriate response. There is only one correct response. Further details regarding the test can be found here: [hpat-ireland.acer.org](http://hpat-ireland.acer.org)



Entry requirements  
(other EU qualifications)  
Undergraduate Medicine

\* Unless applicant is in possession of a valid NUI exemption

## HPAT APPLICATION

In addition to their application to the CAO, applicants must also apply directly to ACER to complete the HPAT-Ireland test. Applicants for the test apply online at: [hpat-ireland.acer.org](https://hpat-ireland.acer.org). A CAO application number is required in order to register for the HPAT.

The application fee covers online registration for the test, a practice booklet with worked answers, materials required for the test, provision of test results and the transfer of results to the CAO. Only bona-fide applicants may apply to sit the test i.e. current or past school leavers.

## EQUALITY OF ACCESS TO HIGHER EDUCATION IN IRELAND

RCSI participates in the Higher Education Access Route (HEAR) and Disability Access Route to Education (DARE) admissions schemes.

RCSI offers at least 6% of CAO Medicine places (RC001) to School Leavers from socio-economically disadvantaged backgrounds (HEAR) and at least 6% of CAO Medicine places (RC001) to School Leavers with disabilities (DARE) on reduced points.

For more information on HEAR & DARE, go to [accesscollege.ie](https://accesscollege.ie)

## MATURE ENTRY MEDICINE - RC001

RCSI welcomes applications from Mature Entry applicants. Mature applicants must be 23 years of age on or before 1 January in the year of admission and meet matriculation requirements (Irish Leaving Certificate or equivalent accredited QQI Level 6 Access to Science Programme).

Applicants presenting the Irish Leaving Certificate must present a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics / Chemistry or Agricultural Science) and one other recognised subject. Six-year medical programme applicants must present a minimum H5 grade in two subjects and a minimum O6 / H7 grade in the remaining four subjects.

Applicants presenting the minimum subjects for the six-year medical programme with Chemistry (H4 grade) and another laboratory science (must be Physics or Biology H4 grade) will be eligible to enter the five-year medical programme. Mature Entry applicants often present a third-level qualification but this is not an essential requirement for consideration.

The aim of the Mature Entry Pathway is to widen access and provide an opportunity for individuals who may not otherwise find it possible to join a medical programme. The Mature Entry Pathway attempts to select students in a holistic manner and focuses on life experience, such as volunteer work or relevant work experience, in addition to the candidate's academic background.

Mature Entry applicants must present HPAT and apply online to CAO on [cao.ie](https://cao.ie)

HPAT scores assist in the selection of a large number of Mature Entry applicants. RCSI will review applicants' HPAT scores to shortlist and invite competitive Mature Entry applicants to submit a CV, personal statement and references supporting their application directly to RCSI.

There is no minimum HPAT score cut-off; the minimum HPAT score is determined each year by the group of Mature Entry RC001 applicants who apply. Once a Mature Entry applicant has been invited to submit their documents, the shortlisting for interviews commences.

Shortlisted candidates are called for a structured interview, which takes place in May each year.

HPAT scores are valid for one year only and must be presented in the same year of admission.

## FEES

RCSI is part of the 'Free Fees Initiative' funded by the Higher Education Authority (HEA). Currently all QQI Level 8 degrees are funded by the 'Free Fees Initiative'. Students who have previously attended third-level education under the 'Free Fees Initiative' are liable for tuition fees.

Full details of tuition fees for Mature Entry Medicine are available on the Undergraduate Medicine fees and funding section of the RCSI website [rcsi.com/dublin](https://rcsi.com/dublin)

## OPEN DAYS

RCSI hosts a number of on-campus events throughout the year.

Full details and registration is available on [rcsi.com/dublin/undergraduate/meet-rcsi](https://rcsi.com/dublin/undergraduate/meet-rcsi)

\* Unless applicant is in possession of a valid NUI exemption

## GRADUATE ENTRY MEDICINE - RC101

### NFQ

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**Level 8**

### AWARD

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**MB, BCh, BAO (NUI & RCSI) LRCPI & LRCSI**

### AWARDING BODY

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**National University of Ireland**

### DURATION

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**4 years**

RCSI offers a four-year Medicine programme to Graduate Entry applicants. Graduate Entry Medicine (GEM) applicants apply through the CAO using course code RC101 on [cao.ie](https://www.cao.ie)

### ENTRY REQUIREMENTS

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GEM applicants must hold or expect to hold in the year of admission a minimum second-class honours, grade one result (2H1) in their first honours bachelors degree (QQI Level 8) and a competitive GAMSAT score. The minimum score for entry in 2023 was 63.

### GAMSAT

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The purpose of GAMSAT is to assess a candidate's ability to understand and analyse material, to think critically about issues and, in the case of the Written Communication section, to organise and express thoughts in a logical and effective way. GAMSAT questions are based on material drawn from a variety of sources. They typically require candidates to read and think about a passage of writing, interpret graphical displays of information, use mathematical relationships and apply reasoning skills to tables of data. GAMSAT is divided into three separately timed sections designed to assess performance in the areas of:

1. Reasoning in Humanities and Social Sciences.
2. Written Communication.
3. Reasoning in Biological and Physical Sciences.

Practice tests and further information on GAMSAT is available [gamsat.acer.org](https://www.gamsat.acer.org).

### FEES

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Full details of tuition fees for Graduate Entry Medicine are available on the Graduate Entry Medicine fees and funding section of the RCSI website [rcsi.com/dublin](https://www.rcsi.com/dublin)

### OPEN DAYS

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RCSI hosts a number of on-campus events throughout the year.

Full details and registration is available on [rcsi.com/dublin/undergraduate/meet-rcsi](https://www.rcsi.com/dublin/undergraduate/meet-rcsi)

## PHARMACY - RCO05

### NFQ

Level 9

### AWARD

BSc Pharmacy (Hons), MPharm (NUI & RCSI)

### AWARDING BODY

National University of Ireland

### DURATION

5 years

### HOW TO APPLY AS AN EU APPLICANT

RCSI offers a five-year Pharmacy programme to School Leavers, Graduates, Pharmacy Technicians and Mature (+23yrs) entrants. School Leavers apply through the CAO using the course code RCO05. Graduates, Pharmacy Technicians and Mature Entrants apply directly to RCSI using the online application, which is available on the Undergraduate Pharmacy section of the RCSI website from early November each year.

### SCHOOL LEAVERS - RCO05

School leaver CAO applicants presenting the Irish Leaving Certificate must present a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics / Chemistry or Agricultural Science) and one other recognised subject.

Applicants must present a minimum H5 grade in two subjects and a minimum O6 / H7 grade in the remaining four subjects.

### EQUALITY OF ACCESS TO HIGHER EDUCATION IN IRELAND

RCSI participates in the Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE) admissions schemes. RCSI offers at least 6% of CAO Pharmacy places (RCO05) to School Leavers from socio-economically disadvantaged backgrounds (HEAR) and at least 6% of CAO Pharmacy places (RCO05) to School Leavers with disabilities (DARE) on reduced points.

For more information on HEAR & DARE, go to [accesscollege.ie](https://accesscollege.ie)

### GRADUATE ENTRY PHARMACY

RCSI welcomes applications from Graduates. The Pharmacy programme for Graduates is five years in duration. Applications are made online directly to RCSI.

Candidates must hold or expect to hold in the year of admission a minimum second-class honours, grade two result (2H2) in their first honours bachelor degree (QQI Level 8). Applicants will be selected for admission on the basis of open competition using:

- Basic eligibility (competitive degree)
- Confidential references
- Life experience, extracurricular activities, relevant work / voluntary experience, work-life balance
- Structured interview.

A science background is not a prerequisite and academic excellence in the humanities and social sciences is recognised. If a candidate presents a non-scientific degree they must present the NUI matriculation requirements in their Leaving Certificate.

These requirements are: a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics / Chemistry or Agricultural Science) and one other recognised subject.

Applicants must present a minimum H5 grade in two subjects and a minimum O6 / H7 grade in the remaining four subjects.



Entry requirements  
(other EU qualifications)  
Pharmacy (MPharm)

\* Unless applicant is in possession of a valid NUI exemption

## MATURE ENTRY PHARMACY

Mature Entry applicants must be 23 years of age on or before 1 January in the year of admission to be eligible to apply for Mature Entry Pharmacy.

Mature Entry applicants are selected for admission on the basis of open competition and interview. Mature Entry applicants must meet the minimum entry requirements in RCSI pre-approved Access to Science programmes (QQI Level 6) or in the Irish Leaving Certificate Examination.

Mature Entry applicants presenting the Irish Leaving Certificate must present a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics /Chemistry or Agricultural Science) and one other recognised subject.

Applicants must present a minimum H5 grade in two subjects and a minimum O6 / H7 grade in the remaining four subjects.

The aim of the Mature Entry Pathway is to widen access and provide an opportunity for individuals who may not otherwise find it possible to join a pharmacy course through the traditional CAO points-based system.

The Mature Entry Pathway focuses on life experience, such as volunteer work or relevant work experience, in addition to the candidate's academic background.

Mature Entry applicants are advised to gain knowledge of the breadth of pharmacy and should offer educational experience in a subject relevant to pharmacy (normally in the sciences) as minimum requirements before applying. As the demand for Mature Entry to Pharmacy is competitive, the candidates applying determine the entry criteria for a given year and these can vary. Please visit our website [rcsi.com/dublin](https://rcsi.com/dublin) for further information.

## PHARMACY TECHNICIAN ENTRY

RCSI welcomes applications from qualified Pharmacy Technicians. The Pharmacy programme for qualified Pharmacy Technicians is five years in duration.

To be eligible for consideration for an EU Pharmacy Technician place, applicants must have three years post-qualification experience as a Pharmacy Technician, meet NUI matriculation requirements and hold at least a QQI Level 6 Pharmacy Technician Qualification.

Pharmacy Technician applicants presenting the Leaving Certificate Examination must achieve a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics /Chemistry or Agricultural Science) and one other recognised subject.

Applicants must present a minimum H5 grade in two subjects and a minimum O6 / H7 grade in the remaining four subjects.

## FEES

RCSI is part of the 'Free Fees Initiative' funded by the Higher Education Authority (HEA). Currently all QQI Level 8 degrees are funded by the 'Free Fees Initiative', however, the fifth and final year of the MPharm programme (QQI Level 9 degree award) is not funded by the HEA. Therefore, all students must pay for their final year of the MPharm programme. Students who have previously attended third-level education under the 'Free Fees Initiative' are liable for tuition fees.

Full details of tuition fees for Graduate, Pharmacy Technician and Mature Entry are available on the undergraduate fees and funding section of the of the RCSI website.

## DEGREE AWARDED

Graduates of the RCSI Pharmacy programme receive the award Master of Pharmacy both by the National University of Ireland (NUI) and RCSI. This professional qualification allows graduates to apply to be registered as a pharmacist nationally, throughout the European Union and internationally.

## OPEN DAYS

RCSI hosts a number of on-campus events throughout the year.

Full details and registration is available on [rcsi.com/dublin/undergraduate/meet-rcsi](https://rcsi.com/dublin/undergraduate/meet-rcsi)

\* Unless applicant is in possession of a valid NUI exemption

## PHYSIOTHERAPY - RC004

### NFQ

Level 8

### AWARD

BSc Physiotherapy (Hons) (NUI & RCSI)

### AWARDING BODY

National University of Ireland

### DURATION

3 or 4 years

RCSI offers a four year Physiotherapy programme to School Leavers and Mature Entry (+23yrs) applicants and a three year programme to Graduates.

### HOW TO APPLY AS AN EU APPLICANT

School Leavers apply through the Central Applications Office website ([cao.ie](http://cao.ie)) website using the course code RC004.

Graduates and Mature Entry applicants apply directly to RCSI using the RCSI online application, which is available on the Undergraduate Physiotherapy section of the RCSI website from early November each year.

### SCHOOL LEAVERS - RC004

School leaver CAO applicants presenting the Irish Leaving Certificate must present a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics / Chemistry or Agricultural Science) and one other recognised subject.

Applicants must achieve a minimum H5 grade in two subjects and a minimum O6 / H7 grade in the remaining four subjects.

### EQUALITY OF ACCESS TO HIGHER EDUCATION IN IRELAND

RCSI participates in the Higher Education Access Route (HEAR) and Disability Access Route to Education (DARE) admissions schemes. RCSI offers at least 6% of CAO Physiotherapy (RC004) places to School Leavers from socio-economically disadvantaged backgrounds (HEAR) and at least 6% of CAO Physiotherapy (RC004) places to School Leavers with disabilities (DARE) on reduced CAO points. For more information on HEAR and DARE, go to [accesscollege.ie](http://accesscollege.ie)

### GRADUATE ENTRY PHYSIOTHERAPY

RCSI welcomes applications from Graduates. The Physiotherapy programme for Graduates is three years in duration. Applications are made online to RCSI. Candidates must hold or expect to hold in the year of admission a minimum second-class honours, grade two result (2H2) in their first honours bachelors degree (QQI Level 8).

Applicants will be selected for admission on the basis of open competition using:

- Basic eligibility (competitive degree)
- Confidential references
- Life experience, extracurricular activities, relevant work/voluntary experience, work-life balance
- Structured interview.

A science background is not a prerequisite and academic excellence in the humanities and social sciences is recognised. If a candidate presents a non-scientific degree they must present the NUI matriculation requirements in their Leaving Certificate Examination.

These requirements are a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics / Chemistry or Agricultural Science) and one other recognised subject.

Applicants must present a minimum H5 grade in two subjects and a minimum O6 / H7 grade in the remaining four subjects.



Entry requirements  
(other EU qualifications)  
Physiotherapy

\* Unless applicant is in possession of a valid NUI exemption



## MATURE ENTRY PHYSIOTHERAPY

Mature applicants must be 23 years of age on or before 1 January in the year of admission to be eligible to apply for Mature Entry Physiotherapy. Mature Entry applicants are selected for admission on the basis of open competition and interview. Mature Entry applicants must meet the minimum entry requirements in RCSI pre-approved Access to Science programmes (QQI Level 6) or in the Irish Leaving Certificate Examination.

Mature Entry applicants presenting the Irish Leaving Certificate must present a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics / Chemistry or Agricultural Science) and one other recognised subject.

Applicants must present a minimum H5 grade in two subjects and a minimum O6 / H7 grade in the remaining four subjects.

The aim of the Mature Entry Pathway is to widen access and provide an opportunity for individuals who may not otherwise find it possible to join a physiotherapy through the traditional CAO points-based system.

The Mature Entry Pathway focuses on life experience, such as volunteer work or relevant work experience, in addition to the candidate's academic background.

Mature applicants are advised to gain knowledge of the breadth of physiotherapy and should offer educational experience in a subject relevant to physiotherapy (normally in the sciences) as minimum requirements before applying.

As the demand for Mature Entry Physiotherapy is competitive, the candidates applying determine the entry criteria for a given year and these can vary.

Mature Entry applicants often present a third-level qualification, but this is not an essential requirement for consideration.

## FEES

RCSI is part of the 'Free Fees Initiative' funded by the Higher Education Authority (HEA). Currently all QQI Level 8 degrees are funded by the 'Free Fees Initiative'. Students who have previously attended third-level education under the 'Free Fees Initiative' are liable for tuition fees.

Full details of tuition fees for Graduate and Mature Entry are available on the undergraduate fees and funding section of the RCSI website.

## DEGREE AWARDED

Graduates of the RCSI Physiotherapy programme receive the award of BSc Physiotherapy both by the National University of Ireland (NUI) and RCSI as well as professional recognition by the Irish Society of Chartered Physiotherapists.

## OPEN DAYS

RCSI hosts a number of on-campus events throughout the year.

Full details and registration is available on [rcsi.com/dublin/undergraduate/meet-rcsi](https://www.rcsi.com/dublin/undergraduate/meet-rcsi)

\* Unless applicant is in possession of a valid NUI exemption

## ADVANCED THERAPEUTIC TECHNOLOGIES – RC006

### NFQ

Level 8

### AWARD

**BSc Advanced Therapeutic Technologies (Hons)  
(NUI & RCSI)**

### AWARDING BODY

**National University of Ireland**

### DURATION

4 years

### HOW TO APPLY AS AN EU APPLICANT

RCSI offers a four-year Advanced Therapeutic Technologies programme to School Leavers who apply through the CAO using the course code RC006 [cao.ie](http://cao.ie)

Mature and Graduate Entrants apply directly to RCSI using the online application, which is available on the Undergraduate Advanced Therapeutic Technologies section of the RCSI website from early November each year.

### SCHOOL LEAVERS - RC006

School leaver CAO applicants presenting the Irish Leaving Certificate must present a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics / Chemistry or Agricultural Science) and one other recognised subject.

Applicants must present a minimum grade of H4 in Mathematics, H5 in another subject and a minimum of O6/H7 in the remaining four subjects.

### EQUALITY OF ACCESS TO HIGHER EDUCATION IN IRELAND

RCSI participates in the Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE) admissions schemes. RCSI offers at least 6% of CAO Advanced Therapeutic Technologies places (RC006) to School Leavers from socio-economically disadvantaged backgrounds (HEAR) and at least 6% of CAO Advanced Therapeutic Technologies places (RC006) to School Leavers with disabilities (DARE) on reduced CAO points.

For more information on HEAR and DARE, go to [accesscollege.ie](http://accesscollege.ie)

### MATURE ENTRY ADVANCED THERAPEUTIC TECHNOLOGIES

Mature Entry applicants must be 23 years of age on or before 1 January in the year of admission to be eligible to apply for Mature Entry Advanced Therapeutic Technologies. Mature applicants apply directly to RCSI and are selected for admission on the basis of open competition and interview. Mature Entry applicants must meet the minimum entry requirements in RCSI pre-approved Access to Science programmes (QQI Level 6) or in the Irish Leaving Certificate Examination.

Mature Entry applicants presenting the Irish Leaving Certificate must present a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics/Chemistry or Agricultural Science) and one other recognised subject.

Applicants must present a minimum grade of H4 in Maths, H5 in another subject and a minimum of O6/H7 in the remaining four subjects.

The Mature Entry Pathway focuses on life experience such as volunteer work or relevant work experience in addition to the candidate's academic background. Please visit our website [rcsi.com/dublin](http://rcsi.com/dublin) for further information.



**Entry requirements  
(other EU qualifications)  
Advanced Therapeutic Technologies**

\* Unless applicant is in possession of a valid NUI exemption

## GRADUATE ENTRY ADVANCED THERAPEUTIC TECHNOLOGIES

RCSI welcomes applications from Graduates. The Advanced Therapeutic Technologies programme for Graduates is four years in duration. Applications are made online directly to RCSI.

Candidates must hold or expect to hold in the year of admission a minimum second-class honours, grade two result (2H2) in their first honours bachelor degree (QQI Level 8). Applicants will be selected for admission on the basis of open competition using:

- Basic eligibility (competitive degree)
- Confidential references
- Life experience, extracurricular activities, relevant work experience, work-life balance
- Structured interview.

A science background is not a prerequisite and academic excellence in the humanities and social sciences is recognised. If a candidate presents a non-scientific degree they must present the NUI matriculation requirements in their Leaving Certificate.

These requirements are: a minimum of six recognised Irish Leaving Certificate subjects to include Irish\*, English, Mathematics, another language, one laboratory science (Chemistry, Physics, Biology, Physics /Chemistry or Agricultural Science) and one other recognised subject.

Applicants must present a minimum grade of H4 in Mathematics, a H5 in another subject and a minimum of O6/ H7 in the remaining four subjects.

## FEES

RCSI is part of the 'Free Fees Initiative' funded by the Higher Education Authority (HEA). Currently all QQI Level 8 degrees are funded by the 'Free Fees Initiative'. Students who have previously attended third-level education under the 'Free Fees Initiative' are liable for tuition fees, further details of which are available at [rcsi.com/dublin](https://www.rcsi.com/dublin)

Full details of tuition fees for Graduate and Mature Entry Advanced Therapeutic Technologies are available on the undergraduate fees and funding section of the of the RCSI website.

## OPEN DAYS

RCSI hosts a number of on-campus events throughout the year.

Full details and registration is available on [rcsi.com/dublin/undergraduate/meet-rcsi](https://www.rcsi.com/dublin/undergraduate/meet-rcsi)

\* Unless applicant is in possession of a valid NUI exemption



## RCSI ACCESS & SCHOLARSHIPS

RCSI is committed to widening access and to the creation of a socially inclusive learning environment. Students with disabilities, socio-economically disadvantaged students and members of the Traveller Community continue to experience barriers to reaching their full educational potential.

To widen access, RCSI participates in the Higher Education Admissions Route (HEAR), which supports socio-economically disadvantaged students, and the Disability Access Route to Education (DARE), which supports students applying with a disability. RCSI offers at least 6% of CAO places on reduced points to both the HEAR and DARE schemes.

School leavers applying through the CAO who provide the necessary evidence relating to their socio-economic circumstances and/or disability are eligible to compete for places allocated on reduced CAO points through the HEAR and DARE schemes. Please note that the normal University matriculation and entry requirements apply to HEAR and DARE applicants.

Further information on HEAR and DARE is available here:

[accesscollege.ie](https://accesscollege.ie)

### RCSI ACCESS SCHOLARSHIPS

In addition to the at least 6% HEAR and 6% DARE reduced points places, RCSI also provides three Access Scholarships:

- The Aim High Medicine Scholarship (RC001)
- The Kiran Pathak Pharmacy Scholarship (RC005)
- The Traveller Community Access Programme (TCAP) Medicine, Pharmacy and Physiotherapy Scholarships

These three Access Scholarships provide reduced points entry, financial support and opportunities for students who might otherwise be unable to attend third-level education due to social disadvantage or financial constraints.

### ACADEMIC EXCELLENCE SCHOLARSHIPS

In addition to Access Scholarships, RCSI wishes to acknowledge academic excellence through the Consilio Manuque Medicine Scholarships.

### CONSILIO MANUQUE MEDICINE SCHOLARSHIPS

‘Consilio Manuque’, meaning Scholarship and Dexterity, is RCSI’s motto. The purpose of the Consilio Manuque Medicine Scholarships are to foster academic excellence. They are awarded to the students with the highest combined Leaving Certificate and HPAT score entering the Medicine degree programme (RC001). The Consilio Manuque Medicine Scholarships are generously funded by our global network of RCSI alumni.

## 1916 BURSARY FUND

The 1916 Bursary Fund is funded by the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS). The purpose of this fund is to encourage participation and success by students who are most socio-economically disadvantaged and who are from groups most under-represented in higher education.

Bursaries are awarded for eligible students in the following Higher Education Institutions: Royal College of Surgeons in Ireland (RCSI); Institute of Art, Design and Technology, Dun Laoghaire (IADT); National College of Art and Design (NCAD); Marino Institute of Education (MIE); Trinity College Dublin (TCD); and University College Dublin (UCD).

Bursaries aim to provide support for economically disadvantaged students from groups traditionally under-represented in higher education, including:

- Socio-economic groups that have low participation in higher education (i.e. either eligible for the highest level of SUSI or in receipt of a Department of Employment Affairs and Social Protection (DEASP) means-tested social welfare payment)
- First-time Mature Entry Students
- Students with a disability, particularly students with a physical/mobility impairment or students with a sensory disability, students who are Deaf/Hard of Hearing, students who are blind or visually impaired
- Irish Travellers
- Entering on the basis of a further education award
- Lone parents with a DEASP means-tested Social Welfare payment
- Ethnic minorities

### HOW TO APPLY FOR RCSI SCHOLARSHIPS

School Leavers interested in applying for the Aim High Medicine, Kiran Pathak Pharmacy, Traveller Community Access Programme or Consilio Manuque Scholarships must apply to the relevant undergraduate programme through the CAO and then submit their online scholarship application via RCSI’s website.

Online application forms for all scholarships can be found in the Application Information tab on the Undergraduate section of our website - [rcsi.com/dublin](https://rcsi.com/dublin)









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