



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Department of Clinical Speech and
Language Studies

M.Sc. in Clinical Speech and Language Studies (Part-time Year 1) 2017–2018

The information provided in this handbook is accurate at time of preparation. Any changes will be communicated to students by e-mail to their TCD account.

This handbook should be read in conjunction with the General Regulations printed in the University of Dublin Calendar. In the event of a conflict, the General Regulations have primacy over information in the handbook. See <http://www.tcd.ie/calendar/general-information/>

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Welcome

Dear Postgraduate Student,

A very warm welcome to the *Department of Clinical Speech & Language Studies*, within the School of Linguistic, Speech & Communication Sciences at Trinity College Dublin (TCD).

Aside from being a university steeped in a rich tradition and a vibrant history, Trinity College Dublin is recognised internationally as Ireland's premier university and is ranked in 78th position in the top 100 world universities by the QS World University Rankings 2015.

The Department of Clinical Speech & Language Studies has been at Trinity College since 1979, having established itself as a qualifying school for Speech and Language Therapists at an undergraduate level, some years before that. Our postgraduate suite of MSc courses began in the academic year 2004-2005 and has been successfully running since then, with many of our MSc graduates going on to PhD level.

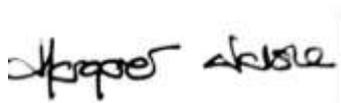
Since the beginning of the MSc programme, courses and modules have evolved and developed, being enhanced by the expertise, both coming from within the Department and from the expertise of other members of our teaching team, many of whom hail from other departments within College or from outside, highly-respected institutions (e.g. teaching hospitals). Our teaching team is energetic, committed and highly- motivated, each member supported by his/her own strong research and clinical background.

At all times, we strive to give our students the best educational experience we can offer, an experience that is not only high class, but one which contributes to the objective of life-long learning and enquiry. Core to our teaching philosophy is responding to and supporting the curious mind. You have all chosen to pursue your own 'curiosities' by committing to further study, against a backdrop of your earlier educational or workplace experiences. We in the Department are here to feed and nurture that curiosity, by exposing you to a deep, rich and hopefully enjoyable learning experience.

Trinity College facilitates the nurturing of the student experience with its wide and diverse range of learning and teaching resources, including world-class libraries, and many other student-focused supports. Additionally, students can avail of over 100 College societies and 50 active TCD Sports Clubs.

We are delighted that you have chosen to come and join our thriving postgraduate community here in the Department. We look forward to guiding and accompanying you all on your postgraduate journey.

Finally, as Head of Discipline, I warmly welcome each and every one of you, wishing you the very best of luck with your studies. I hope you will enjoy all that we, and TCD, have to offer you.



Dr. Margaret Walshe,

Head of Discipline,

Department of Clinical Speech & Language Studies.

September, 2017.

Contacts

Acting Course Director:

Professor Francesca La Morgia Room 124 flamorgi@tcd.ie 01 896 4370

Head of School:

Professor Martine Smith

Head of Discipline:

Professor Margaret Walshe

Director of Teaching and Learning (Postgraduate):

Professor Lorna Carson

Director of Research:

Professor Lorraine Leeson

Postal Address/ Contact Information:

Department of Clinical Speech and Language Studies,
7-9 South Leinster St,
Dublin 2

Phone: +353 1 896 1496

E-mail: cslspostgraduate@tcd.ie

Staff contributing to course

Professor Martine Smith – Associate Professor *and* Head of School.

Lectures in developmental speech and language disabilities, cerebral palsy and augmentative and alternative communication. Main research interests are in augmentative and alternative communication and language acquisition (spoken and written) in exceptional circumstances.

E-mail: mmsmith@tcd.ie **Tel:** +353 1 896 2027

Professor Irene Walsh – Associate Professor.

Lectures on discourse analysis, development of discourse skills in childhood, developmental language disorder and communication disorders in people with mental health disorders. Research interests include the analysis of healthcare discourse; evaluation of problem-based learning; the development of language and social communication skills in people with MHDs, particularly schizophrenia. Professor Irene Walsh is on leave for Michaelmas term 2017.

E-mail: ipwalsh@tcd.ie **Tel:** +353 1 896 2420

Professor Pauline Sloane – Associate Professor *and* Director of Undergraduate Teaching and Learning

Lectures on voice disorders, PBL and laryngectomy, with a special interest in voice and voice disorders.

E-mail: psloane@tcd.ie **Tel:** +353 1 896 1494

Professor Margaret Walshe – Associate Professor *and* Head of Discipline.

Lectures on acquired motor speech disorders, EBP and dysphagia. Research interests include psychosocial issues in acquired communication disorders; EBP; developing outcome measures in dysphagia; dementia and dysarthria assessment.

E-mail: walshema@tcd.ie **Tel:** +353 1 896 2382

Professor Caroline Jagoe – Assistant Professor

Coordinates and lectures on acquired language and communication disorders within the undergraduate and postgraduate programmes. Main research interests relate to enhancing community engagement of people with acquired communication disorders; reciprocal relationship between community engagement and wellbeing; language and communication in adults with mental health disorders; application of Relevance Theory to acquired communication disorders; communication disorders and issues of access in developing and developed countries.

E-mail: jagoec@tcd.ie **Tel:** +353 1 896 4029

Professor Francesca La Morgia – Assistant Professor and Acting Course Director

Lectures on Research Methods. Research interests include child language development and disorders; child and adult bilingualism. Psycholinguistic approaches to the study of language.

E-mail: flamorgi@tcd.ie **Tel:** +353 896 4370

Director of Teaching and Learning (Postgraduate)

The School's Director of Teaching and Learning (Postgraduate) DTLPG, is Professor Lorna Carson E-mail: carsonle@tcd.ie Tel: + 353 1 896 4282

Student Support Services



Location: House Six (second floor)

Website: <http://tcdgsu.ie/>

Location: House Six (second floor)

Website: <http://tcdgsu.ie/>

Contact: Shane Collins – president@tcdgsu.ie

Elisa Crespo – vicepresident@tcdgsu.ie

The Graduate Students' Union (is the representative body for graduate students in Trinity College, Dublin. The Union's primary duty is to represent the postgraduate community, which it does with active involvement at every level of College government. On behalf of the Union, the sabbatical officers sit on the principal committees of the College, including the College Board and University Council. They are also active advocates in the day-to-day decision-making of the College – on behalf of both the interests of the postgraduate community in general and individual students, where appropriate. The Union provides a number of services and facilities to the postgraduate community.



The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: http://www.tcd.ie/Senior_Tutor/postgraduate/

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising.

Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website.

Contact details: The PAS is located on the second floor of House 27. Open 9am-5pm Monday to Friday.

E-mail: pgsupp@tcd.ie **Tel:** +353 1 896 1417



The Disability Service provides advice, support and information to help students and staff with disabilities. The College Disability Service is staffed by experienced professional workers with knowledge and expertise in disability education, access and equity issues. Services include Academic and Dyslexia Support, Assistive Technology, Educational support work, etc.

The Disability Service Reception is located in Room 2054, beside the Lecky Library, in the Arts Building, Trinity College Dublin.

For queries, you can contact us as follows:

By Phone: +353 1 896 3111

By Text / SMS (for Deaf Students): 086 3442322

By E-mail: disab@tcd.ie



Student Learning Development offers advice, resources, individual consultations, workshops and much more to help you improve your academic performance and reach your potential.

We can help you with:

- exams
- note taking
- self-management
- presentations
- writing and much more

Visit our website <http://student-learning.tcd.ie/postgraduate/> for: Downloadable guides, podcasts, interactive workshops, videos and more.



The Graduate Studies office is now part of the Academic Registry
(<http://www.tcd.ie/academicregistry/>)

Address: Academic Registry, Watts Building, Trinity College Dublin, Dublin 2

Phone: +353 1 896 4500 **E-mail:** academic.registry@tcd.ie



We offer free, confidential and non-judgemental support service to registered students of Trinity College Dublin http://www.tcd.ie/Student_Counselling/

Address: 3rd Floor, 7-9 South Leinster Street

Phone: +353 896 1407

Email: student-counselling@tcd.ie

1. Learning Outcomes

Learning Outcomes for the Course (*in accordance with Level 9, National Framework of Qualifications*):

On successful completion of this programme, graduates should demonstrate:

- (1) Excellence in clinical practice through extending and enhancing their existing theoretical knowledge base with a critical awareness of new insights and developments within their chosen clinical specialist area.
- (2) An ability to apply their existing scientific literacy skills to research and clinical practice.
- (3) A comprehensive understanding and mastery of concepts, information and techniques relevant to research methodology.
- (4) An ability to design and implement, with a degree of autonomy, and with due regard to ethical considerations, small-scale research studies in their chosen clinical specialist area. These studies will add to the existing professional knowledge base.
- (5) An ability to communicate confidently with peers on their area of expertise through formal presentations and with the wider scholarly community through oral presentations and published articles.
- (6) Sustained intellectual interest and critical thinking as professionals through application of scientific literacy skills in the pursuit of lifelong learning.

2. Programme of Study

2.1 Course Structure (*Part – time Programme*)

The course comprises 5 core modules: Research Methods^{1, 2, 3}, Clinical Evidence Based Practice and Dissertation Module, in addition to the Advanced Clinical Skills Modules in Dysphagia and DCD, students are also required to engage in a small scale research project leading to a 15,000 word (maximum) dissertation. Students will also submit either an outline of a journal article for publication or prepare a poster for conference presentation

2.2 European Credit Transfer System (ECTS)

The European Credit Transfer System (ECTS) of credit weighting is applied across this course. Credits are based on estimated student workload. Each credit represents 20-25 hours' student work, including all teaching or contact time and all independent study. An outline description of each module is given in the following section

2.3 *Fitness to Practice Committee*

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. This committee is appointed by the School Executive Committee, with representation from two members from within the School and one member from a non-Faculty School, where Fitness to Practice is a requirement of the course. Students called to appear before the Fitness to Practice Committee are entitled to be represented by their tutor.

2.4 *Garda Vetting Policy*

Students who are undertaking clinical placements within the Republic of Ireland will be required to undergo Garda vetting procedures prior to commencing placement. If, as a result of the outcome of the Garda vetting procedures, a student is deemed unsuitable to attend clinical placement, he/she may be required to withdraw from the course

Module Title and Code:	ADVANCED CLINICAL SKILLS: DEVELOPMENTAL COMMUNICATION DISORDERS (SL7019)
Module Coordinator:	Professor. Francesca La Morgia
ECTS Weighting:	15
Direct Teaching Hours	54
Clinical Hours	80
Indicative hours :	300

Module Learning Aims

This specialist module is directed at postgraduate students who wish to extend their knowledge and clinical expertise in the area of developmental communication disorders. It is intended to build on students' existing knowledge base and to provide students with skills to undertake research in this area.

Module Content

This module will be delivered through a mixture of formal lectures, case presentations, small group tutorials, case based learning and problem based learning. Lectures will be delivered by CSLS staff, outside clinical specialists within the profession of speech and language therapy, and staff from other specialist areas. In the weeks off-site, students are expected to carry out self-directed learning on topics provided by the lecturers.

Learning Outcomes

On successful completion of this module, students should demonstrate:

- (1) Specialist knowledge in the area of child language and developmental speech, language and communication disorders (programme outcome 1, 5)
- (2) An ability to critically evaluate theories of language, speech and language processing, and speech and language disorder in relation to the developmental context (programme outcome 1, 5)
- (3) An ability to critically evaluate the literature relating to Evidence Based Practice in assessment and intervention in the management of children with developmental communication disorders (programme outcome 1, 5)
- (4) An ability to critically evaluate the literature relating to specialist areas within child language, for example, specific language learning contexts (e.g., multilingualism) and/or specific disorder areas (e.g., communication disorders as associated with childhood psychiatric disorders). (programme outcome 1, 5)

- (5) An ability to design, rationalize, implement and report on an in-depth assessment in children with suspected language disorders, incorporating analytic methods in the areas of phonology, syntax, and discourse. (programme outcome 1, 3,5)
- (6) Application of models of disability and specific counselling approaches to the management of children with developmental communication disorders. (programme outcome 1, 5)

Recommended Reading List: Indicative resources available in Blackboard

Assessment

- (a) Summative. Student performance is evaluated through continuous assessment.

Assignment 1:

Clinical Scenario (Oral case presentation): 3rd November 2017 (25 marks)

Assignment 2:

Clinical Data Set (Written presentation): 9th February 2018 (50 marks)

Assignment 3:

Case Presentation (Oral presentation): 30th March 2018 (75 marks)

Assignment 4:

Clinical Practice (Pass/Fail)

Clinical Portfolio: To be submitted by 1st June 2018

Clinical Portfolio

Students must compile a clinical portfolio over the academic year. This portfolio should include two case management reports (presented orally in November 2017 and March 2018) as well as an additional client related assignment (due in February 2018). The portfolio should also contain a log of clinical hours as well as a reflective log. See course tutors and Blackboard for further information and direction on these components.

Clinical Competencies associated with this module are available separately from Professor Smith and Professor Irene Walsh

MODULE TITLE AND CODE:	RESEARCH METHODS 1 (SL7014)
Module Co-ordinator:	Professor Francesca La Morgia
Course contributor:	Professor Francesca La Morgia
ECTS Weighting:	10
Contact Hours:	30
Indicative hours:	200 (including contact hours, self-directed learning, assignment work).

Format: Lectures, tutorial, seminars and laboratory hours

The purpose of this module is to revise the key components of experimental and non-experimental research design focusing specifically on the principles of different quantitative experimental research methodologies, what comprises good study design, issues in data collection and skills required in data management.

This module is for postgraduate diploma students, as well as part time Year 1 M.Sc. students and full time M.Sc. students.

Students should have already completed a research methods module in their undergraduate course.

Methods of teaching used include lectures, problem-solving tutorials and hands-on practical workshops. The format of lectures is conventional. Informal interaction is expected as classes are small. Students can expect to participate in question-and-answer and problem solving sessions as well as self-directed learning. This module will run in Michaelmas term and is mandatory.

Learning Outcomes:

On successful completion of this course, students should be able to demonstrate:

1. An understanding of the key concepts of experimental and non-experimental research design and strategy, critically reflecting on the characteristics of good study design (Programme Outcome; 3)
2. A fundamental knowledge of principles of different quantitative research methodologies and an understanding of the advantages and disadvantages of specific approaches (Programme Outcome; 3)
3. The ability to appraise measurement issues in research design (validity, reliability, bias etc.) (Programme Outcomes; 3,4)
4. An awareness of basic statistical procedures and demonstrate understanding of both descriptive and inferential statistics (Programme Outcome; 3)
5. The ability to formulate a well-built research question and perform literature searches efficiently in specific topic areas (Programme Outcomes; 1,2)
6. The ability to apply appropriate quantitative methodology to clinical research (Programme Outcomes; 3,4)

Assessment: Summative: Statistics Class Test (100 marks) **27th November 2017.**

Resources and supplementary reading are posted in the Research Methods 1 Learning Module in Blackboard.

MODULE TITLE AND CODE:	RESEARCH METHODS 2 (SL7015)
Course Co-ordinator:	Professor Francesca La Morgia
Course Contributors:	Professor Patricia Cronin, Professor Francesca La Morgia
ECTS Weighting:	10
Contact Hours:	24
Indicative hours:	200 (including contact hours, self-directed learning, assignment work).

Format: Lectures, tutorial, and seminars.

The purpose of this module is to revise the key components of qualitative and descriptive research design focusing specifically on qualitative methodology, case study research and survey research.

Methods of teaching used include lectures, problem-solving tutorials and hands-on practical workshops. The format of lectures is conventional. Informal interaction is expected as classes are small. Students can expect to participate in question-and-answer and problem solving sessions as well as self-directed learning. This module is for M.Sc. students only.

Learning Outcomes:

On successful completion of this course, students should demonstrate:

1. An ability to evaluate descriptive research design, specifically case study research, survey research and clinical epidemiology; (Programme Outcome; 3)
2. An understanding of qualitative research methodology and strategy, critically reflecting on the characteristics of good qualitative study design; (Programme Outcome; 3)
3. The awareness of principles of different qualitative research and non-experimental research methodologies and the advantages and disadvantages of these different approaches; (Programme Outcome; 3)
4. The ability to evaluate data collection procedures and appropriately apply the principles of qualitative data analysis to clinical research in an appropriate scholarly and ethical manner (Programme Outcome; 3)
5. An ability to apply appropriate qualitative and non-experimental methodologies to clinical research (Programme Outcome; 3)
6. An ability to formulate a robust research protocol in the chosen specialist area incorporating knowledge on a range of methodological approaches and ethical issues. complete an application to a local research ethics committee as appropriate (Programme Outcome; 4)

Assessment:

Summative: Research Project Proposal (100 marks).
Due Thursday 7th December 2017

Web Resources and supplementary reading are posted in the Research Methods 2 Module in Blackboard.

MODULE TITLE AND CODE:	RESEARCH METHODS 3 (SL7016)
Module Co-ordinator:	Professor Francesca La Morgia
Course Contributors:	Professor Irene Walsh & Professor Cicely Roche
ECTS Weighting:	10
Contact Hours:	15
Indicative hours:	200 (including contact hours, self-directed learning, assignment work).

Format: Lectures and tutorials.

The purpose of this module is to broadly examine the processes and practices of research-related activities in the area of human communication. The module introduces students to some approaches to the analysis of talk in interaction in clinical and non-clinical contexts. The module also covers ethical issues involved in designing and implementing clinical research.

Methods of teaching used include lectures, problem-solving tutorials, online discussion groups and practical workshops. The format of lectures is mainly conventional. Informal interaction is expected as classes are small. Students can expect to participate in question-and-answer and problem solving sessions as well as self-directed learning. This module is for M.Sc. students only. It will run in Michaelmas and Hilary terms and is mandatory.

Learning Outcomes:

On successful completion of this course, students should demonstrate:

1. Knowledge and skill in the processes and practices of research-related activities in the area of human communication and swallowing (Programme Outcome: 1)
2. An ability to critically reflect on their own moral reasoning competencies, personal ethical stance and approaches to resolution of ethical dilemmas (Programme Outcomes: 1,3,4)
3. An understanding of the ethical issues surrounding human research and experimentation, specifically the consent process and as relevant to their own research area (Programme Outcome: 4)
4. A critical awareness of ethical issues involved in research design (Programme Outcomes: 3,4)
5. A critical awareness of discourse theories as related to research methodologies and professional practice (Programme Outcomes: 1,4)
6. An understanding of and an ability to apply analytic approaches to discourse data (Programme Outcomes: 1,3,4)

Assessment: Summative:

1. Ethics Assignment (50 marks) January/February 2018
This is completed both in class and online via Blackboard with a moderated on-line with class-based assignment
2. Discourse assignment (50 marks) to be submitted by Friday December 15th 2017

Web Resources and supplementary reading are posted in the Research Methods 3 Learning Module in Blackboard.

MODULE TITLE AND CODE:	CLINICAL EVIDENCE BASED PRACTICE (SL7017)
Module Coordinator:	Professor Margaret Walshe
ECTS Weighting:	15
Direct Teaching Hours:	18
Indicative hours:	300 (including contact hours, self-directed learning, assignment work).

Format: Lectures and workshops.

This module introduces students to the principles and application of evidence based practice in general and specialist areas. Students are introduced to critical analysis of literature across a range of methodologies and are encouraged to apply EBP to research as well as clinical practice.

Methods of teaching used include lectures, problem-solving tutorials and practical workshops. Informal interaction is expected, as classes are small. Students can expect to participate in problem solving sessions as well as self-directed learning.

Learning Outcomes:

On successful completion of this course, students should demonstrate:

1. An ability to critically interpret the principles underlying evidence based practice specifically with reference to communication and swallowing disorders (Programme Outcome; 1)
2. An ability to formulate an appropriate clinical question for information retrieval (Programme Outcomes; 2,6)
3. Proficiency in retrieving high quality evidence using scientific literacy skills (Programme Outcomes; 1,2,6)
4. A critical awareness of levels of evidence and methodological quality of research according to established grading systems (Programme Outcomes; 1,3)
5. An ability to critically analyse published research literature that has used qualitative methodology (Programme Outcomes; 1,3)
6. An ability to critically analyse published research literature that has used quantitative methodology (Programme Outcomes; 1,3)
7. A critical awareness of current models of disability in society with EBP (Programme Outcome; 1)
8. An ability to embed EBP into clinical practice (Programme Outcome; 1)

Assessment:

Summative:

1. Critical Analysis Literature: Quantitative Methodology (75 marks)
2. Critical Analysis Literature: Qualitative Methodology (75 marks).

Due date for submission of both assignments - Friday April 6th 2018

Web Resources and supplementary reading are posted in the Clinical EBP Learning Module in Blackboard.

3. ASSESSMENT

Students are assessed on the basis of their performance in eight core assignments and clinical portfolio. A total of 600 marks are allocated to assignments.

3.1 Course Assignment Submission Dates 2017-2018

Term 1: MICHAELMAS TERM

Assignment	Weighting	Due date
Case Management Assignment (1) Clinical Scenario: Oral presentation	25 marks	Presentation Friday 3 rd November 2017
Research Proposal	100 marks	Submitted by Thursday 7 th December 2017
Statistics Class Test	100 marks	Monday 27 th November 2017
Discourse Assignment	50 marks	Friday 15 th December 2017
Total for Term	275 marks	

Term 2: HILARY TERM

Assignment	Weighting	Due date
Case Management Assignment (2) Written assignment	50 marks	Submitted by Friday 9 th February 2018
Case Management Assignment (3) Oral presentation	75 marks	Oral presentation Thursday 29 th March 2018
Ethics assignment	50 marks	Submitted by Thursday 15 th February 2018
Critical analysis of quantitative methodology literature, + Critical analysis of qualitative methodology literature	(75 marks x 2) 150 marks	Submitted by Friday 6 th April 2018
Total for Term	325 marks	

Term 3: TRINITY TERM

Assignment	Weighting	Due date
80 hours clinical practice: This can be completed at any point during the academic year	Pass/Fail	Complete portfolio to be submitted by Friday June 1 st 2018

3.2 Grades

In the calculation of the overall course mark, all modules and the dissertation are weighted according to their ECTS credit value. The pass mark of 40% applies to all assignments. To qualify for the award of the M.Sc. degree, students must achieve a mark of 40% or above in each module and in the dissertation thereby accumulating 90 ECTS credits. There is no compensation between modules. The final degree result is classified as pass/fail or distinction. Students may be awarded the M.Sc. with Distinction if they achieve a mark of 70% or above in the dissertation together with an overall average mark for the course of 70% or higher on core modules.

Assignments are graded according to the scale in general use in the university:

I	70+
II.1	60-69
II.2	50-59
III	40-49

In general the four classes are to be interpreted as follows: III – demonstrates an adequate understanding of key issues and an ability to construct a basic argument; II.2 – demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding; II.1 – demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights; I –demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought.

Students receive feedback on their Michaelmas term assignments by the middle of Hilary term, and on their Hilary term assignments by the middle of Trinity term. They are notified of their assignment results and dissertation with final grade after the meeting of the Court of Examiners in October.

3.3 Failed Assignments

Full time students must pass each of the required assignments for the core modules including the clinical component and the dissertation over the academic year. An assignment cannot be repeated more than once. Repeated assignments will achieve a maximum of 40% (III). Students are not permitted to repeat more than three assignments may be debarred from writing a dissertation by the court of examiners in June. These students may apply for a Postgraduate Diploma in Clinical Speech and Language Studies, provided they have passed the required modules amounting to 60 credits.

3.4 Attribution and Plagiarism

All quotations from published and unpublished sources *must* begin and end with quotation marks and be accompanied by a full reference. The following practices are unacceptable and will be treated as plagiarism:

- copying without acknowledgement;
- selective copying (which omits words, phrases or sentences from the original) without acknowledgement;
- close summary without acknowledgement.

No student found guilty of plagiarism will be (i) awarded a degree or (ii) supported in applications for admission to other courses of study either at Trinity College or elsewhere. See also the College regulations on plagiarism: <https://www.tcd.ie/undergraduate-studies/general-regulations/plagiarism.php>

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 <http://tcd-ie.libguides.com/plagiarism>

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> . You should also familiarize yourself with the 2017-18 Calendar entry on plagiarism located on this website and the sanctions which are applied;
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>;
- (iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

3.5 Printing requirements.

Assignments should be word-processed and can be printed on one or both sides of the paper, using 1.5 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.*

Title page. Each assignment must begin with a title page that contains the following information (in this order): the student number; the question that it answers or the task that it fulfils; the degree for which it is submitted (M.Sc. Clinical Speech and Language Studies); the part of the course to which it is attached; the term and year in which it is submitted.

Pagination. All pages must be clearly and sequentially numbered.

Binding. Assignments need not be bound in any formal sense, but all pages must be firmly fixed together, e.g. by a strong staple. *ASSIGNMENTS SHOULD NOT BE SPIRAL BOUND.* This is to facilitate return of assignments electronically to students.

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 <http://www.tcd.ie/Library/support/referencing.php>.

Doubtful cases. Candidates who are uncertain how to apply the above conventions to any of their assignments should consult with the member(s) of staff responsible for the part(s) of the course in question or Professor Francesca La Morgia (Acting Course Director).

3.6 Submission of Assignments

Students should e-mail a copy of their assignment to cslspostgraduate@tcd.ie by 4pm on the due date. A hardcopy of the assignment must be posted on the same day of electronic submission. Students should retain a copy of this receipt as proof postage.

All assignments must be accompanied by the Department's Assignment Submission Sheet (Appendix 1). These forms are retained in Reception and kept separate from the assignment. Unless a medical certificate is presented to the course coordinator, **students are automatically penalized for late submission of an assignment — 5% if the assignment is up to one week late and 10% if the assignment is between one and two weeks late.** Without a medical certificate, no assignment will be accepted later than two weeks after the submission date.

For all assignments, students are required to upload an electronic version of the assignment to **TurnItIn**, a plagiarism detection system. For help in using TurnItIn – please see: <https://www.tcd.ie/CAPSL/students/integrity-plagiarism/index.php>.

3.7 Blackboard

Blackboard is a virtual **learning** environment and course management system that allows academics to create and host course materials and assignments on the Internet. It also facilitates students to engage in online learning and discussion. The materials on Blackboard supplement traditional classroom courses. All assignments are available online with associated marking rubrics. The M.Sc. and Postgraduate Diploma courses are registered on Blackboard. Students must have completed the registration process before they can access Blackboard. It is the student's responsibility to check that they are registered for all modules on Blackboard.

1. Attendance / keeping in touch

Students are required to attend all components of the course. If they are unable to attend because of illness or any other reason, they should immediately inform the Course Director. Students who are persistently absent from the course without explanation may be excluded from the assessment process.

It is the responsibility of students to remain in touch with their supervisor and attend for supervision at mutually agreed times. Students should immediately notify their supervisor and Course Director if they change their address. You may also notify Student Records.

5.1 Sending Documents:

It is important to note that when sending documents to staff within TCD, all documents, attachments must be e-mailed from student TCD e-mail accounts.

5.2 Receiving Documents:

All notices from the Department will be sent to student's TCD email address rather than to work or personal email addresses. It is the student's responsibility to check TCD e-mail on a regular basis.

6. POSTGRADUATE COURSE COMMITTEE

The Postgraduate Course Committee consists of the coordinator (convenor/chairman), Head of Discipline, one member of the academic staff, and student representatives. Student representatives are elected by their peers early in Michaelmas term each year. The committee meets at least once each term to update students on Faculty, School and Department matters and to provide a forum for communication between staff and postgraduate students.

7. DATES OF TERMS AND TIMETABLE FOR 2017-2018

Part time students will be on site for a total of 6 weeks. Michaelmas term 2017 will begin for all postgraduate students on Monday 25th September 2017. Hilary term 2018 lectures begin on Monday 22nd January 2018. The scheduled weeks for Year 1 part time students for 2017-2018 are as follows:

The scheduled weeks for 2017-2018 are as follows.

Week 1	25 th September 2017
Week 2	30 th October (Bank hol) 2017
Week 3	27 th November 2017
Week 4	22 nd January 2018
Week 5	26 th February 2018
Week 6	26 th March 2018

One to two-day lectures/workshops with international speakers may be scheduled outside these times. Students will be given advanced notification of these dates.

Appendix 1
Trinity College Dublin
The University of Dublin



Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil 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 Co-ordinator	
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 <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>.

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:** _____

