



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**School of Linguistic,  
Speech and  
Communication  
Sciences**

**Department of Clinical Speech and  
Language Studies**

**Postgraduate Diploma Clinical  
Speech and Language Studies  
2018–2019**

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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).

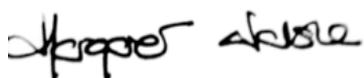
Aside from being a university steeped in a rich tradition and a vibrant history, Trinity College Dublin is recognised internationally as Ireland's premier university. Trinity College Dublin is Ireland's No.1 University (*QS World University Ranking 2016 Academic Ranking of World Universities (Shanghai), 2016*) and is ranked 88th in the World (*QS World University Ranking, 2017/18*). 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 courses began in the academic year 2004-2005 and has been successfully running since then, with many of our graduates going on to PhD level.

Since the beginning of the postgraduate 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 wish 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,*

## 2. Organisation and Structure

### General regulation

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/>.

Alternative formats (large print) of the handbook can be made on request. A hard copy of this Handbook is available from Reception in the department

## 3. General Information

### Student Support Services

Student Services support the academic life cycle by enhancing the student experience and providing key services to students throughout their time in Trinity. These services comprise Academic Registry, Day Nursery, Disability Service, Health, Sport and Student Counselling. Each unit works closely with the Students' Union to promote the services available to students and ensure they receive the pastoral care a university such as Trinity prides itself on. There is a specific handbook available on <https://www.tcd.ie/corporate-services/structure/student-services/>. Some of the range of services are described below.



**Location:** House Six (second floor)

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

**Contact:** Shane Collins – [president@tcdgsu.ie](mailto:president@tcdgsu.ie)

**Madhav Bhargav** – [vicepresident@tcdgsu.ie](mailto: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.

### **Who?**

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/](http://www.tcd.ie/Senior_Tutor/postgraduate/)

### **Where?**

The PAS is located on the second floor of House 27. It is open from 9.00am – 5.00pm Monday to Friday. Appointments are available from 10am to 4pm.

Phone: +353 1 8961417

Email: [pgsupp@tcd.ie](mailto:pgsupp@tcd.ie)

### **What?**

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. If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with us.

A blue banner with the text 'Disability Service' on the left and a photograph of a group of people in a hallway on the right.

### **Disability Service**

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](mailto: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.



We offer free, confidential and non-judgemental support service to registered students of Trinity College Dublin [http://www.tcd.ie/Student\\_Counselling/](http://www.tcd.ie/Student_Counselling/)

**Address:** 3<sup>rd</sup> Floor, 7-9 South Leinster Street

**Phone:** +353 896 1407

**Email:** [student-counselling@tcd.ie](mailto:student-counselling@tcd.ie)

## Graduate Studies

**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](mailto:academic.registry@tcd.ie).

## [Mature Student Office](#)

## Co-curricular activities

There are over 121 student societies in TCD. Current TCD Students and Staff can join TCD Societies. Presentation of a current staff or student card and registration with a valid TCD email address is necessary for registration. For more information see: <http://trinitysocieties.ie>.

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 For more information see: <https://www.tcd.ie/Sport/student-sport/ducac/>.

## Emergency procedures

In the event of an emergency, dial Security Services on extension 1999. 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 an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, 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).

## Data protection

Information on TCD policy on data protection for student data is available here.  
[https://www.tcd.ie/info\\_compliance/data-protection/](https://www.tcd.ie/info_compliance/data-protection/).

#### 4. General Programme Information

##### Contact Details

**Course Directors:** Professor Margaret Walshe and Professor Ciarán Kenny

**Head of School:**

Professor Martine Smith

**Head of Discipline:**

Professor Margaret Walshe

**Director of Teaching and Learning (Postgraduate):**

Professor John Saeed

**Director of Teaching and Learning (Undergraduate):**

Professor Pauline Sloane

**Director of Research:**

Professor Irene Walsh

**Executive officer responsible for postgraduate students**

Katie Griffin

**Department 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](mailto:cslspostgraduate@tcd.ie)

##### Staff contributing to programme

**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](mailto:walshema@tcd.ie) **Tel:** +353 1 896 2382

**Professor Ciaran Kenny - Assistant Professor.**

Co-coordinator of Taught M.Sc Programme. Background in computational linguistics, with an interest in applications of technology to clinical assessment and therapy.

Clinical and research interests in voice and swallowing disorders including: voice diagnostics, laryngopharyngeal reflux, dysphagia within oncology and palliative care populations

**Professor Julie Regan – Assistant Professor**

Lectures on video fluoroscopy analysis and instrumental dysphagia evaluation.

Research interests include objective dysphagia assessment (including videofluoroscopy, FEES, trans-nasal endoscopy and high resolution manometry) and

the development of newer evaluation techniques including the functional lumen imaging probe. E-mail: [juregan@tcd.ie](mailto:juregan@tcd.ie) Tel: +353 896 4370

**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.

E-mail: [ipwalsh@tcd.ie](mailto:ipwalsh@tcd.ie) Tel: +353 1 896 2420

**Professor Caroline Jagoe – Assistant Professor ( on leave for Michaelmas Term 2018)**

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](mailto:jagoec@tcd.ie) Tel: +353 1 896 4029

**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](mailto:psloane@tcd.ie) Tel: +353 1 896 1494

**Professor Francesca La Morgia - Assistant Professor (part time)**

Lectures on academic writing and Linguistics. Research interests include child language development and disorders, child and adult bilingualism, psycholinguistic approaches to the study of language.

E-mail: [flamorgi@tcd.ie](mailto:flamorgi@tcd.ie) Tel: +353 1 896 4370

**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](mailto:mmsmith@tcd.ie) Tel: +353 1 896 2027

**Director of Teaching and Learning (Postgraduate)**

The School's Director of Teaching and Learning (Postgraduate) DTLPG, is Professor John Saeed.

E-mail: [john.saeed@tcd.ie](mailto:john.saeed@tcd.ie) Tel: [+353 1896 1505](tel:+35318961505)

**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.

### Key Dates

#### DATES OF TERMS AND TIMETABLE FOR 2018-2019

Full time students will be on site for a total of 12 weeks. Michaelmas term 2018 will begin for all postgraduate students (M.Sc/Postgraduate Diploma) on Monday 10<sup>th</sup> September 2018. Hilary term 2019 lectures begin on Monday 21<sup>st</sup> January 2019.

The scheduled weeks for 2018-2019 are as follows.

Week 1	10 <sup>th</sup> September 2018
Week 2	8 <sup>th</sup> October 2018
Week 3	12 <sup>th</sup> November 2018
Week 4	28 <sup>th</sup> January 2019
Week 5	25 <sup>th</sup> February 2019
Week 6	1 <sup>st</sup> April 2019

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

See page 14 for course assignment submission dates.

### Timetable

Timetables will be circulated by email but lectures and tutorials are typically scheduled from 9-5pm for the weeks that the students are on-site. Clinical placement occurs outside these teaching weeks and will vary from student to student.

### Key Locations

Lectures for students take place in the Department of Clinical Speech and Language Studies. Room 005 is used for core modules and specialist strands in Dysphagia. Room 004 and Room 001 are also used. Lecture slides, videos, Discussion groups, assignment details are posted on Blackboard.

### **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.

### **Photocopying**

There are no photocopying facilities on site.

See <https://www.tcd.ie/itservices/facilities/printing.php>.

The central printing, scanning and photocopying facilities are managed by IT Services and the College Library, and provided by Datapac. There are multi-function devices (MFDs) in the Libraries and IT Services Computer Rooms located throughout the campus, and in some off-campus locations. It is possible to print from any computer in the computer rooms to any of the Datapac MFDs, whether on or off campus, as printing from these computers works on a 'follow-me' system. This means that after you have sent a job to be printed, it will print out on whatever Datapac MFD you choose to release the job from. Using the TCD Print Anywhere service you can print from your own device to any of the Datapac MFDs, whether you are in Trinity or not.

### **Academic Registry**

The Academic Registry is responsible for services that support the complete student lifecycle of Trinity College Dublin – from application to graduation.

See <https://www.tcd.ie/academicregistry/>.

### **Professional Clinical Placements**

These are organized with the students and course strand coordinators. Details and forms are in the Virtual Learning Environment ( Blackboard) under the specialist modules.

## 5. Teaching and Learning

### Programme architecture

The course comprises 5 core modules: Advanced Clinical Skills: Dysphagia, Research Methods 1, Reflective Practice Assessment, Reflective Practice Intervention and Clinical Evidence Based Practice.

### Plagiarism and referencing guidance

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:

- a) 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 2018-19 Calendar entry on plagiarism located on this website and the sanctions which are applied;
- b) 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.
- c) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>;
- d) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

### Referencing

References should be cited using the APA or Harvard referencing style. The titles of journals should not be abbreviated and web sources should be referenced appropriately. See <http://www.tcd.ie/Library/support/referencing.php> for assistance and advice on citation.

### Explanation of ECTS weighting

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. 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. ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

## Programme structure and workload

### Coursework requirements

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

### Course Assignment Submission Dates 2018-2019

#### Term 1: MICHAELMAS TERM

Assignment	Weighting	Due date
Case Management Assignment (1) Clinical Scenario: Oral presentation	25 marks	Presentation Friday 16 <sup>th</sup> November 2018
Reflective Practice (Assessment)	100 marks	Submitted by December 7 <sup>th</sup> 2018
Statistics Class Test	100 marks	Monday November 12 <sup>th</sup> 2018
<b>Total for Term</b>	<b>225 marks</b>	

#### Term 2: HILARY TERM

Assignment	Weighting	Due date
Case Management Assignment (2) Case Presentation (Intervention)	75 marks	Friday March 1 <sup>st</sup> 2019
Case Management Assignment (3) Analysis of clinical data (written submission)	50 marks	Submitted by March 29 <sup>th</sup> 2019
Reflective Practice (Intervention)	100 marks	Submitted by May 10 <sup>th</sup> 2019
Critical analysis of quantitative methodology literature, + Critical analysis of qualitative methodology literature	(75 marks x 2) 150 marks	Submitted by April 5 <sup>th</sup> 2019

<b>Total for Term</b>	<b>375 marks</b>	
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**Term 3: TRINITY TERM**

<b>Assignment</b>	<b>Weighting</b>	<b>Due date</b>
80 hours clinical practice: This can be completed at any point during the academic year	Pass/Fail	Complete portfolio to be submitted by Friday May 10 <sup>th</sup> 2019
<b>Total for Academic Year</b>	<b>600 marks</b>	

Assignment 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 (Postgraduate Diploma 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 Margaret Walshe (Head of Discipline)

**Marking criteria**

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.

### **Progression regulations**

In the calculation of the overall course mark, all modules are weighted according to their ECTS credit value. The pass mark of 40% applies to all assignments. To qualify for the award of the postgraduate diploma, students must achieve a mark of 40% or above in each module thereby accumulating 60 ECTS credits. There is no compensation between modules. A Distinction requires at least 68% in the unrounded aggregate mark with at least half the modules achieving a mark of at least 70%.

### **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.

### **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

## Careers Information and events

MyCareer from Careers Advisory Service. An online service that you can use to:

- Apply for opportunities, which match your preferences - vacancies including research options
- Search opportunities- postgraduate courses and funding
- View and book onto employer and CAS events
- Submit your career queries to the CAS team
- Book an appointment with your Careers Consultant

Simply login to MyCareer using your Trinity username and password and personalise your profile.

Careers Advisory Service

Trinity College Dublin, 7-9 South Leinster Street, Dublin 2

01 896 1705/1721 | Submit a career query through MyCareer

MyCareer:

[mycareerconnect.tcd.ie](http://mycareerconnect.tcd.ie)

TCD.Careers.Service

TCDCareers

[www.tcd.ie/ Careers/students/postgraduate/](http://www.tcd.ie/Careers/students/postgraduate/)

@TCDCareers

[tinyurl.com/LinkedIn-TCD-Connecting](https://tinyurl.com/LinkedIn-TCD-Connecting)

### Opening Hours

During term: 9.30am - 5.00pm, Monday - Friday

Out of Term: 9.30am - 12.30pm & 2.15 - 5.00pm, Monday - Friday

## External Examiners

There are two external examiners for the programme. Dr. Emilia Michou ( Dysphagia and Voice strands and Postgraduate Diploma (Dysphagia)

Prof Janice Murray (Developmental Communication Disorders and Acquired Communication Disorders strands)

## Learning Outcomes

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

### 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:

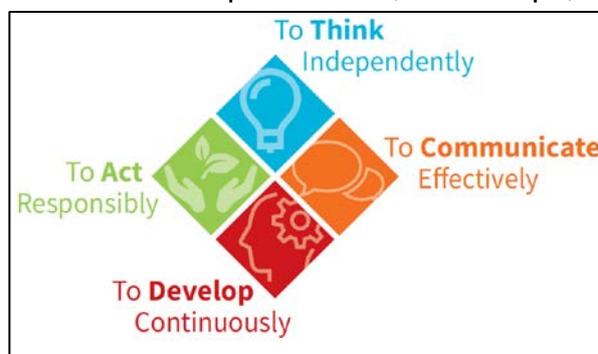
- (1) Excellence in clinical practice through extending and enhancing their existing theoretical knowledge base with a critical awareness of new insights and developments within their chosen clinical specialist area.
- (2) An ability to apply their existing scientific literacy skills to research and 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.

### 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).

The four Trinity Graduate Attributes are:

- To Think Independently
- To Act Responsibly
- To Develop Continuously
- To Communicate Effectively



### 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 teamwork skills.

<b>Module Code</b>	<b>SL7018</b>
<b>Module Name</b>	<b>ADVANCED CLINICAL SKILLS: DYSPHAGIA</b>
<b>ECTS weighting</b>	15
<b>Semester/term taught</b>	all year
<b>Contact Hours</b>	Contact Hours 134 Direct Teaching Hours 54 Supervised Clinical Hours 40 Unsupervised Clinical Hours 40  Indicative hours 166 (including contact hours, self-directed learning, assignment work)
<b>Module Personnel</b>	Module Coordinator: Professor Margaret Walshe Module Contributors: Professor Julie Regan, Professor Ciaran Kenny
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: Critically evaluate current models of dysphagia assessment and appraise their role in understanding the nature of dysphagia (feeding, eating, drinking and swallowing disorders) across the lifespan (Programme Outcome, 1,2)  Recognise anatomical landmarks and interpret endoscopic and videofluoroscopic images presenting in non complex medical conditions )Programme Outcome, 1)  Critically reflect on theoretical models of intervention and their application to dysphagia (Programme Outcome, 1)  Demonstrate awareness of models of disability and specific counselling approaches and their application to the management of people with dysphagia (Programme Outcome, 1)  Work independently with individuals with dysphagia associated

	<p>with non complex conditions (Programme Outcome, 1)</p> <p>Demonstrate knowledge of the scope of practice in dysphagia and recognise the role of the speech and language therapist within the multidisciplinary team (Programme Outcome, 1)</p> <p>Recognise local and professional legal and ethical obligations in dysphagia (Programme Outcome, 1)</p> <p>Critically reflect on the evidence base for dysphagia intervention, identifying areas of research within a specific topic area (Programme Outcome, 1,2,3,5,6)</p>
<b>Module Learning Aims</b>	<p>This specialist module is directed at postgraduate students who wish to extend their knowledge and clinical expertise in the area of dysphagia. It is intended to build on students' existing knowledge base and to provide students with skills to undertake research in this area.</p> <p>The 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.</p>
<b>Module Content</b>	See Blackboard
<b>Recommended Reading List</b>	Indicative resources are available on Blackboard
<b>Module Pre Requisite</b>	Recognised qualification in speech and language therapy
<b>Assessment Details</b>	<p>(a) Summative: Student performance is evaluated through continuous assessment. Students who have not completed a qualifying course in dysphagia must also complete and pass a clinical practice component involving both direct and indirect clinical supervision.</p> <p>Students who present proof that they have completed an introductory course in dysphagia, which involved a clinical component and supervised practice, or who are considered by their relevant speech and language therapy professional body to be qualified to work in dysphagia on graduation are exempt from 40 hours supervised practice, but they must complete the</p>

unsupervised component.

Students are also assessed on their 15,000 word dissertation on a topic related to dysphagia and on either the submission of a draft journal article for publication or poster for presentation at a relevant conference.

(b) Formative: Students will receive formative feedback on all assignments. 'One minute feedback' will be used to monitor students' learning at the end of some lecture sessions. Formative feedback will be provided along with summative feedback on case presentations and clinical scenario assignments.

### **Assignments**

Assignment 1:

Clinical Scenario (Oral case presentation, Assessment focus)  
Friday 16th November 2018 (25 marks)

Assignment 2:

Case presentation (Intervention focus) Friday 1st March 2019 (75 marks)

Assignment 3:

Analysis of clinical data (written presentations) to be submitted by Friday 29th March 2019 (50 Marks)

Assignment 4:

Clinical Practice (Pass/Fail)

Clinical Portfolio: To be submitted by 10th May 2019

### **Clinical Portfolio**

Students must compile a clinical portfolio over the academic year. This portfolio should include two case management reports (presented orally in November 2018 and February 2019 as well as an additional client related assignment (due in March 2019)). 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.

<b>Module Code</b>	<b>SL7014</b>
<b>Module Name</b>	<b>RESEARCH METHODS 1</b>
<b>ECTS weighting</b>	10
<b>Semester/term taught</b>	Michaelmas term
<b>Contact Hours</b>	Contact Hours: 30 Indicative hours : 200 (including contact house, self-directed learning, assignment work).  Lectures, tutorial, seminars and laboratory hours
<b>Module Personnel</b>	Module coordinator - Professor Ciarán Kenny
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to : <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the key concepts of experimental and non -experimental research design and strategy, critically reflecting on the characteristics of good study design (Prog. outcome 3)</li> <li>2. Demonstrate a fundamental knowledge of principles of different quantitative research methodologies and an understanding of the advantages and disadvantages of specific approaches (Prog. outcome 3)</li> <li>3. Appraise measurement issues in research design (validity, reliability, bias etc.) (Prog. outcome 3,4)</li> <li>4. Recognise basic statistical procedures and demonstrate understanding of both descriptive and inferential statistics (Prog. outcome 3)</li> <li>5. Formulate a well-built research question and perform literature searches efficiently in specific topic areas (Prog. outcome 1,2)</li> <li>6. Apply appropriate quantitative methodology to clinical research (Prog. outcome 3,4)</li> </ol>
<b>Module Learning Aims</b>	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 intended for part-time Year 1 M.Sc. students, full time M.Sc students and Postgraduate Diploma Students. This

	<p>module will run in Michaelmas term and is mandatory. Students should have already completed a research methods module in their undergraduate course</p> <p>Methods of teaching used include lectures, problem-solving tutorials and hands-on practical workshops. 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.</p>
<b>Module Content</b>	<ul style="list-style-type: none"><li>• Revision of different types of research: classification of research methodologies (descriptive research, exploratory research, experimental research);</li><li>• Key concepts of experimental research design ( between-subjects design, within subjects design, matched subjects design, experiments, quasi-experimental design)</li><li>• Key components of good research design;</li><li>• Formulating a concise research question; identifying variables and formulating hypotheses;</li><li>• Calculating sample size and performing power calculations;</li><li>• Describing data and data analysis: hypothesis testing, descriptive, inferential and multivariate statistics.</li><li>• Using statistical analysis software (SPSS; Minitab etc.)</li></ul>
<b>Recommended Reading List</b>	Reading List and other resources are available on Blackboard
<b>Assessment Details</b>	<p>Examination: Statistics class test (100%)</p> <p>Date: 12<sup>th</sup> November 2018</p> <p>Web Resources and supplementary reading are posted in the Research Methods 1 Learning Module in Blackboard.</p>

<b>Module Code</b>	<b>SL7017</b>
<b>Module Name</b>	<b>CLINICAL EVIDENCE BASED PRACTICE</b>
<b>ECTS weighting</b>	15
<b>Semester/term taught</b>	Michaelmas and Hilary Terms
<b>Contact Hours</b>	Contact Hours:26. Indicative hours 300 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	Module Coordinator: Professor Margaret Walshe
<b>Learning Outcomes</b>	<p>On successful completion of this course, students will be able to</p> <ol style="list-style-type: none"><li>1. Critically interpret the principles underlying evidence based practice, with reference to communication and swallowing disorders (Programme Outcome 1)</li><li>2. Recognise the importance of knowledge transfer, knowledge translation and implementation science in the field of communication and swallowing disorders ( Programme Outcome 1, 5, 6).</li><li>2. Retrieve high quality evidence relevant to specialist area using scientific literacy skills (Programme Outcome 1,2,6)</li><li>3. Grade research evidence and methodological quality of research according to established grading systems (Programme Outcome 1,3)</li><li>4. Extend skills in critical analysis of published research literature across a range of methodologies (qualitative and quantitative) (Programme Outcome 1,3)</li><li>5. Critically analyse the integration of current models of disability in society, clinical guidelines and EBP (Programme Outcome 1)</li></ol>

	6. Continuously integrate EBP into clinical decision making (Programme Outcome 1)
<b>Module Learning Aims</b>	This module revises the principles and application of evidence based practice in general and specialist areas. It introduces students to the field of implementation science and encourages students to reflect on the challenges and solutions to implementing evidence based healthcare. Current skills in critical analysis of literature are extended across a range of methodologies in this module with an emphasis on the continuing application of EBP in research as well as in clinical practice.
<b>Module Content</b>	See Blackboard.
<b>Recommended Reading List</b>	Indicative resources available in Blackboard
<b>Assessment Details</b>	2 Assignments  (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 5 <sup>th</sup> 2019  Web Resources and supplementary reading are posted in the Clinical EBP Learning Module in Blackboard.

<b>Module Code</b>	SL7025
<b>Module Name</b>	REFLECTIVE PRACTICE: ASSESSMENT
<b>ECTS weighting</b>	10
<b>Semester/term taught</b>	Michaelmas and Hilary Term
<b>Contact Hours</b>	Contact Hours: 24 Indicative hours 200 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	<b>Course Co-ordinator:</b> Professor Margaret Walshe <b>Course Contributors:</b> Professor Julie Regan
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: 1. appraise the role of reflective practice in professional development with specific application to working in the area of dysphagia (feeding, eating, drinking, and swallowing disorders); 2. critically reflect on clinical reasoning skills and the process of decision making in formulating a differential diagnosis and planning assessment of dysphagia; 3. reflect on clinical reasoning skills and the process of clinical decision making in selecting appropriate assessments for people with dysphagia; 4. critically consider the challenges presenting in the area of dysphagia assessment in clinical practice (e.g. service delivery models, lack of resources, etc.), their influence on practice and possible solutions to these challenges; 5. incorporate reflective practice into clinical work considering personal clinical decision making practices, knowledge, care processes and outcomes with specific focus on assessment procedures.
<b>Module Learning Aims</b>	This specialist module is directed at postgraduate students who wish to extend their knowledge, skills and clinical expertise in the area of dysphagia without completing a research project in the area. It expands clinical professional development in the area of dysphagia with a specific focus on reflective clinical practice.
<b>Module Content</b>	This specific module will focus on assessment in the area of dysphagia. Lectures, tutorials and workshops will be delivered by CSLS staff, and outside clinical specialists within the profession of

	speech and language therapy. In the weeks off-site, students are expected to carry out self-directed learning on specific topics and complete a reflective log. Students will be encouraged to prepare either a literature review in the area of assessment, a protocol for a systematic review, or case report for public presentation or publication.
<b>Recommended Reading List</b>	Available on Blackboard
<b>Module Pre Requisite</b>	Recognised qualification in speech and language therapy
<b>Module Co Requisite</b>	SL7018
<b>Assessment Details</b>	(a) <b>Summative:</b> Reflective Practice Assessment product (100 marks). To be submitted by 7th December 2018 (b) <b>Formative:</b> Students will receive formative feedback on PBL problems, case presentations, class debates etc. - Web Resources and supplementary reading are posted in the Reflective Practice; Assessment Learning Module in Blackboard.

<b>Module Code</b>	<b>SL7026</b>
<b>Module Name</b>	REFLECTIVE PRACTICE: INTERVENTION
<b>ECTS weighting</b>	10
<b>Semester/term taught</b>	Hilary Term
<b>Contact Hours</b>	Contact Hours: 20 Indicative hours: 200 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	Module Co-ordinator: Professor Margaret Walshe Course Contributors: Professor Ciaran Kenny
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: 1. Critically reflect on clinical reasoning skills and the process of decision making in formulating intervention and management plans in the area of dysphagia (feeding, eating, drinking, and swallowing disorders); 2. Reflect on clinical reasoning skills and the process of decision making in devising intervention programmes and management planning for individuals with dysphagia; 3. Critically reflect on the challenges present in the area of dysphagia management in clinical practice (e.g. service delivery models, lack of resources, etc.), their influence on practice and consider possible solutions to these challenges; 4. Incorporate reflective practice into clinical work considering personal clinical decision making practices, knowledge, care processes and outcomes with specific focus on intervention programmes and management procedures in dysphagia.
<b>Module</b>	This specialist module is an extension of the Advanced Clinical Skills: Assessment Module (SL7025). It directed at postgraduate

<b>Learning Aims</b>	<p>students who wish to extend their knowledge and clinical expertise in the area of dysphagia without completing a research project in the area. It expands clinical professional development in the area of dysphagia with a specific focus on reflective clinical practice. This specific module will focus on intervention in dysphagia.</p> <p>Lectures, tutorials and workshops will be delivered by CSLS staff, outside clinical specialists within the profession of speech and language therapy. In the weeks off-site, students are expected to carry out self-directed learning on topics and complete a reflective log. Students will be encouraged to prepare either a literature review, protocol for a systematic review, or case study for public presentation or publication.</p>
<b>Module Content</b>	Available on Blackboard
<b>Recommended Reading List</b>	Available on Blackboard
<b>Module Pre Requisite</b>	SL7025
<b>Module Co Requisite</b>	SL7018
<b>Assessment Details</b>	<p>(a) Summative: Clinical product (100 marks). To be submitted by 10th May 2019</p> <p>(b) Formative: Students will receive formative feedback on PBL problems, case presentations, class debates etc.</p> <p>Web Resources and supplementary reading are posted in the Reflective Practice Intervention Module in Blackboard.</p>

## 1. ASSESSMENT

### Attendance Requirements

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.**

### Relevant University Regulations

See Calendar

<http://www.tcd.ie/calendar/graduate-studies-higher-degrees/>

### Feedback & Evaluation

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

### Submission of Assignments

Students should **e-mail a copy of their assignment to [cslspostgraduate@tcd.ie](mailto:cslspostgraduate@tcd.ie) by 4pm on the due date. Two hardcopies 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>.

### ***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.

**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.

**Progression and Awards**

Refer to Calendar General Regulations.



Coláiste na Tríonóide, Baile Átha Cliath  
Trinity College Dublin

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**Appendix 1**  
**Trinity College Dublin**  
**The University of Dublin**  
**DEPARTMENT OF CLINICAL SPEECH & LANGUAGE STUDIES, TCD**  
**Assignment Submission Form**

<b>Student Name</b>	
<b>Student Number</b>	
<b>Assessment Title</b>	
<b>Module Code</b>	
<b>Module Title</b>	
<b>Module Co-ordinator</b>	
<b>Staff member responsible for assignment</b>	
<b>Date Due</b>	
<b>Date Submitted</b>	

**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:** \_\_\_\_\_

**Appendix 2  
Trinity College Dublin  
The University of Dublin**

**Health and Safety**

**IN THE EVENT OF AN EMERGENCY, DIAL SECURITY SERVICES ON EXTENSION 1999.**

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 rescue 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).

**<https://www.tcd.ie/study/eu/undergraduate/admission-requirements/infectious-diseases/>**

**Appendix 3**  
**Trinity College Dublin**  
**The University of Dublin**

**Data Protection**

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 [www.tcd.ie/Info\\_Compliance/data-protection](http://www.tcd.ie/Info_Compliance/data-protection)
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](http://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 unauthorized 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.

## Intellectual Property Guidelines

### Undergraduate and Taught Masters Student Researchers

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In accordance with Section 1 of the TCD *Policy, Practice and Regulations on Intellectual Property*<sup>1</sup>, Students who are not receiving a paid stipend from TCD and/or are fee-paying students, are owners of any intellectual property they create.

The following guidelines aim to clarify principles of engagement and management of intellectual property when Students are engaged in research projects during the course of their Undergraduate/Taught Masters programmes.

TCD endeavours to protect and manage its IP in accordance with the TCD Policy, Practice and Regulations on Intellectual Property. As such TCD requires Students who are engaged in research projects as permitted by a supervising Principal Investigator (PI), to adhere to the following guidelines;

- All research projects and projects results should be considered confidential;
- No IP (ie data, results etc) should be disclosed/presented/disseminated/published without the permission of the supervising PI;
- Students must consult with their supervising PI prior to submitting an abstract/poster/project summary for public dissemination (internally or externally);
- Students must consult with their supervising PI prior to submitting their Thesis dissertation and/or depositing a publication to TARA via the TCD Research Support System;
- Supervising PIs may at their discretion, request that a Student sign an undertaking to assign IP and maintain obligations of confidentiality if necessary;
  - This may be dependent on terms and conditions of the funding underpinning a project; and
  - This may be dependent on the commercial sensitivity of the project.
- Subject to the nature of and commercial sensitivity of IP created by a Student, the Students may be advised that their IP must be assigned to TCD in accordance with TCDs IP Policy;

Confirmation that assignment is necessary should be agreed by the Students in advance of participating in any research project; and

The assignment would be facilitated by the Technology Transfer Office

- Subject to the nature of and commercial sensitivity of IP created by a Student, the Student may be advised that a stay on a Thesis may be necessary to prevent public access - until such time that IP can be patent protected or otherwise disclosed. Any stay required, is in accordance with Section 1.38.15 of the University Calendar, Part III, "Withheld access ".

It is encouraged to always consult with the supervising PI with respect to the research project and what conditions may be attached in terms of ownership of IP, publication, confidentiality and thesis submission. Any concerns with respect to the above guidelines should be raised by the Student prior to selecting or being assigned a research project.

All queries regarding these guidelines can be directed to; Dr. Emily Vereker, Senior Patents & Licensing Manager Office of Corporate Partnership & Knowledge Exchange, Trinity Research & Innovation ✉ [emily.vereker@tcd.ie](mailto:emily.vereker@tcd.ie) / ☎ ext 4152

<sup>1</sup> <https://www.tcd.ie/about/policies/assets/pdf/intellectual-property-policy.pdf>