

BIOL 3208: Professional Placement

Module Details	
Module Code:	BIOL 3208
Module Long Title:	Professional Placement APPROVED
Version:	3
Indicative NFQ level:	Level 8
Valid From:	Sept 2026 (September 2026)
Language of Instruction:	English
ECTS Credits::	50
Module Type	
Work placement	
Current Coordinator::	Mary McGinley
Module Coordinators:	- KATHLEEN BROSANAN (28 January 2026 to 15 March 2026) - Mary McGinley (15 March 2026 to ---)
School Responsible:	School of Biological, Health & Sports Sciences
Outline of sharing arrangements for Programmes:	This module is taught across three programmes, TU867, TU888 and TU088, and is delivered with identical content, learning outcomes, and assessment requirements.
Campus:	City Campus
Module Overview	The aim of this Professional Placement module is to provide students with practice-based education and training across the Medical science disciplines in a Pathology Laboratory. The module is comprised of a 30 week integrated clinical placement (minimum 1,000 hours), conducted in an approved clinical training laboratory of a teaching hospital, where students undertake five, six-week rotations across the Medical Science disciplines, with expert tuition provided by the clinical placement education team. The 5 rotations are as follows - Blood Transfusion - Cellular Pathology - Clinical Biochemistry and Immunology - Haematology - Medical Microbiology The professional placement module will consolidate the student's Medical Science discipline knowledge and professional practice skills. The hospital-based education and skills training is designed to meet the professional requirements to practice as a Medical Scientist. The Sustainable Development Goals addressed in this module include SDG 3: Good Health and Well-Being and SDG 4: Quality Education. The CORU Standards of Proficiency covered, wholly or in part, within this module are mapped across the following domains: - Professional autonomy and accountability: 1, 2, 3, 5, 6, 7, 8,9 10, 11,13, 17, 18,19 - Communication, collaborative practice and team work: 1,2, 3, 4, 5,6, 7, 9, 10, 11, 12, 14, 15, 16, 17. - Safety and Quality: 1, 2, 3, 4, 6, 7, 9, 12, 13, 14, 15, 16, 17 - Professional development: 3, 5 - Professional knowledge and skills: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 20, 21, 22, 24, 25, 26, 27, 28, 29, 31.
Indicative Syllabus	This placement module comprises a structured education and training rotation programme, through the Medical Science clinical disciplines; Blood Transfusion, Clinical Biochemistry and Clinical Immunology, Haematology, Medical Microbiology and Cellular Pathology and Clinical Cytology. Students complete a professional placement logbook and training portfolio, documenting discipline-specific proficiencies and the professional competencies required for practice as a Medical Scientist. During each rotation, students gain experience in core laboratory methods and the interpretation of diagnostic results. They are exposed to automation, digital systems, and where available molecular diagnostic techniques used in laboratory practice. Students work across the pre-analytical, analytical, and post-analytical phases of testing. Safe and professional practice is emphasised throughout. This includes quality management systems, health and safety, biohazard containment, risk assessment, and incident reporting. Practice is guided by relevant legislation, codes of conduct, and respect for service users. Students are supported to develop clinical reasoning and professional judgement in real laboratory settings. Reflective practice encourages awareness of professional identity, communication, teamwork, and ongoing development. Sustainability and clinical governance are introduced within the context of laboratory services. College-based interactive workshops, delivered at the end of each rotation, support discipline-specific learning and facilitate evaluation of placement experiences across training sites.
Learning and Teaching Methods	Work-based placement training portfolio, student - directed learning, workshops and group work.
Rationale for Change :	As part of the TU867/TU888/TU088 2026 review the intention is to update the module content, reduce the assessment burden, ensure that module learning outcomes reflect the programme learning outcomes and enhance the student experience.
Indicative Syllabus	
No indicative content	

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
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MLO1	Practice safely in accordance with quality management systems, health and safety legislation, risk assessment, and incident reporting procedures.
MLO2	Practice ethically and professionally within scope, adhering to codes of conduct, data protection, and patient care principles.
MLO3	Apply standard laboratory techniques to generate and interpret diagnostic results from clinical specimens.
MLO4	Evaluate and troubleshoot peri-analytical variables affecting laboratory results.
MLO5	Integrate theoretical knowledge across all medical science disciplines to investigate and interpret laboratory findings within the clinical context.
MLO6	Work and communicate effectively with colleagues, service users, and multidisciplinary teams using appropriate oral, written, and digital skills, demonstrating respect for service users and their rights.
MLO7	Reflect on and take responsibility for personal learning, workload, and professional development.

Requisites		
Requisite Type	Module Title	Type
Co Requisite	BIOL 3209 v.3 Professional Dev & Quality Mgm [Approved]	Module
Pre Requisite	BIOL 2207 v.2 Clinical Biochemistry [Approved]	Module
Pre Requisite	BIOL 2208 v.2 Cellular Pathology [Approved]	Module
Pre Requisite	BIOL 2209 v.2 Haematology [Approved]	Module
Pre Requisite	BIOL 2210 v.2 Medical Microbiology [Approved]	Module
Pre Requisite	BIOL 2211 v.2 Blood Transfusion [Approved]	Module
Pre Requisite	BIOL 2214 v.1 Molecular and Applied Immunology [Approved]	Module
Pre Requisite	BIOL 2502 v.2 Immunology [Approved]	Module
Pre Requisite	BIOL 1102 v.1 Immunology [Approved]	Module

Assessment Threshold	Professional Placement	Viva Voce	Continuous Reflective Assessment
	This is a pass fail component - no threshold Each professional placement discipline rotation must be passed before attempting the Viva element in that rotation	A mark of ≥45% in a single viva discipline rotation is permitted, provided the student has an overall grade of 50% and has double the difference in one other Viva rotation	This is a pass fail component - no threshold. The continuous reflective assessment must be satisfactorily completed in order to be eligible to sit the Viva voce examination
	The pass mark for the module is a GPV ≥ 2.60 (C1, ≥50%). Students must achieve a threshold of GPV ≥ 2.4 (C2, ≥45%) in each individual viva voce assessment component. For the elements that are Pass/Fail - The pass mark is a GPV ≥ 2.60 (C1, Pass). Students must achieve a pass mark of GPV ≥ 2.60 (C1, Pass) in each assessment component.		

Module Content & Assessment	
Assessment Breakdown	%
Other Assessment(s)	100.00%
Derogations from the General Assessment Regulations	
The pass mark for the module is a GPV $\geq$ 2.60 (C1, $\geq$50%). Students must achieve a threshold of GPV $\geq$ 2.4 (C2, $\geq$45%) in each individual viva voce assessment component. For the elements that are Pass/Fail - The pass mark is a GPV $\geq$ 2.60 (C1, Pass). Students must achieve a pass mark of GPV $\geq$ 2.60 (C1, Pass) in each assessment component.	

Assessments

No Formal Examination			
Other Assessment(s)			
Assessment Type	Portfolio	% of Total Mark for Module	Pass/Fail
Indicative Week	See Student Handbook	Learning Outcomes	1,2,3,4,5,6
Semester	Semester 1 & Semester 2	Assessment Threshold:	43
Assessment Role	Individual	Assessment Authenticity	Not Online
Pass/Fail	Yes		
Assessment Description The practice-based component is assessed on a Pass/Fail basis by Practice Educators in the placement laboratory. A Pass must be achieved in each discipline rotation before attempting the viva in that discipline rotation. A Fail in any one of the discipline rotations will prevent progression to the next discipline rotation, and will result in the immediate termination of Professional placement.			
Assessment Type	Viva Voce	% of Total Mark for Module	100
Indicative Week	See Student Handbook	Learning Outcomes	5,6
Semester	Semester 1 & Semester 2	Assessment Threshold:	50
Assessment Role	Individual	Assessment Authenticity	Not Online
Pass/Fail	No		
Assessment Description Comprising 5 separate stand alone Viva assessments Cellular Pathology, Clinical Biochemistry and Clinical Immunology, Medical Microbiology, Transfusion Science, Haematology.			
Assessment Type	Journal/Reflective Journal	% of Total Mark for Module	Pass/Fail
Indicative Week	See Student Handbook	Learning Outcomes	7
Semester	Semester 1 & Semester 2	Assessment Threshold:	None
Assessment Role	Individual	Assessment Authenticity	Online
Pass/Fail	Yes		
Assessment Description Students will complete a continuous reflective log throughout placement, submitting one structured reflection (300–400 words) per discipline rotation. The reflective log is assessed on a Pass /Fail basis.			
Reassessment Requirement			
Determined by Assessment Board <i>Determined by Assessment Board</i>			

Module Activity

Full time and Part time hours per semester	
Activity Type	Duration (Hours)
Placement	1000
Lecture	15
Lecture	15
Hours (up to 100 for 5 ECTS credits)	1,030.00

Recommended Reading List

Recommended Book Resources

Nessar Ahmed. (2022), Biomedical Science Practice, Oxford University Press, p.588, [ISBN: 9780198831228].
Christopher Johns. (2025), Becoming a Reflective Practitioner, John Wiley & Sons, p.372, [ISBN: 9781394343317].
Laurie Kelly McCorry, Jeff Mason. (2020), Communication Skills for the Healthcare Professional, Enhanced Edition, Jones & Bartlett Learning, p.273, [ISBN: 9781284219999].
Mary Louise Turgeon. (2022), Clinical Laboratory Science: Concepts, Procedures, and Clinical Applications., Elsevier, p.720, [ISBN: 9780323829342].
Tom L. Beauchamp, James F. Childress. (2026), Principles of Biomedical Ethics, 9th. Oxford University Press, p.528, [ISBN: 9780197832639].
Gary Rolfe, Dawn Freshwater, Melanie Jasper. (2025), Critical Reflection in Practice, Bloomsbury Publishing, p.297, [ISBN: 9781350533417].

Recommended Article/Paper Resources

Student BMJ. Student BMJ,
<https://www.bmj.com/student>
Heydari S, Beigzadeh A. (2024), Medical students' perspectives of reflection for their professional development., BMC medical education, 24(1), p.1399,
<https://link.springer.com/article/10.1186/s12909-024-06401-2>

Other Resources

Website, CORU. (2026), Standards of Proficiency for Medical Scientists.,
<https://coru.ie/files-education/msrb-standards-of-proficiency-for-medical-scientists.pdf>
Website, HSE. (2026), HSEland training modules,
<https://www.hseland.ie/>

Review

Module Extra Information

Editor(s)

Editor

KATHLEEN BROSANAN

Claire Wynne

Mary McGinley

Change Description:

Changes to this module include changes to the following fields: learning outcomes, assessment, indicative syllabus and reading list as part of the TU867/TU888/TU088 2026 review.

Module Modalities									
Full Time / Part Time	Module Category	Modality Delivery Mode	Location	Availabilities Code	Start Date	Year	Teaching Period Key Date	End Date	Deferral Allowed
Both		Blended	City Campus	BIOL 3208_01					No

Affiliated Programmes									
Programme Code			Programme Title				Programme Version		
TU088			Higher Diploma in Medical Science				2		
TU867			Bachelor of Science (Honours) in Medical Science				2		
TU888			Higher Diploma in Medical Science				2		

Status Log				
Initial Status	End Status	User	Date	Comment
Quality Office	Approved	LINDA MOORE	17/Jul/2026 11:29	Approved as part of the TU867 Programme Review (28-Apr-26), AQAEC (15-Jul-26), UPB (25-Jun-26).
Head of School	Quality Office	Jan Guerin	27/May/2026 13:17	No changes were made to this module further to the medical science programme review
Draft	Head of School	Mary McGinley	27/May/2026 10:32	
Quality Office	Draft	LINDA MOORE	12/May/2026 17:11	Returning to Draft following the Review of this and related programmes and modules to facilitate the School in making changes as part of the School response to the panel report.
Head of School	Quality Office	Jan Guerin	16/Mar/2026 14:50	As part of the TU867/TU888/TU088 2026 programme review the intention is to update the module content, reduce the assessment burden, ensure that module learning outcomes reflect the programme learning outcomes and enhance the student experience.
Draft	Head of School	KATHLEEN BROSANAN	16/Mar/2026 14:32	
Head of School	Draft	Jan Guerin	11/Mar/2026 16:04	Refer to email
Draft	Head of School	Mary McGinley	18/Feb/2026 18:55	
	Draft	KATHLEEN BROSANAN	28/Jan/2026 15:45	Changes due to the programme review for TU867 and TU888/TU088