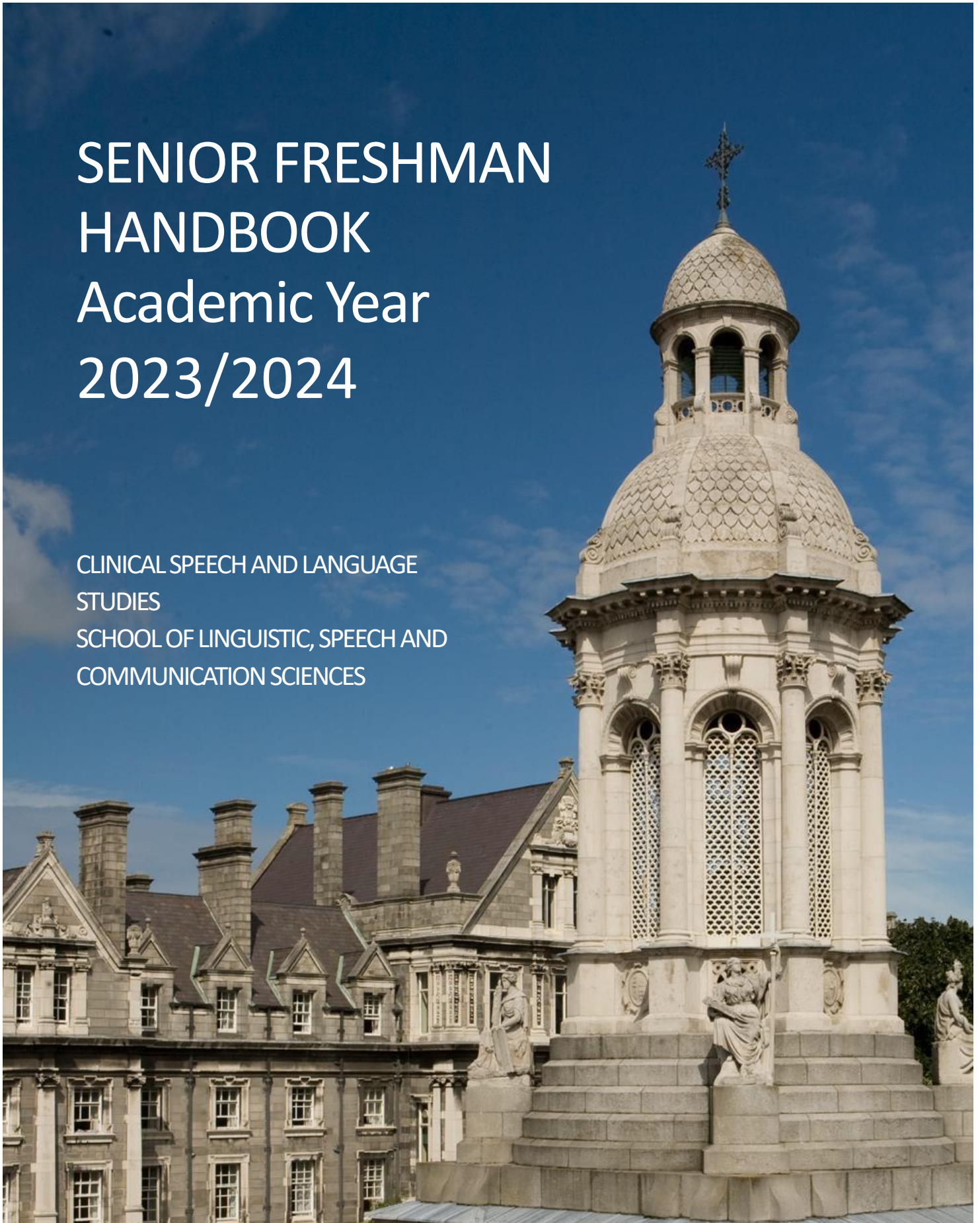**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

SENIOR FRESHMAN HANDBOOK Academic Year 2023/2024

CLINICAL SPEECH AND LANGUAGE STUDIES
SCHOOL OF LINGUISTIC, SPEECH AND COMMUNICATION SCIENCES

Contents

Glossary

HoD	Head of Discipline
SLSCS	School of Linguistic, Speech and Communication Sciences
CSLS	Clinical Speech and Language Studies
CLCS	Centre for Language and Communication Studies
CDS	Centre for Deaf Studies
DUTL	Director of Undergraduate Teaching and Learning
DPGL	Director of Postgraduate Teaching and Learning

Trinity abbreviations, titles and place names can be found at TCD JARGON BUSTER
https://www.tcd.ie/students/orientation/jargon/

Information on this Handbook

This handbook applies to all students in the Department of Clinical Speech and Language Studies. It provides a guide to important information regarding the Department and coursework and what is expected of you on this programme, as well as the academic and personal supports available to you. Please check http://mymodule.tcd.ie/ for more detailed information on modules and clinical work.

The information provided is accurate at time of preparation. Any necessary revisions will be notified to students in writing, by email to your TCD email address, and will be posted on the relevant Student Notice Board, located in the Student Preparation Area. Please note that it is College policy to provide official

communications to TCD email addresses only. **It is the responsibility of each student to regularly check their own email (TCD email address specifically) and noticeboards for updates or changes, etc**.

Remember, at registration you will receive a copy of the **Calendar Regulations** that govern your course for this year. Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the provisions of the General Regulations will prevail. Alternative forms of this handbook can be made available on request.

There is also a **Module Handbook** for 2023-2024. In this book you will find the Programme Outcomes for the course accompanied by details on the modules that you will take this year. This Module Handbook also contains information on modules taken throughout the programme. **Please note** however, that module content, examination type and schedule change annually. Therefore, the content of this Module Handbook applies only to the Academic Year 2023-2024.

Please see Module Handbook for full details.

Senior Freshman Modules for 2023-2024

Modules
SLU22001: **Phonetics and Phonology**
SLU22002: **Cognitive and Neuropsychology**
SLU22003: **Nature of Disorders of Speech, Voice, Fluency and Swallowing**
SLU22004: **Assessment of Disorders of Speech, Voice, Fluency and Swallowing**
LIU22007: **Sociolinguistics**
SLU22006: **Nature of Disorders of Language and Communication**
SLU22007: **Assessment of Disorders of Language and Communication**
SLU22008: **Practice Education 1**
SLU22009: **Ethics and Professional Studies**

Learning to Learn Online in Trinity.
Learning to Learn Online in Trinity Module . The pedagogically-led module has been developed to prepare and support students in Trinity (both undergraduate and postgraduate It was developed collaboratively by Academic Practice, Student Learning Development (SLD), Trinity Disability Service, the Transition to Trinity Officer and the IUA Enhancing Digital Capacity Project.

This module is designed for 'self-study' and module topics, toolkits and resources within it are available for students to use at any time. Each block is about an hour long and will introduce the student to different ways in which they will be learning, communicating, studying and preparing for assessments over the coming months.

Module Learning Outcomes
On success completion of the module, students will be able to:

- Identify a number of strategies and techniques that can support effective learning at Trinity.
- Develop insight into the relationship between student engagement, online presence, and successful learning in a hybrid environment.
- Evaluate how best to modify a personal learning environment to support successful learning in a hybrid context.
- Reflect on the importance of independent study in successful learning at third level.

Letter of Welcome
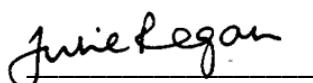
Dear Student,

Welcome to the Department of Clinical Speech & Language Studies. I would like to extend a special warm welcome to you as an incoming Senior Freshman student. Congratulations on your achievements to date and on entry into the BSc in Clinical Speech and Language Studies.

We are fortunate in having a cohort of students who are typically bright, enthusiastic and who have potential to make a strong and valuable contribution to the profession of Speech and Language Therapy. Core to our teaching philosophy in the Department is responding to and supporting the curious mind. We are here to nurture that curiosity, by exposing all of our students to a deep, rich, stimulating and enjoyable learning environment. Our teaching team is energetic, committed and highly- motivated, with each staff member supported by his/her own strong research and clinical background. We also have numerous inter-professional learning opportunities for our students in conjunction with other healthcare disciplines. At all times, we strive to give our students the best educational experience we can offer, an experience that is not only of a high standard, but one which contributes to the objective of life-long learning and enquiry.

Over the year ahead, please don't be afraid to look to others for support when you need it. Remember that your Tutors, and we in the Department, are here to support you and your learning.

Finally, I hope that you enjoy your experience at university and that you avail of the many opportunities university life has to offer.

Head of Discipline,
Department of Clinical Speech & Language Studies.

September 2023

Introduction

The **Department of Clinical Speech and Language Studies (CSLS)** is one of three components of the School of Linguistic, Speech & Communication Sciences, in the Faculty of Arts, Humanities and Social Sciences. The overall Head of School is Professor Lorna Carson and the Head of Discipline is Dr. Julie Regan.

Each unit within the School is led by a Head of Discipline/Department, as listed on p. 11 The School also has three Directors, addressing the areas of Undergraduate and Postgraduate Teaching and Learning, as well as Research. Student involvement is encouraged across all levels of School activities.

Postal Address / Contact information:
Department of Clinical Speech and Language Studies,
7 – 9 South Leinster Street, Dublin 2

Telephone:
 01-896 1496

The main contact for the department is through **Reception Office (9-5pm)**.

Open Hours

During Lecture Term, several rooms on the ground floor will be open to students. There is a dedicated 'Student Room' which students can use without booking. There are also separate study rooms which students must book in advance. Please book room on link below:
https://tcdud-my.sharepoint.com/:x:/r/personal/cjagoe_tcd_ie/_layouts/15/Doc.aspx?sourcedoc=%7B354E1ABE-9627-43EA-BA06-3B600D8C4A3B%7D&file=Room%20Bookings%202022-23%20year.xlsx&wdLOR=cBF9DCBD4-32DB-4398-9DE1-8A211C4C8EEB&action=default&mobileredirect=true

The ground floor is open at the following times:

Monday – Friday: 9.00 a.m. – 4.45 p.m.

Lectures may be scheduled in the teaching room on the first floor (Room 103-104) after that time, as noted in student timetables. Students are responsible for removing their belongings from all ground floor rooms **before** the lock-up time.

Outside normal lecture term, and particularly over the summer months, restricted opening hours apply. Students are advised to arrange prior appointments with staff, and to check whether they may be able to access any equipment required, before coming to the Department during these periods.

The building is closed to students at weekends and Public Holidays.

> Please ensure you read the **Safety Information** included in this handbook and familiarise yourself with safety procedures within the building.

Term Dates

Academic Year Structure 2023-2024.
For information on the dates for 2023-2024 please see: https://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf correct link to 2023-2024 AYS YC

Key Assessment Dates

Week Commencing	
18-Sep-23	Orientation
25-Sep-23	Michaelmas teaching term begins
23-Oct-23	Reading Week
04-Dec-23	Revision Week
11-Dec-23	Assessment* Michaelmas term ends Sunday 17 December 2023/Semester 1 ends
18-Dec-23	Christmas Period - College closed 22 December 2023 to 1 January 2024 inclusive
08-Jan-24	Foundation Scholarship Examinations^
15-Jan-24	Marking/ Results
22-Jan-24	Hilary teaching term begins
04-Mar-24	Reading Week
15-Apr-24	Revision ←Hilary Term ends Sunday 21 April 2024
29-Apr-24	Assessment*
06-May-24	Marking/ Results- from 06-May-2024 to 24-May-2024

* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks.
^ Note: it may be necessary to hold some exams in the preceding week.

Staff Information, Roles and Contact Details

Head of School (SLSCS)……………………………………………………Professor Lorna Carson
Head of Discipline CSLS…………………………………………………Dr. Julie Regan
Director of Teaching and Learning (Undergraduate)…………………Professor Margaret Walshe
Teaching and Learning (Postgraduate)…………………………………Dr. Kathleen McTiernan
Director of Research……………………………………………………Professor Nathan Hill
Head of Discipline CLCS…………………………………………………Dr. Breffni O'Rourke

Members of staff can be consulted individually, or at the regular staff meetings that Class Representatives may attend. Each member of staff has many different responsibilities, and it can often be difficult to meet with a student unless an appointment has been pre-arranged. Effective time management is a life skill that will stand you in good stead throughout your student and professional career. Some questions are more easily answered if you check through the various handbooks you have been given (or the relevant web pages/Blackboard etc.), before trying to consult with a staff member in person.

Contact Information

Often email is the most efficient and effective way of making an appointment with individual members of staff. Contact information is as follows (all offices are at 7 – 9 South Leinster Street unless otherwise stated):

Name	Tel. numbers	Email	Room No
Dr. Julie Regan **(Head of Discipline)**	01 896 1492	juregan@tcd.ie	108
Dr. Caroline Jagoe (research leave Michaelmas Term)	01 896 4029	cjagoe@tcd.ie	102
Professor Margaret Walshe	01 896 2382	walshema@tcd.ie	109
Dr. Yvonne Lynch	01 896 1198	lynchyv@tcd.ie	121
Dr. Ciaran Kenny	01 896 4370	ckenny9@tcd.ie	105
Dr. Paul Conroy	01-896 2420		107
Dr. Kathleen McTiernan	01 896 2947	kathleen.mctiernan@tcd.ie	110
Dr. Amy Connery (Maternity Leave 2023-2024)	01 896 2027	connerya@tcd.ie	106
Sinead Kelly *(Practice Education Co-ordinator)*	01 896 1336	skelly42@tcd.ie	103
Yvonne Canning (Executive Officer)	01 896 1588	canningy@tcd.ie	101
Brendan McFadden (Executive Officer)	01 896 1496	cslssec@tcd.ie	Reception/ Administration

Members of Staff

Dr. Julie Regan: Head of Discipline and Associate Professor in Speech and Language Pathology; lectures on dysphagia, dysarthria, and adult neurology. Postgraduate MSc supervision and PhD supervision in the field of dysphagia. Research areas in adult dysphagia, focusing on the instrumental evaluation of swallowing, with a focus on videofluoroscopy, endoscopy, the functional lumen imaging probe (FLIP) and high-resolution manometry. Main research interests are in neurogenic and oesophageal dysphagia and the efficacy of swallow rehabilitation in both populations.

Dr. Caroline Jagoe: Associate Professor in Speech and Language Pathology; lectures on acquired language and communication disorders within the undergraduate and postgraduate programmes (this teaching is covered by Amy Rennie, Teaching Fellow, during Caroline's IRC Laureate Award 2023-2027); human rights, disability and health. Main research interest include disability inclusion in humanitarian settings; disability rights and international law; communication partner training; clinical applications of relevance theory.

Professor Margaret Walshe: Director of Teaching and Learning Undergraduate and
Professor in Speech Language Pathology, lectures on dysphagia, research methods and evidence-based practice within the undergraduate and postgraduate courses. Supervises PhD and postgraduate M.Sc projects in evidence based practice, dysarthria and dysphagia. Main research interests include evidence-based practice; neurogenic dysphagia, outcome measurement in communication and swallowing disorders.

Dr. Amy Connery: **(on maternity leave 2023-2024)** Assistant Professor; lectures on speech sound disorders and stuttering, and supervises senior sophister research projects. Main research interests are: stuttering in children and adults, therapeutic alliance, evidence-based practice, and participatory research.

Dr. Paul Conroy: joining the department as an Associate Professor in October 2023 with teaching/research interest in aphasia, dysarthria, discourse and writing therapy.

Dr. Yvonne Lynch: Assistant Professor; lectures on foundation clinical skills, developmental language and communication disorders and supervises senior sophister projects. Main research interests are: Augmentative and Alternative Communication, language intervention and clinical decision making.

Dr. Kathleen McTiernan: Director of Teaching and Learning Postgraduate and Assistant Professor in Psychology; lectures on social and developmental psychology; cognitive neuropsychology; research and statistics, research design and counselling. Dr. McTiernan also coordinates the Sophister research projects. Main research interests include multilingualism, language learning, education, and wellbeing.

Dr. Ciarán Kenny: Assistant Professor in Speech and Language Pathology. Programme Director of taught M.Sc and Postgraduate Diploma programmes. Teaches and examines at undergraduate level on topics including voice and dysphagia. Clinical and research interests in voice and swallowing disorders including: voice diagnostics, laryngopharyngeal reflux, dysphagia within oncology and palliative care populations.

Sinéad Kelly: Practice Education Coordinator. Sinéad coordinates the practice education modules and oversees the practice education curriculum which includes clinical placements, workshops, clinical exams, and tutorials. Sinéad's main clinical interests are in early identification of speech language and communication needs in babies and toddlers, clear and accessible information, and infant mental health.

Éadaoin Flynn (0.3 Assistant Professor in Speech and Language Pathology). Her research interests are dysphagia and Neurology and her undergraduate teaching will be in Ethics and Professional studies and Evidence Based Practice.

Yvonne Canning. Executive Officer in office 101

Brendan McFadden. Executive Officer/Reception

In addition to the full-time members of staff, some lecturers from other Departments in College contribute to the courses given in the Department, as do practising Speech and Language Therapists and other professionals.

> Please keep the Executive Officer and your Tutor informed of your up-to-date address and contact number.
> Notify the Student Records Office if you change address.
> Do not use the Department's address for your personal mail.

Roles and Responsibilities

1. The Director of Teaching & Learning (Undergraduate) is Professor Margaret Walshe. This member of staff has responsibility for, for example, course development and promotion; articulating the position of the School in student cases and - together with the Head of School and Heads of Discipline - ensuring adequate teaching infrastructure and examination of modules.

2. The Head of Discipline (Dr Julie Regan) coordinates the programme as a whole and acts as a point of contact for students, specifically for queries which cannot be addressed by module coordinators or year coordinators.

3. The Module co-ordinator acts as the contact person for student representatives in relation to module-relevant academic queries, coordinates external lecturers, monitors student attendance, through reports submitted by individual lecturers from attendance taken at PBL group meetings, lectures, seminars and tutorials and liaises directly with the Head of Discipline (Dr Julie Regan) and Director of Undergraduate Teaching and Learning (Professor Margaret Walshe), as necessary.

Student Queries Roadmap

Question about timetable?	• Contact Yvonne Canning • canningy@tcd.ie
Question about module assessment/examination?	• Contact module co-ordinator (see module handbook/BB) • *To avoid multiple queries, please direct questions via your **class rep***
Question about room booking?	• Contact Brendan McFadden • mcfaddbr@tcd.ie
Placement query?	• Contact the Practice Education Coordinator (PEC) • clinicalspeech_pec@tcd.ie
Question about an extension/deferral/appeal?	• Contact your College Tutor • https://www.tcd.ie/seniortutor/students/
Questions about previous exam papers/Foundation Schol?	• Contact Academic Registry • https://www.tcd.ie/academicregistry/exams/
Question about study tips?	• Contact the Centre for Academic Practice • https://www.tcd.ie/academicpractice/
Plagiarism advice?	• https://libguides.tcd.ie/plagiarism

Please note: Further information on all of the above can be found in your administration module in Blackboard https://mymodule.tcd.ie/ Module code: **SLU11000**

General Department Information

Student Support and Services

It is really important that you are aware of the student support services that are available to you during your time in College www.tcd.ie/studentservices

 The Student Support Services have put together a Student Services Booklet https://www.tcd.ie/students/assets/pdf/Student%20Services%20Booklet%20(web%20version).pdf so that you can see at a glance the services that can help smooth your path through College. You are encouraged to access whatever service or help you need and whenever you need it. As the name suggest, these are your services, so don't be afraid to use them.

Senior Tutor and Tutorial Service

Your Tutor

Undergraduate students are assigned a College Tutor when they are admitted to College. On registering you should have received a handbook describing the role of the tutor. Please refer to this for general information relating to the role of the Tutor https://www.tcd.ie/seniortutor/

What is a Tutor?

A Tutor is a member of the academic staff who is appointed to look after the general welfare and development of the students in his/her care. Whilst the Tutor may be one of your lecturers, the role of College Tutor is quite separate from the teaching role. Tutors are a first point of contact and a source of support, both on arrival in College and at any time during your time in College. They provide **confidential** help and advice on personal as well as academic issues or on anything that has an impact on your life. They will also, if necessary, support and defend your point of view in your relations with the College.

For example, you would contact your Tutor for help and advice on issues such as: course choices; exam results; family conflicts; bereavement; financial difficulties; taking a year out, and other issues. Please note however, that the Tutor is not a supervisor of studies.

Students are advised to check the Student Information System to identify their own College Tutor who has been assigned to them. For further information, please refer to:
Web: https://www.tcd.ie/seniortutor/students/undergraduate/

Mature Student Office

The Mature Student Office in Trinity College is part of the Trinity Access Programmes (TAP). The Mature Student Office provides advice and support to both prospective and current undergraduate mature students.
Telephone: +353 1 896 1386
Email: mature.student.officer@tcd.ie

Co-Curricular Activities

Student life extends far beyond the classroom. Joining a society or sports club will help you take advantage of everything College has to offer to create the "Trinity Experience". Whether you are a recreational athlete or an elite competitor, there is a club to suit you. Choose from over 50 sports clubs in a range of disciplines.

If you are not into sport, Trinity has over 120 Societies which attract dynamic members from all over College. From arts, culture, politics and debating to voluntary work, advocacy and music, you are sure to find your niche.

Membership of these clubs and societies will provide you with an opportunity to integrate your knowledge, skills and competencies, acquired through the taught curriculum with what you have learned in the lecture room.
http://www.trinitysocieties.ie
https://www.tcd.ie/Sport/student-sport/clubs/

Dublin University Central Athletic Club - DUCAC

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. DUCAC is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. An Executive Committee and other sub-committees oversee the business affairs of DUCAC, including the Pavilion Bar. DUCAC receives funding from the Capitation Committee at the University and supplements its income with a percentage of profits from the Pavilion Bar. https://www.tcd.ie/Sport/student-sport/student-representation/ducac/

Support Provision for Students with Disabilities

Trinity has adopted Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity apply for reasonable accommodations with the Disability Service https://www.tcd.ie/disability/ in their student portal my.tcd.ie. Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares a Leaning Educational Needs Summary (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Summary of Student Support Websites

Student Services Website: www.tcd.ie/studentservices
Student Services Booklet: https://www.tcd.ie/students/assets/pdf/Student%20Services%20Handbook.pdf
Senior Tutor and Tutorial Service: https://www.tcd.ie/seniortutor/
Trinity Disability Service: http://www.tcd.ie/disability/
Mature Student Office: https://www.tcd.ie/maturestudents/
Careers Advisory Service: http://www.tcd.ie/Careers/
Graduate Studies Office: http://www.tcd.ie/graduatestudies

Examination accommodation and deadlines

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

Semester 1 Assessment and Foundation Scholarship 2023-2024

11-Dec-23	Assessment*
18-Dec-23	Christmas Period - College closed 22 December 2023 to 1 January 2024 inclusive
08-Jan-24	Foundation Scholarship Examinations^
15-Jan-24	Marking/ Results

Semester 2 Assessment 2023-2024

29-Apr-24	Assessment*
06-May-24	Marking/Results (Monday, Public Holiday)
27-May-24	←Trinity Term ends Sunday 2 June 2024/Semester 2 ends

* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks. ^ Note: it may be necessary to hold some examinations/assessments in the preceding week.
Dates subject to change according to prevailing national government and health guidelines and restrictions

Student responsibilities for departmental assessments/course tests
Students are required to initiate contact with the School/Department and request reasonable accommodations as **per their LENS report, or email received following their needs assessment for particular assessments** for School/ Department administered assessment. Students are advised to make contact **at least two weeks prior** to the assessment date to enable adjustments to be implemented.

Professional Learning Education Needs Summary - PLENS
Students with disabilities on professional courses in receipt of reasonable accommodation provided by College the Disability Service will be issued a PLENS report and are provided with supports such as examination and academic reasonable accommodations. In the background section of the PLENS the following text is included:

Student is encouraged to discuss any disability supports required on professional course and placement with the Academic contact and/or Placement Co-ordinator of their course. Student can be referred back to Disability Service for placement planning supports - Level 2 - Placement Planning, if and when required.

Students are encouraged to speak with the placement co-ordinator if they are unsure of any needs for placement supports. Students can be referred back to Disability Service for placement planning supports, if and when required.

More Information on placement supports offered are linked:
https://www.tcd.ie/disability/support-and-resources/placementinternship-planning/
Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy:
www.tcd.ie/teaching-learning/academic-policies/assets/Reasonable-Accommodations-Policy_April%202023.pdf

Student Representation Structures

Student information System (SITS)
Access via my.tcd.ie: https://my.tcd.ie

College operates a student information system which is accessible to all staff and students via the web portal my.tcd.ie: https://my.tcd.ie

This means that almost all communications from College are sent to you via your online portal which will give you access to an 'in-tray' containing your messages. You will also be able to view your timetables online, both for your teaching and for your examinations. All fee invoices/payments, student levies and commencement fees are issued online, and all payments are carried out online. You will be able to view your personal details in the new system – some sections of which you will be able to edit yourself. End of year examination results will be communicated to you via the online portal.

Student Representation
The Department of Clinical Speech and Language Studies is the longest-established course in Speech and Language Therapy in Ireland. Currently, the Department offers a four-year honours degree leading to a BSc Clinical Speech & Language Studies, as well as a suite of taught MSc and Postgraduate Diploma courses, covering a range of specialist topics including voice, child language, acquired language disorders, AAC and dysphagia. In addition, postgraduate students pursue research degrees (MSc and PhD), under the supervision of staff within the Department.

Student representation is welcomed at many different levels within the Department and the School. Two student representatives should be elected by your class at the beginning of each academic year. Further information on Trinity College Dublin, Students' Union can be found at the following link https://www.tcdsu.org/?view=article&id=34:run-for-class-rep&catid=14.

Departmental meetings
Each year group is entitled to elect two class representatives to attend departmental meetings, held twice each term. At this forum, representatives are invited to contribute to discussions on matters relevant to undergraduate education within the Department, and to raise any concerns on behalf of their year group. **Students are asked to advise Yvonne Canning, Executive Officer, of the elected representatives as soon as possible email:** canningy@tcd.ie

Clinical Forum
A Clinical Forum is held each term to discuss any matters relating to the practice education programme that may arise during the academic year. Students are invited to nominate two representatives (who need not be the class representatives) to present their views at these meetings. One meeting is scheduled each term attended by two student representatives from each year and two staff members. There is no obligation to attend but SF, JS and SS years are encouraged to ensure they are represented. To facilitate discussion, students should submit items for discussion to Yvonne Canning, Executive Officer email: canningy@tcd.ie (at least two days prior to the meeting).

School Committee meetings
Two student representatives are entitled to represent the student body at the School Committee meeting, held on the last Tuesday morning of each term, one representative of the Freshman students (JF & SF) and one representative of the Sophister students (JS & SS). Students are asked to advise the Executive Officer of the elected representatives as soon as possible at the beginning of term, so that their names can be forwarded to the School Committee.

School Executive meetings
One representative of the Sophister students is entitled to represent undergraduate students at meetings of the School Executive.

Individual meetings with staff
Students who are asked to meet with staff for feedback on performance within the programme are welcome to invite a peer or their College Tutor to accompany them as an observer. Where there are other participants involved in the meeting, procedures to address confidentially must be agreed at the start of the meeting.

Please note:
All students must behave in a courteous and professional manner towards all staff, which extends to all interactions including e-mail or phone correspondence.

College Student Representation Structures
Trinity College values student representation and input at all levels of the College's committee and decision-making structures. The Students' Union and Graduate Students' Union take responsibility for electing and appointing representatives for each level. These elected representatives have responsibility for raising the issues affecting their constituency with the relevant College authorities.
https://www.tcdsu.org

Fitness to Practice Committee

Clinical education is a vital component of educational programmes that enable health care students to achieve both academic and professional qualifications on graduation. The achievement of these outcomes is dependent on partnerships between the Higher Education Institutions (HEIs), Health Service Executive (HSE) and the health service agencies at managerial level but is more keenly dependent on good working partnerships between those directly involved in delivering learning opportunities to students in colleges and clinics

> It is important to remember that at all times in this process, clients' and patients' interests and safety take precedence over students' education.

The School Fitness to Practice Committee is convened as required, at the request of a Head of Discipline, to consider matters of concern in relation to professional practice. https://www.tcd.ie/about/policies/fitness-to-practice-policy.php

Dignity and Respect Policy https://www.tcd.ie/hr/assets/pdf/dignity-and-respect.pdf

Trinity College strives to create an environment that is supportive and conducive to work and study. The Department of Clinical Speech and Language Studies promotes, and is committed to, supporting a collegial environment for its staff, students and other community members, which is free from discrimination, bullying, harassment and sexual harassment.

The College Dignity and Respect Policy, developed in partnership with the College group of trade unions, have a strong preventative focus and highlights that staff and students have a duty to maintain an environment in which the dignity of everyone is respected. Our goal is to ensure that all interactions with staff and students reflect respect for the individuals involved. This policy extends to outside clinical settings where students may be placed.

The Trinity College policy includes practical advice on tackling communication breakdowns or inter-personal disputes. The policy also sets out a framework for complaint resolution using informal and formal procedures and through the use of mediation. The policy also contains useful information on support sources for all parties to a complaint.

See also: https://www.tcd.ie/about/policies/Student%20Complaints%20Procedure.php

Data Protection and GDPR

As a student in the University, you may be collecting and storing personal information as part of your job role, studies or research. You have a responsibility to ensure that the data is stored and processed appropriately and securely. So, as you can protect the data entrusted to you, follow the top 10 tips below:

Top 10 Tips for Data Protection

1. Become familiar with Trinity's Data Protection policy and procedures. These can be accessed on the website at https://www.tcd.ie/dataprotection/
2. Complete Trinity's Data Protection training, either in person or via podcast.
3. Do not retain excess data, only record the precise data that you need
4. Keep data up-to-date and accurate
5. Keep data safe and secure: keep offices/filing cabinets locked, password protect your computer or other computing devices, update the software on them regularly and use antivirus software to keep them free from threats. See www.tcd.ie/itservices for further information.
6. Remembering passwords can be difficult but passwords are often the sole keys to accessing your information and are fundamental to your security. Passwords need to be long, complex, unique and not easy to guess, so no dictionary words, names or dates of birth.
7. Back up digital files regularly and securely; use encryption where appropriate to protect the data from unauthorised access.
8. Do not disclose personal data to a third party, even at the request of the data subject's family or friends, without the data subject's consent.
9. Regularly review the data you hold and dispose of data you no longer need by confidential shredding or deletion. Don't forget your deleted items folder and recycle bin, and take appropriate steps to clear hard drives on computers, tablets and phones before disposal
10. Take extra care with sensitive data such as medical or financial information, and only store sensitive data on laptops or devices, which are password-protected and have suitable encryption software in place.

Remember IT Services are always available to advise you on how to manage data securely. We can advise on encryption techniques, evaluate IT partners' products and services, or review your current arrangements and advise on any improvements that may be necessary.

GDPR

The EU-GDPR is now in force. It was transcribed into Irish law by the Data Protection Act 2018 on 24th May 2018. All staff and students who process personal data have a responsibility to the individuals about whom they process that data and must be accountable for the data they use.

See: https://www.tcd.ie/info_compliance/data-protection/gdpr/
https://www.hse.ie/eng/gdpr/

Programme Regulations

Code of Professional Conduct and Ethics

Students are expected to join the Irish Association of Speech & Language Therapists (IASLT) and to be familiar with their Code of Ethics. Students are strongly advised to consult CORU's Code of Professional Conduct and Ethics (2019) (See: https://www.coru.ie/files-codes-of-conduct/sltrb-code-of-professional-conduct-and-ethics-for-speech-and-language-therapists.pdf and Guidance on conduct and ethics for students (HCPC UK) (extracts below but read the document in full at: http://www.hpc-uk.org/standards/standards-of-conduct-performance-and-ethics/

o   You should always act in the best interests of your service users.
o   You should respect the confidentiality of your service users.
o   You should keep high standards of personal conduct.
o   You should provide any important information about your conduct, competence or health to your education provider.
o   You should limit your study or stop studying if your performance or judgement is affected by your health.
o   You should keep your professional knowledge and skills up to date.
o   You should act within the limits of your knowledge and skills.
o   You should communicate effectively with service users and your education provider and placement providers.
o   You should get 'informed consent' from service users to carry out any intervention, except in emergencies.
o   You should keep accurate records on service users.
o   You should behave honestly.
o   You should make sure that your behaviour does not damage public confidence in your profession.

Students are expected to take responsibility for their own learning during all stages of the practice education programme by:
o   Acquiring an adequate knowledge base for placements.
o   Working actively to develop professional knowledge, skills and attitudes.
o   Reflecting on developing professional knowledge and skills.
o   Practicing honest self-evaluation of performance and professional behaviour.
o   Identifying learning needs.
o   Communicating needs to clinical educators
o   Accepting feedback from clinical educators and modifying behaviour if requested.
o   Respecting client, clinical educators, co-workers and the service
o   Adhere to the Code of Professional Conduct and Ethics at all times

Health and Safety

Security services provide a 24-hour service to the College community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of emergency.

Should you require any emergency or rescues services on campus, you must contact Security Services. This includes personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In case of emergency).

First Aid

All Freshman students are encouraged to take a course in First Aid, in their own time. The following Agencies offer First Aid courses: St. John's Ambulance Brigade of Ireland, 29 Upper Leeson Street, Dublin 4, Telephone: 6688077 and Order of Malta – Ireland, St. John's House, 32 Clyde Road, Dublin 4, Telephone: 01 6140035.

All students must read and sign the Departmental Health and Safety Statement. The statement is available for reading and signing at Reception. This is also available in your Foundation Clinical Skills module on Blackboard. For other years this should be in their Practice Education module.

> **In the event of an emergency, dial security services on extension 1999**

HEPATITIS B immunisation is COMPULSORY for all CSLS students. Failure to be appropriately immunised **WILL PRECLUDE** ATTENDANCE at some clinics.

HEALTH SCREENING AND VACCINATION REQUIREMENTS AT TCD

1.   All students, upon accepting their offer must contact their local immunisation office, local GP or their parents to obtain their childhood immunisation records and upload them to the online Health Screening Portal https://www.tcd.ie/collegehealth/healthscreening/

2.   Students must return satisfactory proof from their registered GP or Trinity College Health that they are not currently infected with Hepatitis B (core and surface antigen) or C. In the case of a positive result from the above, a student must demonstrate a negative Hepatitis B e-antigen (HBeAG) and HBV-DNA viral load or a negative PCR test for Hepatitis C RNA.

3.   Students must show they have been vaccinated for Pulmonary Tuberculosis (TB) with evidence of a BCG scar which their registered GP or Trinity College Health must record. If they do not have a visible scar, their registered GP or Trinity College Health will be required to carry out an IGRA (Interferon Gamma Release Assay) test.

4. Students must ask their registered GP or Trinity College Health to certify their immunity to Chickenpox, Measles, Mumps and Rubella (MMR). With regard to MMR, serology is not acceptable. The student must have evidence of 2 MMR vaccinations. Varicella serology is acceptable but, if negative, Varicella vaccination is required.

5. Students entering the following disciplines, Medicine, Dentistry, Occupational Therapy, Physiotherapy, Clinical Speech and Language Studies, Radiation Therapy, Human Nutrition and Dietics, will also be required to seek vaccination against influenza each year, this may be provided by the hospitals, Trinity College Health or students own GP.

6. Trinity will only accept an original test result from a recognised medical establishment, stamped and authorised by a qualified official and carried out not more than nine months prior to entry. The University reserves the right in all cases to require a confirmatory test in a testing centre of its own choosing.

7. Overseas applicants are advised to undergo testing in their home country and to post the results directly to their department of study ASAP. Incomplete documentation will not be accepted. Failure to complete all Trinity health screening requirements by the 26th October may result in a student being withdrawn from their course and a re-admission fee will apply.

8. Precautions against infectious diseases are governed by the Blood Borne Viruses (BBV) regulations which have been agreed by the Medical Schools of Ireland and represent the consensus view of the Council of Deans of Faculties of Medical Schools in Ireland.

9. Before commencing clinical contact with patients, students may be required to undergo further testing to determine the effectiveness of their immunity to Hepatitis B. Depending on the results of the tests, students may be required to complete a series of vaccinations or obtain a booster. Full details will be provided following registration.

10. Covid 19: all incoming students will be required to provide proof of vaccination to your school. Please provide your relevant school with proof of vaccination, please send to Yvonne Canning canningy@tcd.ie

TCD Health Screening and Vaccination booklet 2023-2024
https://www.tcd.ie/students/orientation/undergraduates/health-screenings.php
The Departmental Executive Officer, will provide all JF students with a document detailing the vaccination requirements, if you have any queries, please contact **Yvonne Canning canningy@tcd.ie**

Department Facilities*
There are a number of departmental facilities, as outlined below. Students are reminded of the extensive library and computer facilities provided across the campus.

Students' Preparation Area
Room 006, Ground Floor, may be used by students for work in connection with the course - studying, preparing clinical materials etc. Materials left after the end of term will be removed. Please ensure that this room is kept clean and tidy and remove any food or drink items as you leave.

Computers

Students may use the computer facilities in the Department for course work only. **Printing facilities are not available in the Department for general work.** Three computers are situated in Student Preparation Room as well as in the two clinic rooms (Room 002 and Room 004) and three seminar rooms (Rooms: 005/ 103/ 104).

Clinic Rooms

The clinic rooms 002 and 004 (ground floor) may be booked for PBL tutorial groups by students. The executive officer in Reception keeps the room booking sheets and all bookings must be made through this staff member. **Students may not bring food or drinks (other than water) into the clinic rooms**.

Lectures

Lectures are given in shared teaching space within College and within the Department (7 – 9 South Leinster Street) where appropriate - see your notice board. Lectures begin on the hour and end at 10 minutes to the hour. **Students may not bring food or drinks (other than water) into the lecture rooms.**

Students are reminded that the **use of mobile phones during lectures/clinics is strictly prohibited**. Phones must be switched off in lecture/clinic rooms. Students who are using mobile phones to keep time, or as stopwatches must ensure that the phone call function is not active, unless explicitly requested by the Lecturer/Practice Educator.

Notice Boards

Each Year Group has a special notice board in the **Student Preparation Area**. These should be consulted often for information about timetable, placements, supervision etc. Notes for individual students from staff may be left on notice boards; please check regularly. **Please do not use these notice boards for personal messages etc.**

Tests and clinical equipment

Tests and clinical equipment may be borrowed for use on-site only and booked out in the Test/Equipment Booking Diary. Please treat all tests and clinical equipment with the utmost care as they are extremely expensive to replace, given their specialist nature. All tests and clinical equipment must be returned to the correct location immediately after use. Please ensure all components of the test are returned in the folder (e.g. test manual, booklet, sample test form etc.). Incomplete tests should be returned to the executive officer in Reception with a note indicating missing component(s).

Graduate Attributes

The Trinity Graduate Attributes represent the qualities, skills and behaviours that you will have the opportunity to develop as a Trinity student over your entire university experience, in other words, not only in the classroom, but also through engagement in co- and extra-curricular activities (such as summer work placements, internships, or volunteering).

To **Act** Responsibly

A Trinity Graduate

- Acts on the basis of knowledge and understanding
- Is self-motivated and able to take responsibility
- Knows how to deal with ambiguity
- Is an effective participant in teams
- Has a global perspective
- Is ethically aware

To **Develop** Continuously

A Trinity Graduate

- Has a passion to continue learning
- Builds and maintains career readiness
- Commits to personal development through reflection
- Has the confidence to take measured risks
- Is capable of adapting to change

To **Think** Independently

A Trinity Graduate

- Has a deep knowledge of an academic discipline
- Can do independent research
- Thinks creatively
- Thinks critically
- Appreciates knowledge beyond their chosen field
- Analyses and synthesises evidence

To **Communicate** Effectively

A Trinity Graduate

- Can present work through all media
- Is expert in the communication tools of a discipline
- Connects with people
- Listens, persuades and collaborates
- Has digital skills
- Has language skills

Why are the Graduate Attributes important?

The Trinity Graduate Attributes will enhance your personal, professional and intellectual development. They will also help to prepare you for lifelong learning and for the challenges of living and working in an increasingly complex and changing world.

The Graduate Attributes will enhance your employability. Whilst your degree remains fundamental, also being able to demonstrate these Graduate Attributes will help you to differentiate yourself as they encapsulate the kinds of transversal skills and abilities, which employers are looking for.

How will I develop these Graduate Attributes?

Many of the Graduate Attributes are 'slow learned', in other words, you will develop them over the four (or five years) of your programme of study.

They are embedded in the curriculum and in assessments, for example, through undertaking independent research for your final year project, giving presentations and engaging in group work.

You will also develop them through the co-curricular and extra-curricular activities. If you help to run a club or society you will be improving your leadership skills, or if you play a sport you are building your communication and team-work skills.

Programme Overview and Learning Outcomes

The professional honours degree course in Clinical Speech and Language Studies provides recognition to practise as a Speech and Language Therapist in Ireland. Successful graduates are eligible to apply for membership of the **Irish Association of Speech & Language Therapists (IASLT) and the Royal College of Speech & Language Therapists (RCSLT),** as well as for registration with the **Health & Care Professions Council (HCPC)** in the UK. The undergraduate programme received full professional accreditation from the IASLT on a regular basis with the most recent evaluation completed in 2021.

CORU, the Health and Social Care Professional Council opened its registration board for speech and language therapists on October 31st, 2014. The undergraduate programme at Trinity has been granted Qualification and Programme Approval (most recently in 2019). Graduates of the programme are eligible to apply for registration with CORU. See
http://www.coru.ie/en/about_us/what_is_coru

Given that students are bound by a code of professional conduct and ethics when on clinical placement, students are advised to consult CORU's Code of Professional Conduct and Ethics
see:

Programme Structure and Workload

Students are required to successfully complete all modules within the programme. Students who are successful in their Junior Sophister examinations and who successfully pass 60 ECTS in the Junior Sophister year may be permitted to graduate with the ordinary B.A. degree if they choose not to complete the four-year degree course and provided that a special recommendation to that effect is made by the Court of Examiners. **The ordinary B.A. degree does not carry a license to practise and graduates with this degree are not eligible to register with the Health and Social Care Professionals Council (CORU).**

The calculation of the degree award will be based on marks achieved in the final two years of the programme (Junior Sophister and Senior Sophister) on a 30/70 basis, for students first registering in the academic year 2018-19. Reassessment is available in all years. Students are permitted to repeat all years. Students should not repeat any academic year more than once within the degree programme and may not repeat more than two academic years within the degree programme. The maximum number of years to complete the undergraduate degree is six years. See
https://www.tcd.ie/calendar/undergraduate-studies/faculty-of-arts-humanities-and-social-sciences.pdf
Socrates opportunities

The Department has strong links with a range of European partners and has participated in a Thematic Network for many years. This network affords students the opportunity to participate in in the Speech Language Pathology –International (SLP-IN), a week long Summer School for SLT students, typically in the latter half of August every year. Participation in this activity is contingent on the student body participating in one fundraising event each year. In addition, the Department supports student exchange agreements, where appropriate recognition of academic work can be facilitated. Dr Duana Quigley is one of the co-ordinators for the Intensive Programme.

European Credit Transfer System (ECTS)
The European Credit Transfer and Accumulation System (ECTS) is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full time study over one academic year is 60 credits. In College, **1 ECTS unit is defined as 20-25 hours** of student input. Therefore, a 10-credit module is designed to require 200- 250 hours of student input, including class contact time and assessments. The College norm for **full- time** study over one academic year, at **undergraduate level**, is 60 credits. The Trinity academic year comprises 40 weeks from the start of Michaelmas Term to the end of the Annual Examination period. **ECTS credits are awarded to a student only upon successful completion of the course year**. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

Timetables
Timetables are available to students to access from the my.tcd.ie portal and a hardcopy will also be provided. These are subject to minor changes over the academic year.

Programme Learning Outcomes
The following programme outcomes for the degree B.Sc.in Clinical Speech & Language Studies have been developed referencing: (i) discipline-specific competencies (the National Clinical Competencies developed by the Therapy Advisory Unit of the Department of Health and Children and ratified by the IASLT; (ii) institutional level descriptors (TCD Calendar, Part 1); national descriptors (the NQAI National Qualifications Framework), Level 8; and European requirements (the 'Dublin Descriptors'). The outcomes comprise both discipline-specific and generic competencies and attributes. On successful completion of this programme, students will be able to:
1. Understand their scope of practice, their own role and the role of other professionals in healthcare and educational settings.
2. Think independently, critically interpret, reflect upon and apply the evolving knowledge base in communication, swallowing disorders and associated disorders and relate this knowledge to evidence-based clinical decision-making.
3. Understand the values and principles of team dynamics within clinical practice and apply relevant principles to the planning and delivery of assessment, diagnosis and intervention.
4. Communicate effectively, in all media, with the full range of relevant stakeholders, in clinical practice, in professional liaisons and with the wider community.

5. Demonstrate professional autonomy, accountability, responsibility and a commitment to ethical action and social responsibility in professional practice.
6. Demonstrate an ability to work as self-directed autonomous professionals, whilst working professionally and respectfully with others.
7. Think independently and critically and apply core principles of research design and implementation, with some degree of autonomy.
8. Develop continuously, personally and professionally and demonstrate the skills required to sustain intellectual interest and critical thinking.

National Student Clinical Competency Evaluation (SCCE) (2015 revised)

Developing competencies covering all areas of clinical practice including feeding, eating, drinking and swallowing impairments (FEDS) are evaluated using a national form (see Practice Education Handbook). The SCCE form is completed by the student and Practice Educators prior to the mid and end of placement meetings. The mid and end of placement evaluations provide developmental feedback for students. Students can use mid and end of placement feedback to set learning objectives and complete future learning plans.

Below are the 20 national clinical competencies and the 10 professional conduct competencies.

1.	Collects and collates relevant client-related information systematically from case history, interviews and health records.
2.	Applies theory to practice in the selection of formal and informal assessment procedures and tools appropriate to clients' needs, abilities and cultural background.
3.	Administers records and scores a range of assessments accurately.
4.	Analyses, interprets and evaluates assessment findings using the professional knowledge base and client information.
5.	Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge.
6.	Makes appropriate recommendations for management based on a holistic client profile.
7.	Demonstrates understanding of the indicators and procedures for onward referral.
8.	Reports assessment findings orally in an appropriate professional manner to client / carer and team members.
9.	Presents accurate written client reports conforming to professional and legal guidelines and appropriate to the needs of all recipients.
10.	Demonstrates the ability to provide clients and carers with information in appropriate formats to facilitate decision making and informed consent.
11.	Demonstrates the ability to consult and collaborate with clients / carers when developing management plans.
12.	Determines care pathway for clients based on client needs, service resources and the professional evidence base
13.	Recognizes the roles of other team members and consults and collaborates appropriately to develop and implement client management plans.
14.	Writes holistic management plans incorporating short and long term goals in session, episode and discharge plans.
15.	Maintains precise and concise therapy records, carries out administrative tasks and maintains service records.

16.	Implements therapy using theoretically grounded, evidence based techniques and resources.
17.	Introduces, presents and closes all clinical sessions clearly in a client-centred manner.
18.	Demonstrates appropriate communication and therapeutic skills during all interactions including: o Observes, listens and responds to client/carer. o Uses appropriate vocabulary and syntax. o Uses appropriate intonation, volume and rate. o Uses appropriate modelling, expansions and recasting. o Uses appropriate and varied prompts and cues.
19.	Provides appropriate verbal and non-verbal feedback and direction to client / carer / team member on performance during a clinical interaction.
20.	Continuously evaluates intervention efficacy and modifies intervention and discharge plans as required.

Professional Conduct

1.	Behaves with honesty and integrity before, during and after practice placements in all placement-related matters.
2.	Demonstrates respect for the rights and dignity of all through professional communication with clients, families and relevant professions.
3.	Carries out duties in a professional and ethical manner complying with professional codes of conduct and ethics.
4.	Manages health and well-being to ensure both performance and judgement are appropriate for practice.
5.	Demonstrates respect for the supervisory process by seeking and responding to feedback.
6.	Engages in reflection and reflective practice; critically self-appraising and working to develop own professional competencies.
7.	Demonstrates effective time management i.e. meeting deadlines and punctuality.
8.	Adheres to all legislation related to data protection, confidentiality and informed consent
9.	Adheres to placement provider's policies, procedures, protocols and guidelines in areas such as health and safety, infection control, record keeping, risk management, etc.
10.	Presents an appropriate personal appearance conforming and adhering to all practice placement policies regarding dress code, jewellery and cosmetics.

CORU Domains

The following are the standards of proficiency as set out by CORU. These are the standards required of graduates for the safe and effective practice of speech and language therapy.

Domain 1: Professional Autonomy and Accountability Standard of Proficiency Specific Indicators Graduates will:	
1.1	**Practice within the legal and ethical boundaries of their profession to the highest standard**

a)	Act in the best interest of service users at all times and within the boundaries of their professional proficiencies.
b)	Respect and, so far as possible, uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process.
c)	Provide and articulate professional and ethical practice.
d)	Practise in accordance with current legislation applicable to the work of their profession.
e)	Contribute to the development of effective, ethical and equitable policy and practice, regarding issues addressed by their profession.
f)	Understand the implications of duty of care for service users and professionals.
g)	Understand the principles of professional regulation and the provisions of the Speech and Language Therapists Registration Board Code of Professional Conduct and Ethics.
h)	Manage themselves, their practice and that of others in accordance with the Speech and Language Therapists Registration Board Code of Professional Conduct and Ethics.
1.2	**Practice in a non-discriminatory way**
a)	Acknowledge and respect the differences in beliefs and cultural practices of individuals or groups.
b)	Promote equality and respect, without prejudice, and practise in a culturally competent, non-discriminatory and inclusive manner
c)	Assist in the promotion and implementation of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers with particular reference to the grounds of gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community, other ethnic groups and socio-economic status.
1.3	**Understand the importance of and be able to maintain confidentiality.**
a)	Respect the confidentiality of service users and use information only for the purpose for which it was given.
b)	Understand confidentiality within a team setting.
c)	Understand the limits of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse.
d)	Be aware of data protection, freedom of information and other relevant legislation.
e)	Understand the potential conflict that can arise between confidentiality and whistle-blowing.
1.4	**Understand the importance of and be able to obtain informed consent.**
a)	Demonstrate competence in gaining informed consent to carry out assessments or provide treatment/ interventions.
b)	Understand issues associated with informed consent with individuals with lack of capacity.
c)	Maintain accurate records relating to consent.
d)	Respect the rights of the service user.
1.5	**Be able to exercise a professional duty of care/service**
a)	Recognise personal responsibility for one's actions and be able to justify reasons for professional decisions made.
b)	Understand the need to maintain the highest standards of personal/professional conduct.
1.6	**Be able to practise as an autonomous professional, exercising their own professional judgment.**

a)	Know the limits of their practice and know when to seek advice or refer to another professional.
b)	Recognise the need for consultation and/or supervision.
c)	Be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the situation.
d)	Be able to initiate appropriate resolution of problems and be able to exercise personal initiative.
e)	Recognise that they are personally responsible for and must be able to justify their decisions.
1.7	**Recognise the need for effective self-management of workload and resources and be able to practise accordingly.**
a)	Understand the demands that are placed on the professional practitioner in a given field and the skills required to practise effectively with the workload and available resources.
1.8	**Understand the obligation to maintain fitness to practise.**
a)	Understand the need to practise safely and effectively within their scope of practice.
b)	Understand the importance of maintaining their physical and mental health.
c)	Understand the importance of keeping skills and knowledge up to date over a lifetime of practise.

Domain 2: Interpersonal and Professional Relationships Standard of Proficiency Specific Indicators Graduates will:	
2.1	**Work, in partnership, with service users and their relatives/carers, and other professionals.**
a)	Demonstrate capacity to build and sustain professional relationships as both independent practitioner and collaboratively as a member of a team.
b)	Demonstrate capacity to engage service users and carers in assessment and treatment to meet their needs and goals.
c)	Recognise and understand the concepts of power and authority in relationship with service users.
d)	Be able to make appropriate referrals.
2.2	**Contribute effectively to work undertaken as part of whatever their context.**
a)	Demonstrate professional collaboration, consultation and decision making.
b)	Demonstrate an understanding that relationships with colleagues can impact on service delivery and therefore should be based on mutual respect and trust.

Domain 3: Effective Communication Standard of Proficiency Specific Indicators Graduates will:	
3.1	**Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion.**
a)	Be aware of, understand and modify communication to address the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community, other ethnic groups and socio-economic status.

b)	Be able to select, move between and use appropriate forms of verbal and non-verbal communication, including listening skills, with service users and others.
c)	Demonstrate the ability to produce clear, concise and objective written communication and reports that are appropriate for the intended readers.
d)	Demonstrate an appropriate use of information technology relevant for speech and language therapy practice.
e)	Understand the importance of and demonstrate effective communication with other colleagues (inter-disciplinary communication).
f)	Understand the need to provide service users (or people acting on their behalf) with the information necessary in an appropriate format to enable them to make informed decisions.
g)	Understand the need to use an appropriate interpreter to assist patients/clients/service users where necessary.
3.2	**Understand the need for effective communication throughout the care of the service user**
a)	Recognise the need to use interpersonal skills to facilitate the active participation of service users.
b)	Demonstrate competence in presenting professional judgements and information in a variety of contexts including when conflict and resistance may arise.

Domain 4: Personal and Professional Development
Standard of Proficiency Specific Indicators
Graduates will:

4.1	**Understand the role of reflective practice in relation to personal and professional development.**
a)	Understand the importance of self-awareness and self-reflection.
b)	Be able to reflect critically on personal practice.
c)	Be aware of the relationship between personal life experiences and personal value systems and the impact these can have on one's decision making or actions.
d)	Understand the role, purpose and function of supervision and the importance of seeking supervision of practice.
e)	Actively avail of opportunities for feedback, mentoring and support from colleagues in order to continuously improve personal practice.
f)	Take responsibility for personal and professional development.
g)	Develop and critically review a personal development plan which takes account of personal and professional needs.
h)	Identify and act on opportunities to advocate for the profession and for the professional development of colleagues.
i)	Understand the role of performance management as part of on-going professional development and effective service delivery.
j)	Understand the role of continuing professional development and demonstrate commitment to life-long learning.
k)	Recognise the need to contribute to policy and development of the profession.
l)	Recognise the contribution and value of research in developing evidence informed practice.

Domain 5: Provision of Quality Services
Standard of Proficiency Specific Indicators
Graduates will:

5.1	**Be able to identify and assess service users' needs in relation to speech, language communication.**

a)	Be able to gather appropriate information.
b)	Select and use appropriate and specific assessment techniques: undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment.
c)	Identify conditions that require further investigation, making referrals to other professionals as appropriate.
d)	Analyse and critically evaluate the assessment data and information collected.
e)	Determine a diagnosis and probable outcomes for service users.
f)	Provide feedback on assessment findings to service users and relevant others.
5.2	**Formulate and deliver plans and strategies to meet identified needs of service users.**
a)	Develop appropriate plans, interventions and strategies, according to evidence informed practice, agreed national guidelines, protocols and pathways, in consultation with service users and relevant others.
b)	Establish and document intervention goals, plans and outcome measurements.
c)	Identify resources required to implement effective management/intervention plans.
d)	Implement interventions, monitoring progress and modifying intervention approaches appropriately.
e)	Document and communicate progress, interventions delivered, outcomes and discharge plans.
5.3	**Use research, reasoning and problem solving skills to determine appropriate action.**
a)	Recognise the value of research in the systematic evaluation of practice.
b)	Engage in evidence informed practice, evaluate practice systematically, and participate in audit/review procedures.
c)	Apply knowledge of a range of research and evaluative methodologies, including evidence informed research.
d)	Demonstrate sound clinical/professional decision-making, which can be justified even when made on the basis of limited information.
e)	Demonstrate a logical and systematic approach to problem solving.
5.4	**Draw on appropriate knowledge and skills in order to make professional judgments.**
a)	Understand the need to adjust/adapt their practice as needed to take account of new developments.
b)	Demonstrate an appropriate level of skill in the use of information technology appropriate for speech and language therapy.
5.5	**Formulate specific and appropriate management plans including the setting of timescales.**
a)	Understand the requirement to adapt practice to meet the needs of different service user groups, distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors.
5.6	**Conduct appropriate assessment/diagnostic or monitoring procedures, treatment, therapy or other actions safely and skillfully.**
a)	Understand the need to maintain the safety of service users.
b)	Empower service users to manage their well-being and recognise the need to provide advice to the patient/client/user on self-treatment where appropriate.

5.7	**Implement best practice in record management.**
a)	Use and maintain efficient information management systems.
b)	Keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines.
c)	Understand the need to use accepted terminology in making records.
5.8	**Monitor and review the on-going effectiveness of planned activity and modify it accordingly.**
a)	Gather information, including qualitative and quantitative data that help to evaluate the responses of service users to their interventions.
b)	Evaluate intervention plans using tools and recognised performance/outcome measures. Revise the plans as necessary, in conjunction with the service user as appropriate.
c)	Recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement of programmes.
d)	Recognise important factors and risk management measures, learn from adverse events and be able to disseminate learning.
e)	Make reasoned decisions to initiate, continue, modify or cease interventions/techniques/ courses of action and record decisions and reasoning.
5.9	**Be able to evaluate, audit, and review practice.**
a)	Understand the principles of quality assurance and quality improvement.
b)	Be aware of the role of audit and review in quality management, including the use of appropriate outcome measures.
c)	Monitor and evaluate performance by conducting regular audits and reviews in accordance with national guidelines/best practice and implement improvements based on the findings of these audits and reviews.
d)	Participate in quality assurance programmes where appropriate.
e)	Understand the value of reflective practice and the need to record the outcome of such reflection.
f)	Recognise the value of case conferences and other methods of review.

Domain 6: Knowledge, Understanding and Skills Standard of Proficiency Specific Indicators Graduates will:	
6.1	**Know and understand the key concepts of the bodies of knowledge which are relevant to the profession and demonstrate the ability to apply knowledge to normal and impaired communication at both theoretical and practical levels.**
a)	Demonstrate a critical understanding of relevant biological sciences, human development, social sciences and other related sciences, together with knowledge of health, disease, disorder and dysfunction, appropriate to their profession.
b)	Know and understand the principles and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence informed practise.

c)	Have knowledge of the roles of other professions in health and social care.
d)	Demonstrate an understanding of the theory, concepts and methods pertaining to practice within speech and language therapy.
e)	Understand the theoretical basis of and the variety of approaches to assessment/diagnosis and intervention.
f)	Demonstrate an understanding of the critical importance of effective communication skills for all aspects of participation in society and for an individual's quality of life. Demonstrate an understanding of the potential impact of communication impairment on self-fulfilment and autonomy.
g)	Demonstrate an understanding of the fundamental role eating/drinking/swallowing can play in social participation and the potential impact of an impairment in eating/drinking on health, quality of life and well-being.
h)	Demonstrate an understanding of linguistics, including phonetics, language acquisition, sociolinguistics and all levels of normal speech and language processing.
i)	Demonstrate an understanding of biomedical and medical sciences as relevant to the development and maintenance of speech, language, communication and swallowing.
j)	Demonstrate an understanding of relevant domains of psychology, as relevant to normal and impaired communication, psychological and social wellbeing.
k)	Demonstrate an understanding of sociology in relation to the practice of speech and language therapy, sociology, including its application to educational, health and workplace settings and within multi-cultural societies.
l)	Demonstrate an understanding of educational philosophy and practice and the relationship between language and literacy.
m)	Demonstrate an understanding of therapeutic contexts, models and processes, relevant to the practice of speech and language therapy.
n)	Demonstrate an understanding of developmental and acquired disorders of speech, language, communication and swallowing.
o)	Demonstrate an awareness of the issues and trends in Irish education, social, health and public policy developments that influence speech and language therapy practice.
p)	Demonstrate an awareness of relevant legislation, regulations, national guidelines and standards, findings of enquiries and investigations influencing speech and language therapy practice.
q)	Demonstrate an understanding of the concepts, frameworks and guidelines underpinning ethical speech and language therapy practice in diverse socio-economic and cultural contexts.
r)	Recognise a professional responsibility to advocate on behalf of persons with speech, language, communication and swallowing impairments to support full participation in all aspects of society.
6.2	**Know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual, groups or communities.**
a)	Be able to use knowledge of speech and language therapy to assess and manage people with difficulties in the following areas: • Speech • Language • Communication • Swallowing
6.3	**Have the knowledge and understanding of the skills and elements required to Maintain service user, self and staff safety.**
a)	Understand systems and impact of complexity on service user care.
b)	Understand and be able to manage risk.

c)	Be able to identify, prevent and manage adverse events and near misses and learn from errors.
d)	Understand the importance of communication with service users and staff.
e)	Be aware of applicable legislation e.g., health and safety legislation, employment legislation and relevant national guidelines.
f)	Establish safe environments for practise, which minimises risks to service users, those treating them and others, including the use of hazard control and particularly infection control.
g)	Work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
h)	Undertake appropriate health and safety training.

Programme Regulations

Programme Regulation

Attendance at all lectures, seminars, tutorials, clinical placements, workshops and practicals is **compulsory** for all students in accordance with College regulations and the requirement of the regulatory body, CORU.

- **Lectures**: A signed attendance record will be kept for lectures for each group of students. **A penalty will be applied for unexcused absence from lectures, seminars, tutorials and workshops, including clinical placements and PBL tutorials.** In the case of attendance at lectures, any student who is absent without excuse, **for three or more hours** of any module, regardless of module size, will have **a 5% penalty** deducted from exam paper or CA assignment as applicable for that module, even where such a penalty results in a fail grade being returned for that student. Excused absences include only those absences involving medical certification, tutor notification or as agreed in writing, between individual staff and student on a case-by-case basis. All medical certification must be submitted to Brendan McFadden, (email: cslssec@tcd.ie) –**Students who are identified as signing in for students who are not present will have a 10-mark penalty applied for each instance of infringement and may be reported to the Junior Dean.**

- **Attendance at tutorials, including PBL tutorials is compulsory**. Any student who is absent without excuse, for **two or more hours** of any tutored PBL element of a module, regardless of module size, will have a **penalty 5% deduction** applied to their continuous assessment mark for that PBL assignment. Students who miss more than 25% of tutored PBL slots, for whatever reason, are excluded from participating in the assessment associated with the PBL process and will be set an alternative assignment.

- College stipulates that students from all years may be deemed **unsatisfactory if they miss more than one third** of the lectures in any course in any term. Attendance records are maintained for each course. It is your responsibility to ensure your attendance is accurately recorded.

Students may be deemed to be non-satisfactory if they fail to fulfil course work and attendance requirements.

Garda/Police Vetting

Students on courses with clinical or other professional placements or on courses that will bring them into professional contact with children and/or vulnerable adults, will be required to undergo vetting by the Garda Síochána through the Garda Central Vetting Unit, or other relevant police force prior to registration. If, as a result of the outcome of these vetting procedures, a student is deemed unsuitable to attend clinical or other professional placements, he/she may be required to withdraw from his/her course of study. Please see the https://www.tcd.ie/calendar/ for further information https://www.tcd.ie/calendar/undergraduate-studies/faculty-of-arts-humanities-and-social- sciences.pdf

If you lived outside Ireland for a consecutive period of 6 months or more, then police clearance will be required from the country or countries in which you resided. These documents should be returned to the Admissions Office with your completed Garda Vetting form. You should keep copies of all these clearance forms as they may be required for placement sites and future employment.
Students are reminded at clinical briefings that they should inform the tutor/head of discipline if they have committed any acts which could jeopardise their status as vetted on entry.

Professional Development Logs

Students are required to chart their professional development using the departmental **Professional Development Logs (PDL).** Students are required to submit both qualitative (completed PDL activities) and quantitative evidence (completed certified hours forms) of clinical learning throughout the programme.

Students should use the Professional Development Log to record relevant preclinical and clinical learning experiences and to retain evidence that they have achieved the necessary learning outcomes. Learning experiences include all activities related to professional clinical development and are not confined to direct client observation/therapy sessions. Clinical logs are kept by the student as a learning tool to reflect on experiences, identify learning that has occurred and set future learning goals.

Academic Progress

Off-book students.
Interruption of studies
See last year's Calendar 2023-2024
https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

General Information on Assessment and Submission of Coursework

Procedures for Submission of Continuous Assessment Assignments

All **continuous assessment assignments** must be submitted by 12 noon on the due date and a hardcopy signed in at the Reception desk with an electronic copy mailed to the academic in charge of the assignment. Students are required to keep an electronic copy of ALL work submitted for assessment. An Assignment Submission Form must be completed and signed by student when submitting assignments (*see copy of Assignment Submission Form*).

For all assignments, students may be required to upload an electronic version of the assignment to **TurnItIn**, a plagiarism detection system. Individual lecturers will advise students where this applies. See also guidelines of plagiarism on page 42.

When submitting assessment work by email, students must use their College username and e-mail account; submission of material for assessment will not be accepted from external e-mail addresses. Deadlines can only be changed by direct consultation with the staff member concerned, **in advance** of the submission date. It is the student's responsibility to ensure that agreement regarding any extension of a deadline has been reached with the relevant staff member and must have completed and submitted the *Application Form for Late Submission of Coursework*.

Assignment printing requirements

Assignments should be word-processed and can be printed on one or both sides of the paper, using 1.5 line spacing, with a margin of at least one inch at the top, bottom, left and right of the page. *Examiners will pay particular attention to the presentation of assignments, and candidates whose work is deficient in this regard will be penalized*.

i.   Title page: Each assignment must begin with a title page that contains the following information (in this order): the student number and name, the relevant module, the degree for which it is submitted (BSc Clinical Speech and Language Studies); the term and year in which it is submitted.
ii.   Pagination: All pages must be clearly and sequentially numbered.
iii.   Binding: Assignments need not be bound in any formal sense, but all pages must be firmly fixed together (i.e. by a strong staple and not submitted in plastic folders or pockets). Assignments should not be spiral bound. This is to facilitate return of assignments electronically to students.
iv.   References: Every assignment must have appended to it an alphabetical list of references, presented according to the APA or Harvard convention. See TCD website for advice on citation and referencing https://libguides.tcd.ie/c.php?g=667926&p=4737720

In the event of late submission of an assignment, without such agreement, a penalty will apply. Marks will be reduced in accordance with the extent of the delay with 5 marks being deducted if the assignment is up to one week late and 10 marks will be deducted if the assignment is between one and two weeks late. Assignments will not be accepted, without agreement, more than 14 days after the submission date. Receipt of assignments after this time, will normally result in a fail (zero) mark being recorded. Agreement to submit after this time must be made in consultation with the student's College Tutor and can only be allowed on the basis of illness (medical certificate required) or similar personal circumstances.

Students are required to submit all Continuous Assessment (CA) components. Failure to do so may result in a student being returned as "Absent" and "Excluded" from College.

> Students who submit work without appropriate bibliographies will not have their marks released, and students who fail to acknowledge relevant sources within their assignments
> may find themselves in breach of plagiarism guidelines.

In line with College policy, the Department is keen to ensure that Continuous Assessment components are included where possible and appropriate across all courses taken as part of the Degree programme. The Department recognises that feedback on performance plays an important educational role in relation to continuous assessment. To this end, every effort will be made to return continuous assessment assignments to students within a timely fashion. College policy requires that all assignments will be returned within 20 working days of submission. If there is likely to be a delay in meeting this deadline, students will be advised by the relevant lecturer. Feedback, including information regarding the grade awarded to the assignment will be returned to the student, either on an inserted sheet, or written directly onto the assignment. In all instances, in order to protect student confidentiality, such information will be included at the back of the assignment, so that it is not visible to other students. Students who submit assignments without a complete bibliography or other essential components will not receive feedback about their grade, until after submission of the missing information.
In the event of illness, the relevant lecturer or College Tutor should be contacted in advance of the due date where possible; otherwise, a certificate is needed to vouch for the illness (or in case of bereavement, etc.) and extensions will ordinarily be granted only to cover days covered by the certificate.

> Students who are unsuccessful in their Michaelmas Term examination session or in the Annual Examination session may be required to resubmit continuous assessment or project work, to sit a formal supplemental examination paper, or to be re-assessed in clinical practice, in the Supplemental period.

Examination
Examination Results: These will be on the relevant notice boards when available and on the my.tcd.ie portal. Students will not be given results by phoning the Department under any circumstances.
Results from the Michaelmas Term Examinations will be available to students in January but are provisional, until ratified by the Court of Examiners in June.

Breakdown of Results: Students can obtain a breakdown of their results through the my.tcd.ie portal, or through the Department, either in person, by prior appointment with the Head of Discipline (Dr. Julie Regan juregan@tcd.ie) or the Director of Teaching and Learning (Undergraduate) (Professor Margaret Walshe walshema@tcd.ie). Results will not be released by any member of staff to anyone other than the student, in order to conform with the Data Protection Act. Students are also invited to review their scripts and discuss their examination performance. Normally, students are advised of a day and time when scripts can be reviewed. **Please note**, resource constraints mean that student requests to review scripts, outside the designated times, may not be accommodated.

Assessment marks: Marks disclosed during the course of the year for prescribed assessments are subject to moderation by internal and, where appropriate, external examiners, and as such are to be considered provisional until the end-of-year results are confirmed by the Court of Examiners

Anonymous marking: A sample of a completed front cover of an anonymous examination booklet is included in this handbook. Please familiarise yourselves with all the details in advance of your examinations.

External Examiners

(i) Speech and Language Pathology	Dr. Susan McCool
(ii) Linguistics	Dr Lia Litosseliti
(iii) Psychology	Dr. Fiona Kyle

Progression Regulations

Council approved this Programmes derogation to the General Regulation in College whereby compensation between or within modules is allowed. This means that students are required to perform satisfactorily in each type of activity and that **compensation within or between modules is not permitted**. Students who are unsuccessful in their Michaelmas Term examination session or in the Annual Examination session may be required to resubmit continuous assessment or project work, to sit a formal supplemental examination paper, or to be re-assessed in clinical practice, in the Supplemental period.

Assessment and Examinations Marking Scale

The following institutional marking scale applies across College:

First	70-100%	II.1	60-69%
II.2	50-59%	III	40-49%
F1	30-39%	F2	0-29%

This marking scale is used within the department for both continuous assessment and examination purposes, **with the exception of the Department of Anatomy**, Faculty of Health Sciences, where the pass mark is 50%.

> Please check individual module information for specific requirements in relation to successful completion of exams and assessment components.

Some information on the University guidelines for students taking examinations is below. Please also refer to the following website for more detailed information:

https://www.tcd.ie/academicregistry/exams/assets/local/guideexam.pdf
https://www.tcd.ie/academicregistry/exams/student-guide/
Conduct of examinations https://www.tcd.ie/academicregistry/exams/

Conduct of Examinations:

Please refer to page 35, for the expected conduct in examinations, taken from TCD College Calendar 2023-2024

https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

Absence from Examinations:
see Calendar 2023-2024 Part II

https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf   correct link Further details can be found at the following link assess-nonsub-absence-sep2020.pdf (tcd.ie)

Access to scripts and discussion of performance at exams from Calendar:
see Calendar 2023-2024

(https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

https://www.tcd.ie/calendar/undergraduate-studies/2019-20/general-regulations-and-information.pdf

Re-check/re-mark of examination scripts and other assessed work
see Calendar, 2023-2024
https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

Plagiarism

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at:

read
We ask you to take the following steps:

a)   Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at https://libguides.tcd.ie/academic-integrity/what-is-plagiarism You should also familiarise yourself with the 2023-2024 plagiarism located on this website and the sanctions which are applied.
b)   Plagiarism Declaration: Complete the 'Ready, Steady, Write' online tutorial on plagiarism at: https://libguides.tcd.ie/academic-integrity/ready-steady-write Completing the tutorial is compulsory for all students.
c)   Familiarise yourself with the declaration that you will be asked to sign when submitting course work at: https://libguides.tcd.ie/academic-integrity/declaration
d)   Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Also see Calendar 2013-2024 Calendar Part II, General Regulations, Academic Progress.
https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

Scholarship and Department Awards and Prizes

The Foundation Scholarship

Foundation Scholars are elected annually on the results of examinations held at the beginning of Hilary Term. **Students take the examination in their Senior Freshman (second year) in College, having completed 3 semesters of course work**. In addition to the prestige of being a scholar of TCD, other specific privileges that students are entitled to are (for further information contact your College Tutor):

- Commons free of charge (Commons is the traditional evening meal served in the College Dining Hall)
- Rooms free of charge
- Remission of fees for post-graduate study

For more details, consult: https://www.tcd.ie/academicregistry/exams/scholarship/

This academic year the **Foundation Scholarship Examinations** will be scheduled to begin on Monday 8th January 2024 Note: it may be necessary to hold some exams in the preceding week).
Candidates intending to present for the Foundation Scholarship examinations must complete the online application form.

Online application deadline https://www.tcd.ie/academicregistry/exams/scholarship/
Applicants must be fully registered for their course of study in the current academic year by the application closing date.

Foundation Scholarship Papers (2022-2023*) (*Please note the titles may change in future years)

1) **Evaluation of Speech, Voice, Swallowing Disorders (3 hours)**
2) **Linguistics and Psychology (3 hours)**
3) **Speech and Language Therapy: Role, Scope and Practice of the Profession and Professional (2 hours)**

The following sections provide guidance on the key knowledge requirements for each paper and what students should demonstrate:

1) **Evaluation of Speech, Voice, Swallowing Disorders (3 hours)**

1. a strong, clear and critical understanding of models of speech processing
2. the ability to critically evaluate contrasting models of speech processing and apply insights from such comparisons to explicate specific categories of speech disorders
3. the ability to describe a theoretical basis for a range of speech disorders and formulate and rationalise an assessment and differential diagnosis process, in light of that theoretical foundation
4. a strong, clear and critical understanding of the nature of voice and fluency disorders
5. the ability to critically discuss possible aetiologies of voice disorders and/or the associated factors related to fluency disorders
6. the ability to describe a theoretical basis for voice and fluency disorders, and to formulate and rationalise an assessment and differential diagnosis process, in light of that theoretical foundation.

2) **Linguistics and Psychology (3 hours)**

1. an exceptional understanding of models of Social Psychology and Lifespan Development and
2. a scholarly level of critical analysis of the contrasting theoretical models.
3. critical insight into the problem of first language acquisition and universal features of the human mind
4. skill in reviewing and suggesting applications from research into the nature of social and individual bilingualism in children
5. the ability to analyse child language data in order to demonstrate principles that arise within universal, cross-linguistic, or language-specific perspectives.

3) **Speech and Language Therapy: Role, Scope and Practice of the Profession and Professional (2 hours)**

The ability to critically discuss, in a scholarly manner, the discipline of speech and language therapy, as related to:

1. common theories of interpersonal communication
2. the nature of communication breakdown
3. the principles of assessment and evaluation in communication disorders
4. the foundations of the therapeutic process

Department Awards and Prizes

Beggs Leask Prize
This prize was first awarded in 1994 to mark the twenty-fifth year of education of speech and language therapists in Ireland. It was founded by Rebecca Beggs Leask, who as Deputy Director assisted the Director, Dr Marie de Montfort

Supple, in initiating the education of Speech and Language Therapists in Ireland in 1969. It is awarded annually to the Senior Sophister student who presents the best research project.

IASLT Student Prize
This prize is awarded annually to the Junior Freshman student who achieves the highest mark overall. This award is presented by the Irish Association of Speech and Language Therapists (IASLT) and is awarded in honour of Dr Marie de Montfort, the founder of the programme.

The Founders Prize
This prize is awarded annually to the Junior Sophister student who achieves the best overall mark in the end of year examinations. The Founder's prize is funded by a stipend donated by the founder of the former School of Clinical Speech and Language Studies, and the former Director of the School, Dr Marie de Montfort Supple.

Nora Dawson Mariakis Prize
This prize is awarded annually to the Junior Sophister student who achieves the highest mark in the clinical practice module. The award is funded by the class of 1972 (D.C.S.T.), in memory of the pioneering lecturer and clinician, Nora Dawson Mariakis.

The Margaret M Leahy prize in fluency-dysfluency research.
This prize (€350) may be awarded on an annual basis to an undergraduate student who demonstrates excellence in a final year project relating to fluency-dysfluency.

Gold Medals
Gold medals are awarded by the College Board to candidates of the first class who have shown exceptional merit at the degree examination in honour or professional courses (see
https://www.tcd.ie/academicregistry/exams/student-guide/

The criteria for Gold Medal in Clinical Speech and Language Studies is an overall final mark of 75%. This final mark is calculated on a 30/70 basis over the final two years.

Otway-Freeman Award
This prize is awarded annually to the Senior Sophister student who achieves the highest mark in the clinical practice module.

Quartercentenary Prize
This prize is awarded annually to the Senior Sophister student who achieves the highest overall marks in the year.

The Tavistock Trust for Aphasia Student Prize
This prize (a sum of £300 Sterling) may be awarded on an annual basis to an undergraduate or postgraduate student for excellence in work relating to aphasia. This can be either academic or practical work: an essay, or a piece of research in aphasia.

Walker Prize
This prize is awarded annually to the student acquiring the highest grade in speech and language pathology in the Senior Freshman year.

The De Montfort Prize
This prize marks the fiftieth anniversary of speech and language therapy education in Ireland. It honours Dr Marie de Montfort Supple who founded the Dublin College of Speech Therapy and led its transfer into Trinity College Dublin and the evolution of the undergraduate programme (B.Sc. Clin. Lang.). The De Montfort prize is awarded to the Senior Sophister student who is considered by staff and fellow students to exemplify a spirit of generosity,

community, dedication and leadership over the course of the programme, contributing significantly to student life within the department.

Appendix

forms
1. Assignment Submission Form
2. Application Form for Late Submission of Coursework
3. Sample Assignment Feedback Form
4. Essay Marking Criteria
5. Sample Essay Evaluation Form
6. Sample copy of front page of Examination Booklet

Trinity College Dublin
The University of Dublin

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

DEPARTMENT OF CLINICAL SPEECH & LANGUAGE STUDIES, TCD
Assignment Submission Form

Student Name	
Student Number	
Assessment Title	
Module Code	
Module Title	
Module Coordinator	
Staff member responsible for assignment	
Date Due	
Date Submitted	

A SIGNED COPY OF THIS FORM MUST ACCOMPANY ALL SUBMISSIONS FOR ASSESSMENT. STUDENTS SHOULD KEEP A COPY OF ALL WORK SUBMITTED.

Ensure that you have checked the Department's procedures for the submission of assessments. **Note**: There are penalties for the late submission of assessments. For further information please see **Student Handbook**.

Plagiarism:
☐ I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at http://www.tcd.ie/calendar

☐ I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at https://libguides.tcd.ie/academic-integrity/

Declaration of Authorship
☐ I declare that all material in this assessment is my own work except where there is clear acknowledgement and appropriate reference to the work of others.

Signed: _____ **Date:** _____

DEPARTMENT OF CLINICAL SPEECH & LANGUAGE STUDIES, TCD
Application for Late Submission of Coursework

Student must complete Section A of this form. It is the student's responsibility to ask appropriate Staff Member to complete Section B. The Staff Member will return the form to the student. Students must then notify the Department office of the new submission date (if granted) and should attach the original completed form to their coursework when submitting. Students and staff should retain a copy of this completed form for their records.

SECTION A:	TO BE COMPLETED BY STUDENT.
Student Name:	
Student No:	
Student Contact details:	
Tutor:	
Module Code:	
Module Title:	
Assessment component:	
Due Date for submission:	
Module Co-ordinator:	
Requested New date for submission:	
State reason for extension request:	
Student Signature:	**Date:**

SECTION B:	TO BE COMPLETED BY STAFF MEMBER RESPONSIBILITY FOR ASSIGNMENT
Permission Granted:	Yes ☐ No ☐
Penalty (please tick one)	Yes ☐ No ☐ (if yes state penalty to be applied using department policy on late submission)
Agreed new submission date:	
Reason for decision / comments (give details)	

Staff member signature:_____	Date:_____

DEPARTMENT OF CLINICAL SPEECH AND LANGUAGE STUDIES

Sample Assignment Feedback Form

Trinity College Dublin
Coláiste na Trínóide, Baile Átha Cliath
The University of Dublin

MODULE NAME:	
MODULE CODE:	
MODULE CO-ORDINATOR:	
STUDENT NAME:	

The headings below identify the key elements against which your work is assessed	I	II.1	II.2	III	F1	F2
Use of data set provided to drive clinical decisions						
Use of literature & evidence of reading to support points made						
Knowledge & understanding of core content						
Accuracy & analysis of information						
Development of core principled argument						
Evidence of critical thinking						
Originality						
Relevance to learning outcomes						
Structure & organisation						
Presentation & style						
Referencing within text and list of references						

| Marker's comments:

Marker's comments: |
|---|

To help improve your future work you are recommended to:

Follow more carefully the guidelines for assignment given		Carefully proof read your assignment before submission
Ensure your work reflects the assignment brief and module learning outcomes		Pay particular attention to: spelling/punctuation/sentence construction/paragraphs/coherence
Read more widely		Follow College's referencing guidelines
Arrange to meet course lecturer		Note adjustment of marks for late submission

Overall Grade:	

Marker:	Date:
Moderator (if appropriate):	Date:

Appendix 4: Essay Marking Criteria

Essay Marking Criteria

Please note:
(i)   Errors in factual content relevant to life-threatening information will result in an automatic fail.
(ii)   Any plagiarism offence evident in the submitted piece of work may result in a fail mark

(I) 70-)
• Depth of Reading: Detailed, accurate, relevant and wide-ranging reading.
• Structure of Argument: Rigorously argued, logical, easy to follow.
• Discussion and Interpretation: Extensive evidence of independent thought and critical analysis.
• Use of Evidence: Key points supported with evidence, critically evaluated; exemplary awareness of key issues.
• Organisation and Formatting: Clear, imaginative; excellent use of illustrations (if appropriate).
• Academic Referencing: Exemplary use of academic referencing throughout.

(II.1) (60-69%)
• Depth of Reading: Detailed, accurate, relevant reading.
• Structure of Argument: Directly addresses question.
• Discussion and Interpretation: Attempts to go beyond the ideas presented in secondary literature.
• Use of Evidence: Most points illustrated with relevant evidence.
• Organisation and Formatting: Generally clear, good use of illustrations (if appropriate).
• Academic Referencing: Very good use of academic referencing but with some minor errors.

(II.2) (50-59%)
• Depth of Reading: Generally accurate and relevant, but perhaps some gaps and/or irrelevant material; narrower reading base overall.
• Structure of Argument: Not always clear or logical; may be overly influenced by secondary literature rather than the requirements of the topic. Addresses some aspects of question.
• Discussion and Interpretation: Little attempt to go beyond or criticise secondary literature.
• Use of Evidence: Some illustrative material but not necessarily well selected and not critically evaluated.
• Organisation and Formatting: Some organisation and presentation errors but generally competent.
• Academic Referencing: A reasonable attempt at using the conventions of academic citation but some inconsistencies or errors.

(III) (40-49%)
• Depth of Reading: Little evidence of wider reading beyond lecture notes or course content.
• Structure: Argument underdeveloped and not entirely clear. Answers a closely related question.
• Discussion and Interpretation: Fairly superficial and generally derivative and uncritical.
• Use of Evidence: Some mentioned, but not integrated into presentation or evaluated.

- Organisation and Formatting: Not always clear or easy to follow.
- Academic Referencing: Inconsistent evidence of attributing content to source and little evidence of a sound grasp of the conventions of academic citation.

FAIL I (30-40%)
- Depth of Reading: Extremely limited reading base, with many errors and gaps.
- Structure of Argument: Of incidental relevance only. Argument completely lacking structure.
- Discussion and Interpretation: Entirely derivative, generally superficial.
- Use of Evidence: Little or no evidence discussed.
- Organisation and Formatting: Clumsy, disjointed, difficult to follow.
- Academic Referencing: Very poor and executed with many errors; failure to attribute content to source.

FAIL II (0-29%)
- Depth of Reading: Little evidence of knowledge of the topic, with no evidence of core reading.
- Structure of Argument: Muddled, incoherent.
- Discussion and Interpretation: Serious conceptual errors.
- Use of Evidence: Incorrect use of evidence.
- Organisation and Formatting: Disorganised and poorly formatted.
- Academic Referencing: Incomplete or entirely absent.

WORD LIMIT
Word limit for essays ranges from 2,000 – 3,500. A 5% deduction in marks will be applied for exceeding word limit.

DEPARTMENT OF CLINICAL SPEECH AND LANGUAGE STUDIES

Sample Essay Evaluation Form

STUDENT: _____

COURSE: _____

LECTURER: _____

DATE: _____

	GOOD			POOR		
Depth of Reading Sound, relevant	☐	☐	☐	☐	☐	Sketchy, irrelevant, incorrect
Structure of Argument Coherent, logical	☐	☐	☐	☐	☐	Muddled, fragmentary
Discussion and Interpretation Sophisticated, original	☐	☐	☐	☐	☐	Superficial, narrow, derivative
Use of Evidence Exemplary use of primary	☐	☐	☐	☐	☐	Few sources, poorly chosen or secondary sources
Organisation and Formatting Imaginative	☐	☐	☐	☐	☐	Disjointed
Academic Referencing Exemplary	☐	☐	☐	☐	☐	Absent or poorly executed

Best features of essay:

Suggestions for improvement:

Mark:

Signed:

Date:

Sample Copy of Front Page of Examination Booklet for Anonymous Marking

Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

For Examiner's Use

Candidates must enter the following information IN BLOCK CAPITALS

Examination Number: ☐☐☐☐☐

Seat Number: _____

Title of Examination Paper: _____

Date of Examination: _____ Paper Code: _____

Degree/Diploma: _____ Course Year: _____

INSTRUCTIONS TO CANDIDATES

1. Begin each answer on a separate page and write the number of the question in the margin. If an answer requires more than one page, show the question number on each page.

2. Where practicable, write on BOTH sides of the page. Where rough work is necessary use the **left-hand page** for this purpose and cross out before handing in the book.

3. WRITE LEGIBLY. Examiners can only mark what they can read.

4. If two or more books are used, FASTEN THEM TOGETHER.

5. The use of any unauthorised book or writing paper during the examination is strictly forbidden. No part of this book may be torn off.

6. Before handing in your answer book(s), make sure that the cover of each book is properly completed.

7. Examination answer books, whether used or unused, must not be taken out of the examination venue.

8. If you are using a calculator, you must enter the name and model details in the space provided. Programmable calculators are not allowed.

9. Mobile phones are not permitted in examination venues.

10. In addition to pens, pencils, rulers, ID card etc. only materials permitted for an examination may be placed on your desk. Pencil cases and calculator covers are not permitted.

THE ATTENTION OF STUDENTS IS DRAWN TO THE UNIVERSITY'S REGULATIONS CONCERNING EXAMINATIONS - SEE BACK OF BOOKLET.

Enter here, the numbers of the questions you have answered, in this book, in the order attempted:

PLEASE ALSO ENTER YOUR STUDENT NUMBER, FAMILY NAME, OTHER NAME(S) AND SIGNATURE IN THE BOX BELOW.

CALCULATOR. Please state:

Name:_____

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Number of booklets submitted:

☐ OF ☐

STUDENT NUMBER ....

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