



UNIVERSITY  
OF MEDICINE  
AND HEALTH  
SCIENCES

# RCSI INTERNATIONAL PROSPECTUS 2025

RCSI.COM/DUBLIN



ADVANCED THERAPEUTIC TECHNOLOGIES  
DENTISTRY  
MEDICINE  
PHARMACY  
PHYSIOTHERAPY

RCSI UNIVERSITY OF MEDICINE AND HEALTH SCIENCES

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

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- ~ Committed to service

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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.



Please note that information in this prospectus is correct at the time of publication



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

## THANK YOU FOR YOUR INTEREST IN STUDYING WITH RCSI

It is with great pleasure that I present to you RCSI's 2025 International 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 Advanced Therapeutic Technologies, Medicine, Pharmacy and Physiotherapy.

I am also delighted to announce the launch of RCSI's new Bachelor of Dental Surgery (BDS). This five-year, full-time programme will have its first intake of students in 2025. RCSI's BDS course will be the first community-based undergraduate dentistry programme in Ireland. This approach reflects a major international trend in dentistry and other healthcare professions with clinical training shifting from traditional hospitals to community settings.

Underpinned by a curriculum built on the award-winning Peninsula Dental School programme at the University of Plymouth, RCSI dentistry students will enjoy a unique academic experience, learning from expert practitioners in small groups in state-of-the-art facilities, and receiving intensive support in choosing and preparing for their own individual career pathways.

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.

Times Higher Education (THE) ranks RCSI at #5 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. This is an achievement of which we are immensely proud.

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. 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.

RCSI has also commissioned two new Dental Education Facilities which are designed specifically to meet the learning needs of incoming dental students and to allow them gain experience in clinical dentistry in a primary care community setting.

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.

# 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. Our heritage in education and training 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, China and Malaysia – and an undergraduate student community of over 60 nationalities – we have an international perspective on how we train tomorrow’s professionals today.



**No 5**

University globally for **‘GOOD HEALTH and WELL-BEING’**.



**TOP 300**

**RANKED** in the world’s **TOP 300 UNIVERSITIES**



**No 1**

**NO.1 ASPIRE - to Excellence Award for Student Engagement**

## 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 clinicians, scientists and other healthcare professionals, 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, clinicians, scientists 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 300 universities worldwide in the Times Higher Education World University Rankings and also ranks number five in the world for UNSDG3 'Good Health and Well-being' in the Times Higher Education (THE) University Impact Rankings 2024.

RCSI is an independent and not-for-profit university. This independence allows us to pursue our own priorities in the pursuit of excellence in 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

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 scientists, healthcare professionals and educators 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. WE ARE CONTINUALLY SEEKING OUT GROUNDBREAKING DISCOVERIES TO ADDRESS THE HEALTH CHALLENGES OF OUR TIME.**



## 26 York Street

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

## EXPERIENTIAL OPPORTUNITIES

During your time at RCSI, you will have the opportunity to participate in our Research Summer School, industry work placement and clinical electives.

### Research Summer School

Students can apply to spend their summer as part of a research team conducting clinical or laboratory research while receiving a financial stipend from RCSI.

### Clinical Electives

In final year Medicine, there are opportunities to participate in electives involving direct patient clinical care in some of the world's leading hospitals or in low/middle income countries. Our dedicated team can assist applicants to source and manage these experiences through our network of strategic partnerships.

### Overseas Electives

Pharmacy and Advanced Therapeutic Technologies students have the opportunity to participate in overseas electives, research and exchange opportunities with our partner institutions in China, France, Japan and the US.



### 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
7. CHEMISTRY
8. NURSING AND MIDWIFERY
9. IMMUNITY, INFECTION AND INFLAMMATION
10. HEALTH PROFESSIONS EDUCATION
11. GYNAECOLOGY, OBSTETRICS AND PERINATAL HEALTH
12. RESPIRATORY AND CRITICAL CARE
13. ENDOCRINOLOGY

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.

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 and scientific 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 well-being 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 world-class curricula between our Dublin, Bahrain, China 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-Soochow International College of Pharmaceutical Innovation, China, established in September 2024 will deliver BScs in Pharmacy and in Advanced Therapeutic Technologies.

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). Students taking part in this programme spend the first two years in Dublin and complete the remainder of the degree in Penang.



**+4,000**

STUDENTS from  
over 60 countries



**+32,000**

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 Irish and 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.



**TOP 3**

**DUBLIN** ranked **TOP 3 “CITIES FOR THE FUTURE”**

(research by Foreign Direct Investment Intelligence)



**+1,000**

**LEADING MULTINATIONAL COMPANIES** have their **EUROPEAN HQ IN DUBLIN** (including Google, Meta, 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 teams travel to France every other year to compete against a Parisian university, 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**





**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.



**+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



**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 well-being, 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 & WELL-BEING IRISH ~ PAEDIATRIC ~ PHARMACY ADVANCED THERAPEUTIC TECHNOLOGIES ~ 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.**

**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.



**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



**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 information retrieval 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 research, learning and 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



## IT SUPPORT

Students are provided with a personal laptop for academic use and have wifi access across the campus. Students are also provided with a Microsoft Office 365 account, an RCSI email account, cloud storage and Microsoft Office applications.

RCSI's IT helpdesk is available to students 24 hours, 7 days a week. The IT team supports students with issues such as software downloads, RCSI network credentials, access issues and online learning issues.

Formal communications are made by email or through the Virtual Learning Environment (VLE).



**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 are 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

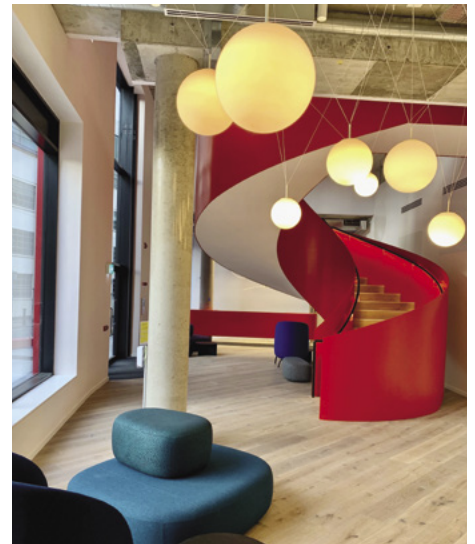


**WATCH A TOUR OF RCSI'S  
ACCOMMODATION**





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 ARE 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 a research elective at Feinberg School of Medicine, Northwestern University, Chicago last summer. I worked across three studies funded by the National Institute of Diabetes and Digestive and Kidney Diseases that looked at treatment adherence in transplant recipients.

The primary study I worked on involved patient phone interviews where I administered a cognitive assessment called the MoCA and talked through their medication regimens. Once I finished the interviews, I mailed the participants their compensation letters and began the data entry process - this involved logging into our Northwestern and University of Pennsylvania sites as well as EPIC to report the contents of the interview along with some clinical variables. I also attended regular trial meetings and worked on some data analysis for the other studies.

I loved participating in the research elective, everyone was so welcoming, and I learnt a lot.

**HANNAH BERMAN**  
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 was lucky enough to partake in a two-month research programme in Hoshi University in Tokyo, as an RCSI exchange student. This experience has not only allowed me to gain invaluable research experience and explore potential career options in Japan but it also provided the unique opportunity to immerse myself in the incredibly rich culture of Japan. Living in Tokyo has been an incomparable experience. It is a city with an incredible blend of rich traditions and futuristic architecture, fashion and technology! My project was based in the Department of Pharmacology in Hoshi University. The entire lab team of students, professors and PhD students felt like a massive family. They were so incredibly welcoming and ensured I felt at home in this new environment. Overall, this was a phenomenal experience and I could truly talk about these two months endlessly, it was truly amazing and I am incredibly grateful for the opportunity.

### ASHLEY AJIE

Pharmacy



I am a second year Medicine student and I took part in the RCSI 4-week Research Skills School last summer. The project I worked on was based around creating an optimised referral pathway for organ transplant recipients that developed non-melanoma skin cancer. We had a very niche target population, especially in Ireland, and this seemed to be one of our setbacks in the planning stages of our research project. However, through teamwork and collaboration, we were able to work past this obstacle. In fact, the biggest highlight was winning the RSS Student Innovation Challenge with our referral pathway, truly demonstrating the power of working with others to reach our group's full potential. The RSS covers so many varied areas of research and expertise as well as providing the necessary tools to become a great researcher. Not only is it a great addition to the CV, I had many opportunities to work on my practical skills, like using pipettes for protein analysis, or laparoscopic skills in the simulation lab. Overall, this experience was amazing!

### ROHAN KUMAR

Medicine



## CLINICAL ELECTIVES

Participation in clinical electives is very beneficial to students entering their final years of Medicine 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 ANNUALLY. 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



## INDUSTRY WORK PLACEMENT

Students studying Advanced Therapeutic Technologies will undertake an 8-month industry work placement in Year 3 of the programme. This allows you to demonstrate, apply and further develop the technical knowledge, power skills and competencies in a real work setting and build your professional network.





**Paediatric Critical Care, St. Jude Children's Research Hospital, Memphis, Tennessee, USA**

**Paediatric Nephrology, NewYork-Presbyterian Morgan Stanley Children's Hospital, New York, USA**

I am grateful to have completed two international clinical electives in paediatrics. Obtaining these electives was not easy but it worked out with the support of the RCSI electives team. While I obtained my paediatric nephrology elective via RCSI's collaborative electives program, I was selected to join the critical care team at St. Jude after sending numerous emails to institutions across the United States—this was the one that responded.

During both my time in the paediatric intensive care unit (ICU) at St. Jude and with the paediatric Nephrology team at Columbia, I was treated like an intern (junior resident). I had been assigned a few patients whom I would pre-round on every morning, study their charts, talk with, and examine them, discuss issues with families, and then present relevant updates to the supervising physicians on the team during multidisciplinary rounds. For the rest of the day, I followed up on tasks for each of my patients and assisted with new consults, admissions, or discharges as they came up.

In the ICU, I assisted with emergency calls, and procedures such as chest drain insertion and removal. I was part of the weekly ICU team conference and attended family care planning meetings. In fact, during my last ICU team conference, I presented on Cytokine Release Syndrome associated with CAR T-Cell Therapy. This was a very complex topic, rare for a medical student to present on, but my team was very supportive and encouraged me to take the plunge.

Overall, completing both these electives is a highlight of my time at RCSI. Not only did I learn a lot and gain hands-on clinical experience in sub-speciality paediatrics that strengthened my desire to pursue paediatrics, but I also developed long-term professional relationships with the incredible physicians I was fortunate to work with. They are true mentors for me now and guided me through my United States residency application process.

**SAAKSHI DASWANI**  
Medicine



**Internal Medicine, Pennsylvania Hospital**

My clinical elective at Pennsy was incredibly enriching and wonderfully prepared me for my final year in medicine. I was fortunate enough to have been selected for a collaborative elective through the RCSI-UPenn partnership. By going through the collaborative agreement post, I did not have to pay registration fees or have administrative hassle, which massively impacted my experience during a busy electives season.

Day-to-day, my role involved being the primary care provider for 3-5 patients and had the same responsibilities as an intern on the team, while being supervised by the resident and attending. The mornings began by rounding on my patients, writing their notes, and coming up with a plan for the day. I would then present the patient at the team rounds where I would receive feedback.

The experience was a steep learning curve, but by the second week I was well able to take on a full list of patients. One of the most amazing parts of my time there was the incredible culture of teaching where there would be resident led, attending led, and departmental teaching every single day on a different topic.

I think the experience truly allowed me to experience being a team player in a very busy environment. Although the shifts were demanding, it showed me how to best manage tasks and to plan accordingly. Overall, it was the most enriching experience I've had in a clinical setting and one that I would do all over again!

**AMIR K. BACHARI**  
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 well-being 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 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 students on these programmes 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 for the duration of your time at RCSI.

**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 for student placements. 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 HIGHLY-SKILLED PRACTITIONERS AND KNOWLEDGEABLE IN THE SCIENCE OF THEIR DISCIPLINE.**

**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 secure a good job or to successfully progress into postgraduate training in Ireland or elsewhere around the world. 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 for residency. Everything is designed around your needs as a student and supports are given to our students wishing to practice overseas, particularly in 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







## 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.

### Practical Experience

RCSI invests considerable time and resources to building relationships that in turn facilitate work placement and clinical elective opportunities for our students.

In the final two years of the Medicine 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 medical students and we work with you to see what is required to help you secure one.

Pharmacy and Physiotherapy students take part in a wide range of placements throughout their studies. These placements are interspersed with blocks of learning in the academic setting to facilitate real-time assimilation of new knowledge.

Students on our Advanced Therapeutic Technologies programme will take part in an 8-month industry work placement in Year 3 of the programme. This allows students to apply and further develop technical knowledge, power skills and competencies in a real work setting.

## RCSI CAREER READINESS PROGRAMME - UNDERGRADUATE MEDICINE

EARLY-STAGE  
CAREER DISCOVERY  
0-1 YEARS

## OBJECTIVES

- > Self awareness - know yourself, personality, interests, values, skills, strengths, weaknesses, motivation.
- > Self-development - Identify skills gap and develop new ones.
- > Develop your communication and social skills among your peers.

## ACTIONS

- > Join RCSI societies.
- > Assess current skill set, identify skills gap.
- > Develop and master new skills.
- > Prepare a career development action plan.
- > Create and manage your ePortfolio.
- > Participate in work experience, observerships, summer research and volunteering opportunities.
- > Make new contacts among your peers and expand your peer network.
- > Select and attend a minimum of 2 career workshops.
- > Participate in Passport for Success.
- > Prepare basic CV, cover letter for future development.

MID-STAGE  
CAREER CHOICE  
2-3 YEARS

## OBJECTIVES

- > Personal & Professional development.
- > Personalised Career consultation.
- > Build relevant skills and experience.
- > Identify pathways to Residency and Internship Match.

## ACTIONS

- > Attend Career workshops.
- > Participate in summer research, job shadow and volunteering opportunities.
- > Become an RCSI Peer Led Academic Tutor or Personal Mentor.
- > RCSI International Citizenship Award.
- > Manage your online presence.
- > Update your Career ePortfolio.
- > Update your CV, cover letter.
- > Engage with individual career consultation.
- > Establish new soft skills.
- > Identify remaining gaps in your desired professional profile.
- > Undertake relevant Medical Licensing Exams.

FINAL YEARS  
CAREER READY  
4-5 YEARS

## OBJECTIVES

- > Develop Post Graduation Career Plan.
- > Prepare for final destination, Internship/Residency.
- > Make connections - start to build your professional network.

## ACTIONS

- > Develop Match/Internship/Gap year strategy.
- > Review medical licensing requirements.
- > Plan and organise clinical electives.
- > Collect feedback from clinical rotations.
- > Draft Medical Student Performance Evaluation Summer of Year 4.
- > Attend International Electives night.
- > Apply for RCSI Peer Led Academic/Clinical Skills Tutor opportunities.
- > Identify and attend relevant career events.
- > Actively develop professional networks.
- > Prepare application documents - CV, personal statement.
- > Book individual career consultation.



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

<p><b>EARLY-STAGE CAREER DISCOVERY 0-1 YEARS</b></p>	<p><b>MID-STAGE CAREER CHOICE 2-3 YEARS</b></p>	<p><b>FINAL YEARS CAREER READY 3-4 YEARS</b></p>
<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>



**At RCSI, we believe that preparation for securing a residency in the USA or Canada starts from year 1 on your Medicine or Graduate Entry Medicine programme. There are many things that you can do to support your application before you start to think about the USMLE and MCC exams.**



**CIMSA and AMSA**

Two of the largest societies in RCSI are the American Medical Student Association (AMSA) and the Canadian Irish Medical Student Association (CIMSA). Both of these societies support students here in Ireland who are in pursuit of residency opportunities in North America. On entry to RCSI, students are encouraged to join these societies and proactively engage in a series of practical career-focused workshops, and attend Canadian and US medical specialty talks and webinars.

**Clinical Electives**

RCSI invests considerable time and resources in building relationships that in turn facilitate clinical electives with North American institutions of strategic importance. For students in the final two years of the programme, the CoMPPAS Career Development team host an annual International Clinical Electives information night to discuss elective opportunities that are available and to offer practical support leading into the process. Participation in clinical electives is an important part of the programme for North American students and we work with you to help you secure opportunities of benefit to your future career.

**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 post-graduate 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.

**Pathway to Residency**

Our CoMPPAS Career Development team have developed distinct programs that support students with their preparation for professional medical licensing examinations. They are well informed on licensing requirements, ensuring our Pathways to Residency programs support the advancement of our graduates and returning international medical graduates.



**MEDICAL LICENSE EXAMS**

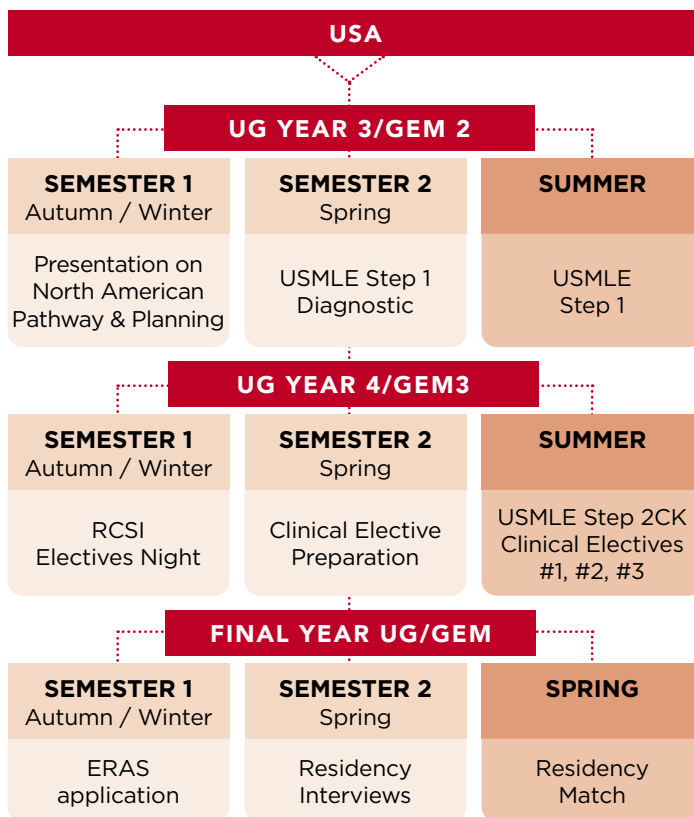
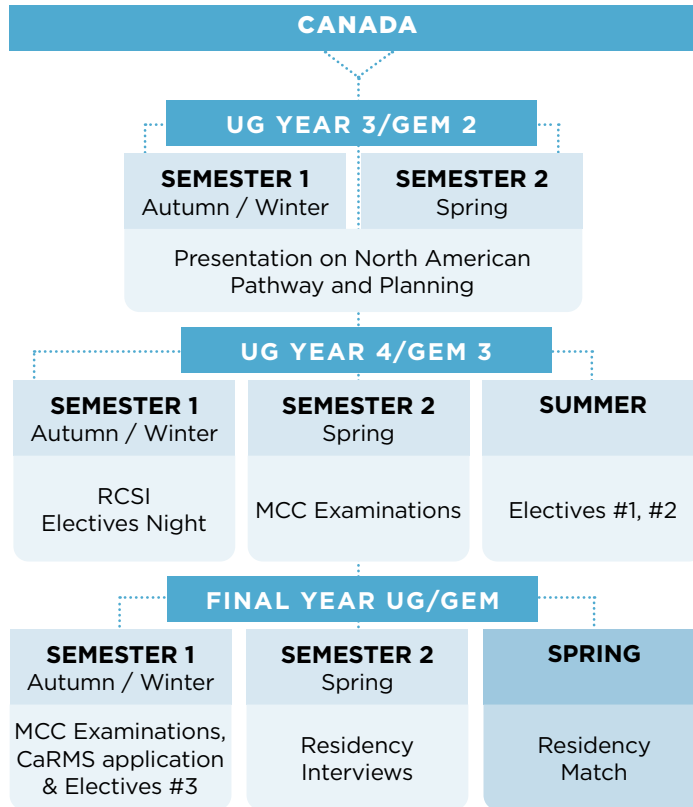
The RCSI Canadian and US Medical License Programme Directors and academic colleagues work to scope and deliver medical license resources that support your preparation for these important professional medical license examinations.

The CoMPPAS Career Development team liaise directly with the Medical Council of Canada and the Educational Commission for Foreign Medical Graduates (ECFMG) to keep abreast of developments that may influence residency application.

We have developed distinct programs that support you.

Preparation for Pathway to Residency in Canada commences in the penultimate year of your medical programme.

Preparation for Pathway to Residency in the U.S. commences in the summer prior to your penultimate year of training.



Our roadmap promotes exam success for each Pathway to Residency and Internship. We utilise a variety of approaches to help with preparation for these license examinations.

The RCSI School of Medicine working with CoMPPAS Career Development is well-informed on licensing requirements, ensuring our Pathways to Residency programs support the advancement of our graduates and returning international medical graduates (IMGs).

Please note: Preparation for and writing of medical license examinations is in addition to the academic curriculum, and so the associated preparation programmes are not an assessed or mandatory component of your degree.

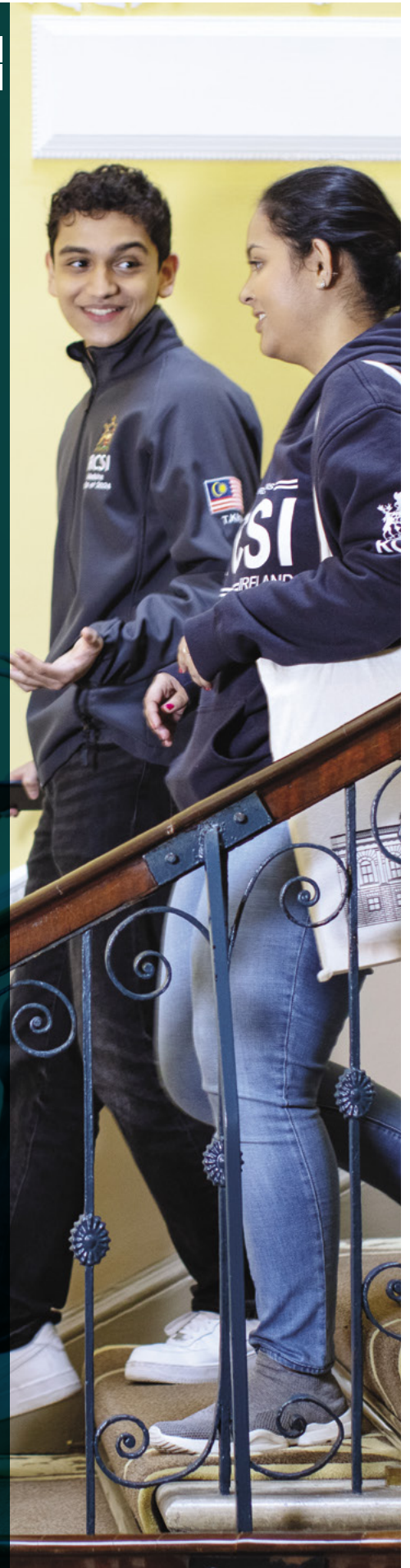
AS A FINAL YEAR RCSI STUDENT, YOU WILL HAVE OPPORTUNITIES TO PURSUE NORTH AMERICAN CLINICAL ELECTIVES SOURCED EITHER BY RCSI OR BY YOURSELF IN A WIDE VARIETY OF PUBLIC, PRIVATE AND SPECIALIST TEACHING HOSPITALS AND CLINICAL SITES.



**INTERNATIONAL CLINICAL ELECTIVES**

RCSI strongly encourages participation in clinical electives in Canadian and US hospitals during the final year of medical schooling for students whose goal is residency training in North America. These clinical electives provide excellent opportunities to explore specialties of interest, hone clinical skills, build a professional network and secure those all-important ‘letters of recommendation’. Some representative examples of locations where RCSI students have recently completed clinical electives are shown on the map above.

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1 University of British Columbia     | 6 Baystate Medical Center         |
| 2 University of Saskatchewan         | 7 University of Pennsylvania      |
| 3 Mayo Clinic                        | 8 Lahey Hospital & Medical Center |
| 4 Emory University Hospital Group    | 9 Johns Hopkins Hospital Group    |
| 5 Columbia University Medical Center | 10 Cleveland Clinic               |



**RCSI NORTH AMERICA RESIDENCY MATCH RATES 2024**

The range of clinical specialties and location of Residencies secured by the **Class of 2024** in both Canada and the USA are shown below.

<b>USA</b>	
HOSPITAL/INSTITUTION	PROGRAM
Albany Med Ctr-NY	Internal Medicine
Albany Med Ctr-NY	Internal Medicine
Case Western/Univ Hosps Cleveland Med Ctr-OH	Emergency Medicine
Concord Hospital-NH	Family Medicine
Danbury Hospital-CT	Internal Medicine
Dartmouth-Hitchcock Med Ctr-NH	Medicine-Preliminary
Duke Univ Med Ctr-NC	Pediatrics
Emory Univ SOM-GA	Psychiatry
Good Samaritan Hosp Med Ctr-NY	Emergency Medicine
Good Samaritan Hosp Med Ctr-NY	Pediatrics
HCA Medical City Healthcare-TX	Transitional
HMH-Palisades Med Ctr-NJ	Internal Medicine
Hosp of the Univ of PA	Surgery-Preliminary
Hosp of the Univ of PA	Surgery-Preliminary
Hosp of the Univ of PA	Ortho Surgery/Research-6 yr
Indiana University SOM	Internal Medicine
Indiana University SOM	Internal Medicine
ISMMS Mount Sinai Morningside-West-NY	Internal Medicine
Kaweah Delta Health Care District-CA	Psychiatry
Lahey Clinic-MA	Internal Medicine
Lahey Clinic-MA	Internal Medicine
Loma Linda University-CA	Transitional
Marshfield Clinic-WI	Internal Medicine
Mayo Clinic School of Grad Med Educ-MN	Anesthesiology
Mayo Clinic School of Grad Med Educ-MN	Family Medicine
MedStar Franklin Square Med Ctr-MD	Family Medicine
MedStar Union Memorial Hosp-MD	Internal Medicine
Pennsylvania Hospital	Internal Medicine
Phoenix Childrens Hospital-AZ	Pediatrics
Roger Williams Med Ctr-RI	Internal Medicine
Rutgers-R W Johnson Medical School-NJ	Pediatrics
SIU SOM & Affil Hosps-IL	Internal Medicine
SIU SOM & Affil Hosps-IL	Internal Medicine
SW Healthcare Med Ed Consortium-CA	Emergency Medicine
U Southern California	Internal Medicine
UMass Chan - Baystate-MA	Pediatrics
Westchester Medical Ctr-NY	Internal Medicine
Westchester Medical Ctr-NY	Internal Medicine

**CLASS OF 2024**

PROCESS	% MATCH RATE
<b>NRMP</b>	<b>84%</b>
<b>CaRMS</b>	<b>75%</b>



**CANADA**

HOSPITAL/INSTITUTION	PROGRAM
Queen's University	Internal Medicine
Queen's University	Family Medicine
Queen's University	Family Medicine
Queen's University	Family Medicine
University of British Columbia	Family Medicine
University of Saskatchewan	Family Medicine
McMaster University	Family Medicine
Western University	Anesthesiology
Western University	Pediatrics
Queen's University	Family Medicine
University of Ottawa	Internal Medicine
University of Toronto	Orthopedic Surgery
McMaster University	Internal Medicine
University of British Columbia	Family Medicine
McMaster University	Internal Medicine



“I’M THRILLED TO HAVE MATCHED BACK TO CANADA FOR INTERNAL MEDICINE! THIS HAS BEEN MY GOAL SINCE BEFORE I EVEN STARTED MED SCHOOL”

- Alyssa Francis,  
Class of 2024



“I GOT ONE OF MY TOP CHOICES AND MATCHED TO INTERNAL MEDICINE AT WESTCHESTER MEDICAL CENTRE WITH A GOAL OF OBTAINING A HEME-ONC FELLOWSHIP.”

- Eric Schwender,  
Class of 2024





RCSI MEDICAL STUDENTS ARE EXTREMELY SUCCESSFUL IN PROGRESSING TO INTERNSHIP IN IRELAND AND ENJOY CONSISTENTLY HIGH MATCH RATES FOR RESIDENCIES IN THE UK, MIDDLE EAST, NORTH AMERICA AND SOUTHEAST ASIA.



# A WORLD OF OPPORTUNITY LIES AHEAD



OUR NUMBER ONE PRIORITY IS HELPING YOU TO REALISE YOUR POTENTIAL AS A HEALTHCARE PROFESSIONAL

## CAREER OPPORTUNITIES

### Advanced Therapeutic Technologies

There are a wide range of future-focused career options open to graduates of RCSI's BScATT programme. Ireland is a global pharma hub and the world's third largest exporter of pharmaceuticals, with nine of top ten global leaders having substantial operations here. This cutting-edge programme has been developed in collaboration with industry experts to address knowledge and skills gaps in the pharmaceutical and (bio) pharmaceutical industries.

On completion of their studies, students are eminently qualified to apply for a range of exciting roles in the pharmaceutical industry and related sectors in areas such as Clinical Trial Management, Biomanufacturing, Data Analytics, Regulatory Affairs, Quality Assurance & Compliance, Industry, Academia (scientific research) and Connected Health. To support the transition to the world of work on graduation, in Year 3 students complete an 8-month industry work placement. This allows them to demonstrate, apply and further develop their technical knowledge, power skills and competencies in a real work setting and affords students the opportunity to build their professional network.

### Dentistry

A wide variety of career options will be available to students graduating from RCSI's Dentistry programme. They can decide to work in General Dental Practice as a private practitioner or in the salaried public dental service. Unlike medicine, after qualifying there is no mandatory "intern year".

RCSI graduates can also choose to continue their education with the aim of becoming a specialist in one area within dentistry such as Orthodontics, Oral Surgery, Paediatric Dentistry, Prosthodontics, Periodontology, Dental Public Health and Special Care Dentistry.

Graduates receive the award of Bachelor of Dental Surgery, BDS (Hons) both from the National University of Ireland (NUI) and from RCSI. They will have the scope to work and travel worldwide (although

some countries such as the US require that an examination is passed before a dentist qualified from Ireland may practice). Graduates who are citizens of the European Union (EU) may practice anywhere in the EU.

### Medicine

RCSI medical students are extremely successful in progressing to postgraduate training, both in Ireland and across the world. In the Republic of Ireland, graduates from RCSI are well placed to apply for intern training which is carried out across 50 hospitals and primary care facilities and takes a minimum of 12 months.

Graduates can then competitively apply for postgraduate training with a view to specialising in an area of practice such as Anaesthesiology, Emergency Medicine, General Practice, Medicine, Obstetrics & Gynaecology, Psychiatry, Occupational Medicine, Ophthalmology, Paediatrics, Pathology, Public Health Medicine, Diagnostic Radiology & Radiation Oncology, Sports & Exercise Medicine or Surgery. On successful completion of Higher Specialty Training, trainees are awarded a Certificate of Completion of Training and enter onto the Irish Medical Council's Specialist Register. Based on the quality of their postgraduate training, Irish-trained doctors are among the most sought-after medical professionals in the world and for decades RCSI medics have gone on to successfully practice in Europe, Australasia, the Middle East, North America or South East Asia.

### Pharmacy

RCSI's five-year MPharm is a highly prestigious, internationally-recognised and portable degree. The programme offers a wide range of career options on graduation in areas such as: Community and hospital pharmacy; the pharmaceutical industry; medical research and development; regulation, and; academia.

Our MPharm is clinically-focused from the outset. The patient is at the core of everything that students learn from the first year right through to final year. Students develop their clinical and professional skills through patient

case studies and patient consultation labs. They train in a safe, simulated environment in one of Europe's largest and most modern clinical simulation facility at our city centre campus.

Uniquely, in second year, students complete a community pharmacy placement over a 12-week period rather than in one full two-week block, which allows students to align their practical experiences each week with what they learn on campus. Students complete their pre-registration practical training as part of the programme and sit for their Pharmaceutical Society of Ireland registration exam at the end of the five-year programme. Graduates are awarded a Master of Pharmacy both from the National University of Ireland (NUI) and from RCSI. This professional qualification allows graduating students to apply for registration as a pharmacist nationally, throughout the European Union and internationally.

### Physiotherapy

Upon completion of this degree programme, graduates will be fully qualified physiotherapists who can register with the regulator in Ireland (CORU), and their professional body, the Irish Society of Chartered Physiotherapists.

Graduates are awarded a BSc Physiotherapy (Hons) both from the National University of Ireland (NUI) and from RCSI. They will have the opportunity to work in public hospitals, private clinics, community care, research and education in Ireland. Graduates will be able to specialise in areas such as sports injuries, women's health, intellectual disabilities, respiratory care, neurology and gerontology, rheumatology, paediatrics, occupational health and ergonomics, oncology, and palliative care. This internationally recognised qualification allows graduates to register as a physiotherapist throughout the European Union (EU) immediately after graduation as well as in Ireland. Graduates can also follow established pathways in order to have their qualifications recognised and go on to practice internationally, in countries such as Australia, Canada, the UK and US.



### Ms Aisling Brennan

School of Physiotherapy, Class of 2002

Aisling completed a BSc in Physiotherapy in RCSI, graduating in 2002. She then 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.



### Dr Panicos Shangaris

School of Medicine, Class of 2005

Panicos graduated from RCSI 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.

ALUMNI  
**FUTURE  
MAKERS**

INSPIRING,  
GLOBAL  
NETWORK  
OF OVER  
32,000 RCSI  
GRADUATES



### 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 Master'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 Programme and Injury Screening Programme 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

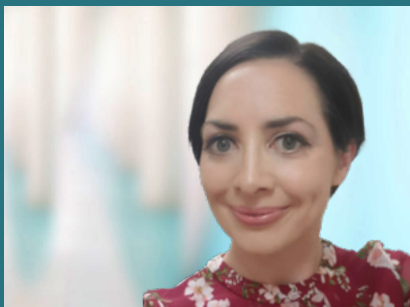
School of Medicine, Class of 2014

In 2014, Eoin earned his undergraduate degree in Medicine from 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.



### 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 GAstrik cancer Screening) team, an EU driven project seeking to assess feasible screening methods for gastric cancer across the EU. Orlaith has authored many peer-reviewed 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 700 km 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.





### Ms Fatima Rustom

School of Pharmacy, Class of 2008

Fatima obtained her BSc in Pharmacy from RCSI in 2008 and her MSc in Healthcare Management from RCSI, Dubai, in 2013. She was appointed Pharmacy Director at the Communicable Disease Center (CDC) in Qatar in 2018, an organisation dedicated to diagnosing, treating, and preventing infectious diseases. CDC is a member hospital belonging to Hamad Medical Corporation (HMC), the largest healthcare provider in Qatar.

Fatima has experience in several areas, including assistant pharmacy director experience at the Heart Hospital, another specialist tertiary hospital committed to delivering high-quality care in cardiology and cardiothoracic surgery. She also gained hospital pharmacist experience at the National Centre for Cancer Care and Research (NCCCR), another HMC member specialist tertiary hospital. She also played an essential role in establishing medication safety and quality, pharmacy automation and informatics programmes at the Heart Hospital pharmacy department.

Fatima played a key role in planning and implementing Qatar's first automated pharmacy dispensing system. She also participated as a pharmacy subject matter expert in designing and testing the electronic Clinical Information System at the corporate level and as a change manager for the project's implementation at the hospital level.



### Dr Ben La Brot

School of Medicine Class of 2006

Benjamin is a native Southern Californian who has a long association with the ocean. From childhood, he worked on commercial fishing and research vessels and spent countless hours on (or under) the water off the coast of Southern California. Ben attended RCSI and worked as a medical doctor in the Irish healthcare system, helping to set up and run a long-term care for the elderly facility that also provided acute hospital services.

Travel and private medical mission work in developing countries led Ben to combine his love of the sea and medicine, and in 2009 he founded the Floating Doctors to

bring more help to remote rural communities. In 2010, he led the first Floating Doctors mission to Haiti and has continued ever since.

Benjamin is also the President of RemoteCare Education (providing training for clinicians to practice international medical relief), a professor of global medicine at the Keck School of Medicine, University of Southern California, a clinical professor at University of California, Irvine Medical School, and an FDA compliance advisor for Roche Pharmaceuticals.



Listen to  
Ben's story...

NFQ: Level 8

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

Awarding Body: National University of Ireland

Duration: 4 years

# ADVANCED THERAPEUTIC TECHNOLOGIES

8-MONTH  
INDUSTRY  
WORK  
PLACEMENT

THIS NEW REIMAGINED SCIENCE DEGREE DEVELOPS THE NEXT GENERATION OF FUTURE-FOCUSED SCIENTISTS CAPABLE OF INNOVATING AND COLLABORATING TO DELIVER GROUND-BREAKING THERAPEUTIC MEDICINES AND HEALTH TECHNOLOGIES. THE DEGREE FOCUSES ON THE LATEST SCIENTIFIC DISCOVERIES WITH STUDENTS GAINING A COMPLETE END-TO-END UNDERSTANDING OF THE PHARMA ECOSYSTEM CREATING HIGHLY SOUGHT AFTER GRADUATES ABLE TO APPLY FOR A NUMBER OF EXCITING ROLES IN THE EVER-GROWING (BIO)PHARMA INDUSTRY IN IRELAND AND BEYOND.

## DO YOU WANT TO BECOME A FUTURE-FOCUSED SCIENTIST AND WORK IN IRELAND'S THRIVING (BIO)pharma INDUSTRY?

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.

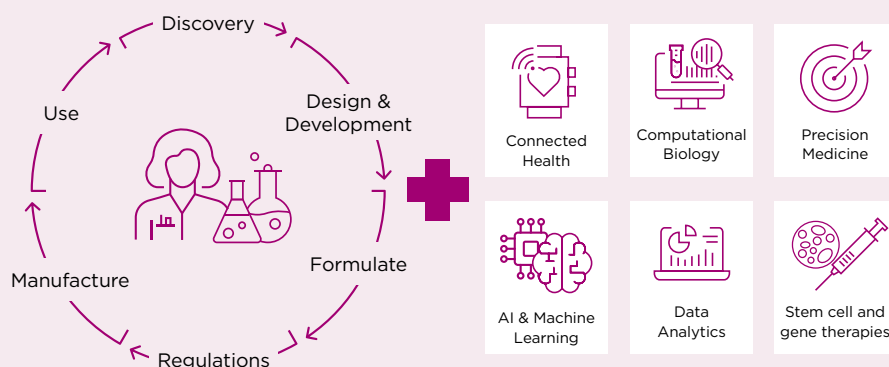
### THREE KEY PILLARS OF THIS SCIENCE DEGREE

1. Gain extensive workplace relevant scientific knowledge in both traditional sciences and the latest advancements in medical therapies, and technologies.
2. 'Learn and Do' with significant curricular focus on hands-on practical laboratory skills and data analysis.
3. Focus on developing your power skills: communication, collaboration, project management and team work to make you workplace ready.

### WHAT MAKES THIS SCIENCE DEGREE DIFFERENT?

- > Develop advanced scientific knowledge in the areas of genetics/genomics and precision medicine.
- > Understand how cutting-edge connected health technologies and AI/machine learning are used to improve healthcare delivery and patient outcomes.
- > Learn how to use programming languages including R and Python to analyse big data in a health setting.
- > Develop core power skills in communication, collaboration, innovation, and leadership to enable career readiness.
- > During your eight-month industry work placement in Year 3, you will get to demonstrate, apply and further develop technical knowledge, power skills and competencies in a real work setting and build your professional network.

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 body 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:** Develop core Power Skills in communication, collaboration, innovation, and leadership to enable Career Readiness.



## 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. Students start to develop their power skills which are a key requirement of graduate employers.

## 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 *A day in the life of an ATT student at RCSI* video



**YEAR 2**

Year 2 will explore disciplines of genomics, pharmacology, immunology and theranostics in both health and disease as well as their application in precision medicine. Students also learn how to programme using R and Python and further develop their 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. Students are also introduced to design, management and analysis of clinical trials.

**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**

- Biologic & Immuno-therapeutics
- Pharmacology & Theranostics
- Bioinformatics and Biostatistics
- Project Management

**SECOND SEMESTER**

- Computational Biology: 1
- Regulatory Science
- Human Genetics & Genomics
- Medicines - Drug Life Cycle



**DURING YOUR 8-MONTH INDUSTRY WORK PLACEMENT IN YEAR 3, YOU WILL GET TO DEMONSTRATE, APPLY AND FURTHER DEVELOP THE TECHNICAL KNOWLEDGE, POWER SKILLS AND COMPETENCIES IN A REAL WORK SETTING AND BUILD YOUR PROFESSIONAL NETWORK.**

### 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. Students will further develop their skills and competencies during the placement which offers work placement which provides experience in a real life workplace setting and opportunities to build a professional network.

### FIRST SEMESTER

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

### SECOND SEMESTER

8-month industry work placement

### NIBRT TRAINING

In Year 3 all students receive dedicated training in biopharma manufacturing methods at the National Institute for Bioprocessing Research and Training (NIBRT)

## 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 also learn about the rapidly developing areas of AI and machine learning applications in healthcare.

**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

International graduates of the RCSI BScATT programme have a one-year stayback visa option should they wish to practice in Ireland.

## 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.



NFQ: **Level 8**

Award: **Bachelor of Dental Surgery, BDS (Hons)**

Awarding Body:  
**National University of Ireland**

Duration: **5 years**

# UNDERGRADUATE **DENTISTRY**

RCSI'S BDS PROGRAMME OFFERS STUDENTS A VERY  
DISTINCTIVE EDUCATIONAL EXPERIENCE WITH A  
WORLD-LEADING HEALTH SCIENCES UNIVERSITY



AT RCSI, OUR STUDENTS ENJOY AN IMMERSIVE EDUCATIONAL JOURNEY WITH A STRONG FOCUS ON ACQUIRING THE CLINICAL AND COMMUNICATION SKILLS NECESSARY TO EFFECTIVELY PRACTICE IN COMPLEX HEALTHCARE ENVIRONMENTS AND TO SERVE DIVERSE POPULATIONS AND CULTURES.

RCSI's Bachelor of Dental Surgery (BDS) programme is studied over five years, on a full-time basis. It offers a vertically and horizontally integrated spiralled curriculum utilising a blend of teaching and learning methods, which combine clinical skills training with the acquisition of knowledge, skills, acumen and professional attributes. All teaching and learning activities are patient and student-centred, and are specifically designed for students to experience authentic and contextual learning in dentistry. The programme ensures that students are fully prepared for a primary care dentistry career and, in addition, provides the foundations on which to develop their knowledge and skills, facilitating them to enter dental specialist training programmes where appropriate.

Early patient contact commencing in Year 1 is one of the most important characteristics of this innovative degree programme. These early patient encounters play an important role in developing students' clinical communication and teamworking skills, and understanding the ethos of patient-centred care. Additionally, Years 1 and 2 of the programme lay down the scientific and technical foundations upon which the later, more clinically-intensive years of the course are built. By the end of the second year of study, students will have been introduced to the evidence-based core clinical and technical skills required of modern dentistry and will have developed competence in many aspects of dental care.

Across Years 2 to 5, students gain extensive experience on a wide range of common and important oral and general dental conditions, with continued reference to the science base that

underpins dental practice. The later years of the programme support the gaining of understanding of the patient journey through primary, secondary and specialist dental care. Final year will provide a thorough grounding for contemporary practice through detailed preparation toward the skills required to practice as a primary care dentist immediately after graduation. Students will also be prepared for their working life on qualification through consolidation and strengthening of comprehension, applying information as well as enhancing skills. This year sees students transition from supervised student to independent practitioner.

Small group teaching supports curriculum delivery, and plenaries, practical Science for Dentistry (SfD) sessions and workshops support the programme as appropriate. The RCSI Simulated Dental Learning Environment (SDLE) enables students to develop and consolidate their clinical skills before treating patients safely and is equipped with a comprehensive and extensive range of models, equipment and state-of-the-art patient simulators. It provides a protected environment in which to practise clinical and technical skills.

Clinical teaching and learning will be in one or more of RCSI's Dental Education Facilities (DEF) in Dublin. These facilities are designed specifically to meet the learning needs of dental students and to allow them to gain experience in clinical dentistry in a primary care community setting.

Engagement with local communities throughout the course is one of the keys to dental students developing professionalism and social accountability skills, plus a real understanding of the needs and demands of different groups in the population. Students will spend a considerable proportion of each year working closely with disadvantaged communities and other members of the wider healthcare team in their Inter-Professional Engagement modules.

**In summary, the programme's aims are as follows:**

- > Provide you with the core skills and knowledge to qualify and register as a dentist with the Dental Council in Ireland.
- > Provide training and education as approved by the Dental Council in Ireland.
- > Develop competence in the clinical skills required to deliver primary care dentistry.
- > Develop your critical and analytical acumens in relation to dentistry.
- > Enhance personal and professional skills, and development of a professional identity.
- > Develop transferable skills for lifelong learning and a career in dentistry.
- > Provide you with opportunities for multidisciplinary working.
- > Develop excellent communication and teamworking skills.
- > Develop capability to underpin a successful future career as a dentist.





## YEAR 1

Your clinical education will commence at the start of Year 1. Working in small, integrated study groups, you will learn the core scientific foundations of dentistry in a clinical context. You will explore the scientific basis of healthy structure, function and behaviour, with a focus on dental health, prevention of dental disease and the underlying principles of personal and professional development. You will attend the Simulated Dental Learning Environment (SDLE) from your first few weeks, developing essential clinical skills. From Semester 2 of Year 1, you will experience contact with patients in the clinics,

where you will be able to develop your communication skills under close supervision by primary dental care based teachers, bringing to life the skills acquired in SDLE. Towards the end of the year you have your first experience in community engagement.

### MODULES

Integrated Dental Science 1  
 Clinical Dental Practice 1  
 Professional Development 1  
 Inter-Professional Engagement 1

## YEAR 2

In Year 2, you will build on your foundations with common dental problems, as well as disease mechanisms considered in much greater depth. Learning will continue in the SDLE as you develop clinical skills for advanced procedures whilst continuing to care for patients in dental clinics approximately two days per week. You will gain insight into the importance of team working in dentistry as you integrate with other members of the team in the clinical environment, and plan and deliver a social engagement project intervention.

### MODULES

Integrated Dental Science 2  
 Clinical Dental Practice 2  
 Professional Development 2  
 Inter-Professional Engagement 2

## YEAR 3

In Year 3, there will be greater emphasis on self-directed learning as you prepare project assignments, including an engagement project with students from another healthcare profession, and clinical cases. You will consolidate existing skills and undertake more advanced procedures under close supervision. One of the themes for Years 3 and 4 is to consolidate the learning of medically-related issues for the safe practice of dentistry. You will be given an opportunity to learn about dentally relevant medical issues in patient-based demonstrations.

### MODULES

Applied Dental Knowledge 3  
 Clinical Dental Practice 3  
 Professional Development 3  
 Inter-Professional Engagement 3

## YEAR 4

In Year 4, clinical activities will expand to approximately three days per week and you will start to prepare clinical cases for Finals. Clinical dentistry will now embrace all aspects of dental care provision expected of a qualified primary care dentist. You will also be trained in advanced restorative techniques and strengthen your competence in treatment planning. You'll gain first-hand experience of the role and services provided by specialists in primary and secondary care, by attending specialist clinics in the various clinical disciplines, such as Oral Surgery, Orthodontics and Restorative Dentistry.

### MODULES

Applied Dental Knowledge 4

Clinical Dental Practice 4

Professional Development 4

Inter-Professional Engagement 4

## YEAR 5

The emphasis in Year 5 is on the implementation and consolidation of the skills and acumen you have acquired in previous years and is the final preparation for dental practice. You will become more confident with clinical situations, healthcare teams and the principles of professionalism; and discover advances in dentistry being developed for future practice.

### MODULES

Applied Dental Knowledge 5

Clinical Dental Practice 5

Professional Development 5

*The programme has received full RCSI and NUI recognition. The Dental Council also formally supports the launch of the programme in September 2025. The Council will undertake its first accreditation visit in the 4th year of the programme.*

*International graduates of the RCSI Dentistry programme have a one-year stayback visa option should they wish to practice in Ireland.*

## WHY STUDY DENTISTRY AT RCSI?

- > **Small group teaching:** Our approach to small group teaching supports curriculum delivery, and enables you to get to know your lecturers and receive regular feedback in a supportive learning environment.
- > **Early patient contact:** Early patient contact is one of the standout characteristics of the programme. Students experience contact with patients from Year 1 on allowing for the early development of clinical and communication skills under close supervision.
- > **State-of-the-art facilities:** RCSI's Simulated Dental Learning Environment (SDLE) enables students to develop and consolidate their clinical skills in a safe, low-risk environment before going on to treat actual patients.
- > **Community focus:** Students engage closely with local communities throughout the course which develops professionalism and social accountability skills and gives a deep understanding of the needs and demands of different groups in the population.
- > **Multidisciplinary environment:** Study alongside your future colleagues in Medicine, Pharmacy, Physiotherapy and Advanced Therapeutic Technologies, ensuring that the multidisciplinary nature of patient care is reflected in your education at RCSI.
- > **Career readiness:** Students develop transferable skills for lifelong learning and a career in dentistry, and you will also receive intensive support in choosing your own future career path.



NFQ: **Level 8**

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

Awarding Body:  
**National University of Ireland**

Duration: **4 years**



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.

# 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.

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 GEM 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. The programme has three vertical pillars of learning: Knowledge (Head); Skills (Hands), and; Personal & Professional Identity (Heart). 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 Years 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 GEM 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; well-being 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 assigned to the Mercer Community, one of our six learning communities which comprise groups 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 students from other programmes 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 own health and well-being thus supporting their capacity to flourish. This approach to learning actively promotes positive growth, resilience and well-being.

## 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

### SECOND SEMESTER

Renal, Endocrine, Genitourinary and Breast

Central Nervous System and Locomotors

Haematolymphoid and Tropical Medicine

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.



RCSI fit my criteria perfectly for studying to be a doctor with minimal restrictions going home to Sydney to practice. I have found studying at the university to be a challenging but rewarding experience. It's very nice being in Europe as an Australian - I have had so many opportunities to meet people from around the world, explore Ireland and travel to other countries that I wouldn't otherwise have!

The GEM programme has been very enjoyable! It brings together a cohort of people from across the world and creates a very strong sense of camaraderie, particularly in our first two years. I found the strong focus on clinical skills and knowledge, alongside the preclinical knowledge, was a solid foundation going into our clinical years. I feel like I'm more of a doctor in training rather than a medical student, especially when you're able to learn and take away more from your clinical placements.

**MICHAEL CHENG**  
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), and Psychiatry (you will attend a supervised psychiatry 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
- Paediatrics and Neonatal
- General Practice
- Psychiatry
- Obstetrics and Gynaecology



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



Learn more about our GEM programme in this video





## YEAR 4

The final year prepares the GEM student for 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 acquisition in the areas below.

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 and Anaesthesiology

Sub-internship

Student Selected Clinical Attachment



NFQ: Level 8

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

Awarding Body:  
National University of Ireland

Duration: 5 or 6 years



# UNDERGRADUATE **MEDICINE**

THIS INTERNATIONALLY RECOGNISED DEGREE IS  
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; well-being 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.

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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 students from other programmes 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 well-being thus supporting their capacity to flourish. This approach to learning actively promotes positive growth, resilience and well-being.

**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



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 A day in the life of a  
Medicine student at RCSI 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 in **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 will 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)



The past three years I spent at RCSI have been incredibly enriching and rewarding. RCSI has a uniquely diverse student and faculty body which has developed my cultural awareness and allowed me to form many new long-lasting relationships with people from all over the world. Additionally, achieving a balanced lifestyle is thoroughly encouraged and facilitated which has allowed me to discover the beautiful locations that Ireland has to offer over the years.

Nearing the end of my third year, I can confidently say that I've enjoyed every aspect of the medicine programme. The amalgamation of various learning methods in the programme such as early patient encounters, anatomy classes on cadavers and mock patient examinations made the learning process thoroughly enjoyable and efficient. Furthermore, exposure to hospital placements at such an early stage has provided unparalleled knowledge and experience that has proven pivotal in both examinations and the individual learning process.

Finally, the programme is designed to urge students to engage in various research opportunities that provide critical research experience and will prove very helpful down the line.

**ZAID FRAIHAT**  
Medicine



Watch 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 as 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 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, where you will spend a half-day each week on placement in a community pharmacy.

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





My experience at RCSI, thus far, has been a unique one. Not only moving away from home was a difficult decision but taking up a demanding course such as Pharmacy and adapting to a new normal life has been challenging, yet a worthwhile experience. I'm so proud and indeed happy each time when saying that the vibrant and welcoming environment of RCSI, makes me feel a sense of belonging though miles away from home. Over the last two years, I have made so many friends, not only in my course but with people from other courses too. Being a health sciences school where each student is engaged in a robust course yet find time to participate in activities happening within the college does not make me feel left out and encourages me to step out of my comfort zone too!

**SOPHIA KHAN**  
Pharmacy

**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



Watch A day in the life of a Pharmacy student at RCSI video



## 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

**International graduates of the RCSI Pharmacy programme have a two-year stayback visa option should you wish to practice in Ireland.**



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 experiential learning 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 ADVANCED THERAPEUTIC TECHNOLOGIES, DENTISTRY, MEDICINE AND PHARMACY.

## 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 students from other programmes.

## 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



I have spent the past year and a half studying at RCSI and it has been amazing so far. The way certain modules are taught makes it much easier for you as a student to learn new skills, such as having a lecture followed by a practical class about the lecture you just had. RCSI also takes really good care of their students, if you face any challenges, you can reach out and contact the campus office at any time.

What I have enjoyed the most about studying physiotherapy at RCSI is the practical classes we have almost everyday that teach us what we are actually going to work in the real world. Another thing I really enjoyed was the anatomy lab, where it is a total different approach and experience to learn anatomy.

**GHAZI AL QASEM**  
Physiotherapy



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



Watch *A day in the life of a Physiotherapy student at RCSI* video



## 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.

You will complete one week of simulated clinical placement prior to your clinical placement 2, to practice communication, assessment and management skills in RCSI's simulation facilities.

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 Psychology  
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

*International graduates of the RCSI Physiotherapy programme have a one-year stayback visa option should they wish to practice in Ireland.*

## 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



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

All Non-EU applicants, with the exception of those who are residing in the USA or Canada in the year of application, should apply\* directly to RCSI following the links in the 'undergraduate section' on [rcsi.com/dublin/undergraduate](https://www.rcsi.com/dublin/undergraduate).

Non-EU applicants who are residing in the USA or Canada in the year of application should apply using our Admissions partner based in California, the Atlantic Bridge Programme [atlanticbridge.com](https://atlanticbridge.com).

The Atlantic Bridge website [atlanticbridge.com](https://atlanticbridge.com) provides comprehensive information for applicants based in North America, including information on residency, financial aid and moving to Ireland.

\*Please note that all Non-EU applicants to Advanced Therapeutic Technologies (including those residing in the USA or Canada) should apply directly to RCSI via our website [rcsi.com/dublin](https://www.rcsi.com/dublin).



**DATE**

Applications open on **1 November** and close on **15 January** for students applying directly to RCSI.

Atlantic Bridge applications open at the beginning of August and close on 15 November, with late applications accepted until early January.

**ENTRY REQUIREMENTS**

We accept applications from students who study many different curriculum types including A-levels, International Baccalaureate, Indian CBSE, and the American and Canadian High School Diplomas to name but a few.

A full list of the academic programmes that are accepted for admission to RCSI, and the required minimum academic entry requirements are available on the [RCSI website](#).

Some of the more common programmes that students apply to RCSI with and the minimum entry requirements that are required for admission are shown on the following pages.

**MINIMUM AGE REQUIREMENT**

For entry in 2025, Non-EU applicants must normally have attained the age of 18 years by 1 December following entry to their programme of study at RCSI.



## ADVANCED THERAPEUTIC TECHNOLOGIES

### NFQ

Level 8

### AWARD

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

### AWARDING BODY

National University of Ireland

### DURATION

4 years

### MINIMUM ACADEMIC ENTRY REQUIREMENTS

#### A-LEVEL

Applicants must present a minimum of three A-Level subjects\* with minimum grades of BBC, to include Mathematics (with a minimum grade of B) and at least one laboratory science (Biology, Chemistry or Physics). All applicants must also have completed a minimum of six subjects at GCSE level, which must include a minimum Grade 4 / C in English and Mathematics.

*\*All A Level subject examinations must be taken within two consecutive academic years (i.e. school years 12 and 13). Any repeat examinations taken outside of these two years will not be considered.*

#### INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

Applicants must attain a minimum score of 30 IB Diploma points (inclusive of bonus points).

The IB Diploma must comprise a minimum of six subjects\* (three subjects at Higher Level and three subjects at Standard Level), which must include Mathematics\*\* at Higher Level (with a minimum score of 5) and another laboratory science subject (Biology, Chemistry or Physics) at Higher Level.

*\*All IB Diploma subject examinations must be taken within two consecutive academic years (i.e. school years 11 and 12). Any repeat examinations taken outside of these two years will not be considered.*

*\*\*Both Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation are acceptable for application to RCSI.*

#### INDIAN CURRICULA (CBSE AND ISC)

Applicants must hold a bona-fide certificate of completion issued by the CBSE or CISCE. Applicants must present a minimum average score of 75% or above across four subjects, to include a minimum score of 75% in Mathematics or Applied Mathematics and minimum scores of 70% in two laboratory science subjects (Biology, Chemistry or Physics) and one other subject.

#### CANADIAN HIGH SCHOOL DIPLOMA

Applicants must present a minimum average score of 80% in Grade 12, which must include a minimum score of 80% in Mathematics and minimum scores of 75% in two of the following subjects: Chemistry, Biology, Physics or Calculus.

#### US HIGH SCHOOL DIPLOMA

Applicants must present a minimum overall GPA of 3.0 in Grade 12, which must include a minimum GPA of 3.0 in Mathematics and in two of the following subjects: Chemistry, Biology, Physics or Calculus.

#### COLLEGE OR UNIVERSITY STUDENTS

Applicants who hold, or expect to hold prior to entry, a competitive GPA\* from a four-year undergraduate bachelor degree, preferably in a science-related field, are eligible to apply as graduate entry students.

Applicants whose degree is not in a science-related field will be expected to meet the science-related matriculation requirements from their school leaving examinations, as outlined in our undergraduate Advanced Therapeutic Technologies entry requirements.

*\*GPAs have different scoring systems and can vary from one country to the next. As a consequence, RCSI does not specify a minimum cut off GPA score and all transcripts are individually reviewed to determine if the GPA is competitive for entry.*



Non EU entry requirements  
Advanced Therapeutic Technologies

## DENTISTRY UNDERGRADUATE

### NFQ

Level 8

### AWARD

Bachelor of Dental Surgery, BDS (Hons)

### AWARDING BODY

National University of Ireland

### DURATION

5 years

### MINIMUM ACADEMIC ENTRY REQUIREMENTS

#### SCHOOL LEAVER

##### A LEVEL

Applicants must present a minimum of three A-Level subjects\* with minimum grades of AAB, to include Chemistry, one additional laboratory science subject (Biology or Physics), plus one other from the following group: Biology, Physics, Mathematics or Psychology.

All applicants must also have completed a minimum of six subjects at GCSE level, which must include a minimum Grade 4 / C in English and Mathematics.

*\*All A Level subject examinations must be taken within two consecutive academic years (i.e. school years 12 and 13). Any repeat examinations taken outside of these two years will not be considered.*

##### INTERNATIONAL BACCALAUREATE (IB DIPLOMA)

Applicants must present a minimum score of 36 IB Diploma points (inclusive of bonus points).

The IB Diploma must comprise a minimum of six subjects\* (three subjects at Higher Level and three subjects at Standard Level), which must include Chemistry at Higher Level (with a minimum score of 5) and another laboratory science subject (Biology or Physics) or Mathematics\*\* at Higher Level.

If Mathematics is presented with Chemistry at Higher Level, another laboratory science subject (Biology or Physics) must also be presented at Standard Level.

*\*All IB Diploma subject examinations must be taken within two consecutive academic years (i.e. school years 11 and 12). Any repeat examinations taken outside of these two years will not be considered.*

*\*\*Both Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation are acceptable for application to RCSI.*

#### INDIAN CURRICULA (CBSE AND ISC)

Applicants must achieve a minimum average score of 90% or above across five subjects in Grade 12, to include minimum scores of 75% in Chemistry, Biology and either Physics or Mathematics.

#### GRADUATES (HOLDERS OF AN UNDERGRADUATE SCIENCE-BASED DEGREE)

##### NORTH AMERICA

Applications are invited via Atlantic Bridge from applicants based in North America who hold (or expect to hold by July prior to entry) a competitive GPA\* from an accredited, science-based, undergraduate bachelor degree.

Students who enter via this route will be required to complete all five years of the programme.

As this is a new programme, please note that at this stage we are not accepting applications from students based in North America who do not hold (or expect to hold by July prior to entry) either a science-based undergraduate degree or the International Baccalaureate (IB) Diploma. This position will be reviewed in coming years.

##### REST OF THE WORLD

Applications are invited directly via [rcsi.com/dublin](http://rcsi.com/dublin) from international applicants based **outside** North America who hold (or expect to hold by July prior to entry) a competitive GPA\* from an accredited, science-based, undergraduate bachelor degree.

Students who enter via this route will be required to complete all five years of the programme.

*\*GPAs have different scoring systems and can vary from one country to the next. As a consequence, RCSI does not specify a minimum cut off GPA score and all transcripts are individually reviewed to determine if the GPA is competitive for entry.*



Non EU entry requirements  
Dentistry

## MEDICINE UNDERGRADUATE

### 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 (5-year track). Some students are required to complete a Foundation Year (6-year track) depending on the grades and subjects that are presented at application. This is further outlined in the following section.

### MINIMUM ACADEMIC ENTRY REQUIREMENTS

#### A-LEVEL

##### Five-year track (exempt from Foundation Year)

Applicants must present a minimum of three A-Level subjects\* with minimum grades of AAB, to include Chemistry, one additional laboratory science subject (Biology or Physics), plus one other from the following group: Biology, Physics, Mathematics or Psychology.

All applicants must also have completed a minimum of six subjects at GCSE level, which must include a minimum Grade 4 / C in English and Mathematics.

##### Six-year track

Applicants who have completed three A-Levels\* and who meet the grade requirements of the 5-year track (AAB) but not the subject requirements may be considered for the six-year track. Applicants must present at least one subject from the following: Chemistry, Physics or Biology.

*\*All A Level subject examinations must be taken within two consecutive academic years (i.e. school years 12 and 13). Any repeat examinations taken outside of these two years will not be considered.*

#### INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

##### Five-year track (exempt from Foundation Year)

Applicants must present a minimum score of 36 IB Diploma points (inclusive of bonus points).

The IB Diploma must comprise a minimum of six subjects\* (three subjects at Higher Level and three subjects at Standard Level), which must include Chemistry at Higher Level (with a minimum score of 5) and another laboratory science subject (Biology or Physics) or Mathematics\*\* at Higher Level. If Mathematics is presented with Chemistry at Higher Level, another laboratory science subject (Biology or Physics) must also be presented at Standard Level.

##### Six-year track

Applicants must present a minimum score of 36 IB Diploma points (inclusive of bonus points).

The IB Diploma must comprise a minimum of six subjects\* (three subjects at Higher Level and three subjects at Standard Level), which must include English, Mathematics\*\* and at least one Higher Level laboratory science subject (Chemistry, Biology or Physics).

*\*All IB Diploma subject examinations must be taken within two consecutive academic years (i.e. school years 11 and 12). Any repeat examinations taken outside of these two years will not be considered.*

*\*\*Both Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation are acceptable for application to RCSI.*

#### INDIAN CURRICULA (CBSE AND ISC)

Applicants must hold a bona-fide certificate of completion issued by the CBSE or CISCE.

##### Five-year track (exempt from Foundation Year)

Applicants must achieve a minimum average score of 90% or above across five subjects in Grade 12, to include minimum scores of 75% in Chemistry, Biology and either Physics or Mathematics.

##### Six-year track

Applicants must achieve a minimum average score of 80% or above across five subjects in Grade 12, to include minimum scores of 75% in Chemistry, Biology and either Physics or Mathematics.

*We would advise applicants who intend to practice in India to check the most up to date rules and regulations regarding eligibility to practice in India post-graduation, with the National Medical Commission ([www.nmc.org.in](http://www.nmc.org.in)).*



Non EU entry requirements  
Undergraduate Medicine

## CANADIAN HIGH SCHOOL DIPLOMA

### Six-year track

Applicants must present a minimum average score of 85% in their top six Grade 12 academic subjects, which must include minimum scores of 80% in Biology, Chemistry and either Physics, Mathematics or Calculus.

### Five-year track *(exempt from Foundation Year)*

Applicants who meet the six-year entry requirements and present three Advanced Placement (AP) examinations may be eligible for consideration for the five-year track. Applicants must present AP Chemistry, AP Biology and a third AP from the group; Calculus, Physics or Psychology. Applicants are required to present scores of 5, 5, 4 in their three AP examinations (in any combination).

## US HIGH SCHOOL DIPLOMA

### Six-year track

Applicants must present a minimum overall GPA of 3.5 in Grade 12, including minimum GPA of 3.0 in Biology, Chemistry and either Physics, Mathematics or Calculus.

### Five-year track *(exempt from Foundation Year)*

Applicants who meet the six-year entry requirements and present three Advanced Placement (AP) examinations may be eligible for consideration for the five-year track. Applicants must present AP Chemistry, AP Biology and a third AP from the group; Calculus, Physics or Psychology. Applicants are required to present scores of 5, 5, 4 in their three AP examinations (in any combination).

## COLLEGE OR UNIVERSITY STUDENTS

Students who are attending College or University and who have completed one or two years of an undergraduate Science degree are also welcome to apply. Students who are taking courses that include Organic Chemistry and Biology will be considered for the five-year track, while students without sufficient Organic Chemistry and Biology will be considered for the six-year track. Applicants are required to submit competitive GPAs for all years that they have completed within their chosen programme as well as competitive transcripts for their final year of high school/secondary education.

## GRADUATE ENTRY MEDICINE

### NFQ

Level 8

### AWARD

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

### AWARDING BODY

National University of Ireland

### DURATION

4 years

### MINIMUM ACADEMIC ENTRY REQUIREMENTS

#### Competitive undergraduate Degree (usually a science degree) and MCAT or GAMSAT.

Applicants must hold or expect to hold by July prior to entry a competitive GPA\* from an accredited undergraduate bachelor degree.

Applicants must also provide GAMSAT or MCAT examination results.

GAMSAT and MCAT results are valid for four years prior to the start of the programme.

*\*GPAs have different scoring systems and can vary from one country to the next. As a consequence, RCSI does not specify a minimum cut off GPA score and all transcripts are individually reviewed to determine if the GPA is competitive for entry.*



Non EU entry requirements  
Graduate Entry Medicine

## PHARMACY

### NFQ

Level 9

### AWARD

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

### AWARDING BODY

National University of Ireland

### DURATION

4 or 5 years

### MINIMUM ACADEMIC ENTRY REQUIREMENTS

#### A-LEVEL

Applicants must present a minimum of three A-Level subjects\* with minimum grades of ABB to include Chemistry and one of the following: Mathematics, Biology, Physics or Psychology. All applicants must also have completed a minimum of six subjects at GCSE level, which must include a minimum Grade 4 / C in English and Mathematics.

*\*All A Level subject examinations must be taken within two consecutive academic years (i.e. school years 12 and 13). Any repeat examinations taken outside of these two years will not be considered.*

#### INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

Applicants must present a minimum score of 35 IB Diploma points (inclusive of bonus points). The Diploma must comprise a minimum of six subjects\* (three subjects at Higher Level and three subjects at Standard Level), which must include Chemistry at Higher Level (with a minimum score of 5) and another laboratory science subject (Biology or Physics) or Mathematics\*\* at Higher Level.

If Mathematics is presented with Chemistry at Higher Level, another laboratory science subject (Biology or Physics) must also be presented at Standard Level.

*\*All IB Diploma subject examinations must be taken within two consecutive academic years (i.e. school years 11 and 12). Any repeat examinations taken outside of these two years will not be considered.*

*\*\*Both Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation are acceptable for application to RCSI.*

#### INDIAN CURRICULA (CBSE AND ISC)

Applicants must hold a bona-fide certificate of completion issued by the CBSE or CISCE.

Applicants must achieve an average of 85% or above in four subjects in Grade 12, to include minimum scores of 75% in Chemistry, Biology and either Physics or Mathematics.

#### CANADIAN HIGH SCHOOL DIPLOMA

Applicants must present a minimum average of 85% in their top six Grade 12 academic subjects, which must include minimum scores of 80% in Biology, Chemistry and either Physics, Calculus or Mathematics.

#### US HIGH SCHOOL DIPLOMA

Applicants must present a minimum overall GPA of 3.5 in Grade 12, including minimum GPA of 3.0 in Biology, Chemistry and either Physics, Calculus or Mathematics.

#### COLLEGE OR UNIVERSITY STUDENTS

Applicants who hold, or expect to hold prior to entry, a competitive GPA\* from a four-year undergraduate bachelor degree, preferably in a science-related field, are eligible to apply as graduate entry students.

Applicants whose degree is not in a science-related field will be expected to meet the science-related matriculation requirements from their school leaving examinations, as outlined in our undergraduate Pharmacy entry requirements

*\*GPAs have different scoring systems and can vary from one country to the next. As a consequence, RCSI does not specify a minimum cut off GPA score and all transcripts are individually reviewed to determine if the GPA is competitive for entry.*



Non EU entry requirements  
Pharmacy (MPharm)

## PHYSIOTHERAPY

### NFQ

Level 8

### AWARD

BSc Physiotherapy (Hons) (NUI & RCSI)

### AWARDING BODY

National University of Ireland

### DURATION

3 or 4 years

### MINIMUM ACADEMIC ENTRY REQUIREMENTS

#### A-LEVEL

Applicants must present a minimum of three A-level subjects\* with minimum grades of BBB, to include one of the following laboratory science subjects: Biology, Physics or Chemistry.

All applicants must also have completed a minimum of six subjects at GCSE level, which must include a minimum Grade 4 / C in English and Mathematics.

*\*All A Level subject examinations must be taken within two consecutive academic years (i.e. school years 12 and 13). Any repeat examinations taken outside of these two years will not be considered.*

#### INTERNATIONAL BACCALAUREATE DIPLOMA

Applicants must attain a minimum score of 32 IB Diploma points (inclusive of bonus points).

The IB Diploma must comprise a minimum of six subjects\* (three subjects at Higher Level and three subjects at Standard Level), which must include English, Mathematics\*\* and at least one laboratory science subject (Chemistry, Biology or Physics).

*\*All IB Diploma subject examinations must be taken within two consecutive academic years (i.e. school years 11 and 12). Any repeat examinations taken outside of these two years will not be considered.*

*\*\*Both Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation are acceptable for application to RCSI.*

#### INDIAN CURRICULA (CBSE AND ISC)

Applicants must hold a bona-fide certificate of completion issued by the CBSE or CISCE. Applicants must present a minimum average score of 75% across four subjects in Grade 12, to include minimum scores of 70% in Chemistry, Biology and either Physics or Mathematics.

#### CANADIAN HIGH SCHOOL DIPLOMA

Applicants must present a minimum average score of 80% in Grade 12, which must include minimum scores of 75% in two of the following subjects: Chemistry or Biology *and* Physics, Mathematics or Calculus.

#### US HIGH SCHOOL DIPLOMA

Applicants must present a minimum overall GPA of 3.0 in Grade 12, including minimum GPA of 3.0 in two of the following subjects: Chemistry or Biology *and* Physics, Mathematics or Calculus.

#### COLLEGE OR UNIVERSITY STUDENTS

Applicants who hold, or expect to hold prior to entry, a competitive GPA\* from a four-year undergraduate bachelor degree, preferably in a science-related field, are eligible to apply as graduate entry students.

*\*GPAs have different scoring systems and can vary from one country to the next. As a consequence, RCSI does not specify a minimum cut off GPA score and all transcripts are individually reviewed to determine if the GPA is competitive for entry.*



Non EU entry requirements  
Physiotherapy

## FEES

Fees for the 2025/2026 academic year are listed below as a guideline. Fees are annual.

The Non-EU Medicine and Dentistry fees are subject to annual increases.

The inflationary increase has been in the order of approximately 2% per annum for the past number of years.

### FEES 2025/2026

Advanced Therapeutic Technologies*	€25,000
Dentistry**	€61,000
Medicine (Graduate Entry)	€61,500
Medicine (Undergraduate)	€60,000
Pharmacy*	€25,000
Physiotherapy*	€25,000

\*Academic scholarships of €7,000 per annum are provided to all privately-funded ATT, Pharmacy and Physiotherapy students through the RCSI Development Initiative, reducing the annual tuition amount to €18,000.

\*\*All registered Dentistry students are required to pay a one-off equipment fee of €4,000 at the beginning of Year 2.

## SCHOLARSHIPS

### INTERNATIONAL CONSILIO MANQUE MEDICINE SCHOLARSHIP

Privately-funded offer holders on RCSI's undergraduate and Graduate Entry Medicine programmes will be invited to apply to our International Consilio Manuque Scholarship.

There are a limited number of scholarships available each year and each scholarship is worth €25,000 in total. Applicants will be considered on academic merit and a holistic review of their scholarship application.

### INTERNATIONAL PHARMACY AND BIOMOLECULAR SCIENCES SCHOLARSHIP

International (Non-EU) applicants who have an offer to study either Pharmacy (MPharm) or the BSc Advanced Therapeutic Technologies at RCSI and are self-funded will be automatically eligible for consideration for an International Pharmacy and Biomolecular Sciences Scholarship.

This scholarship provides an additional €1,500 reduction in tuition fees for the first year of study only (i.e. reduced from €18,000 to €16,500).

Eligible candidates are not required to apply for the scholarship and will be automatically considered based on a review of their application (academic results and personal statement). Scholarships are awarded at the discretion of the RCSI Admissions Committee.

### FURTHER INFORMATION

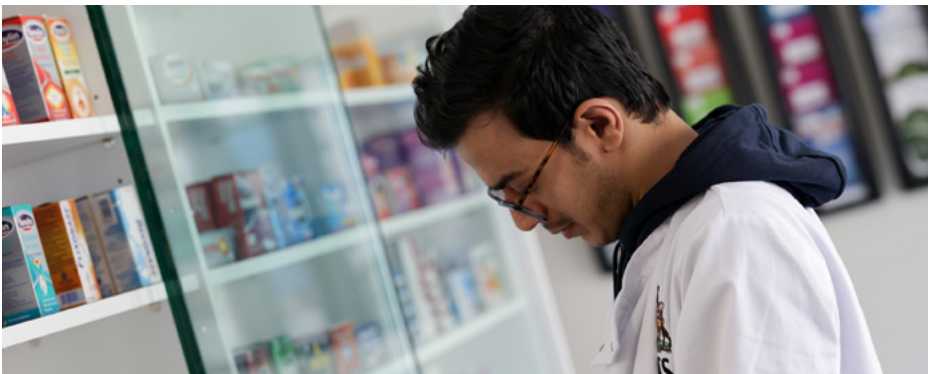
For detailed information on entry requirements per programme, admissions procedures and international scholarships, please visit:

[rcsi.com/dublin/undergraduate](https://rcsi.com/dublin/undergraduate).













UNIVERSITY OF MEDICINE AND HEALTH SCIENCES

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