



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

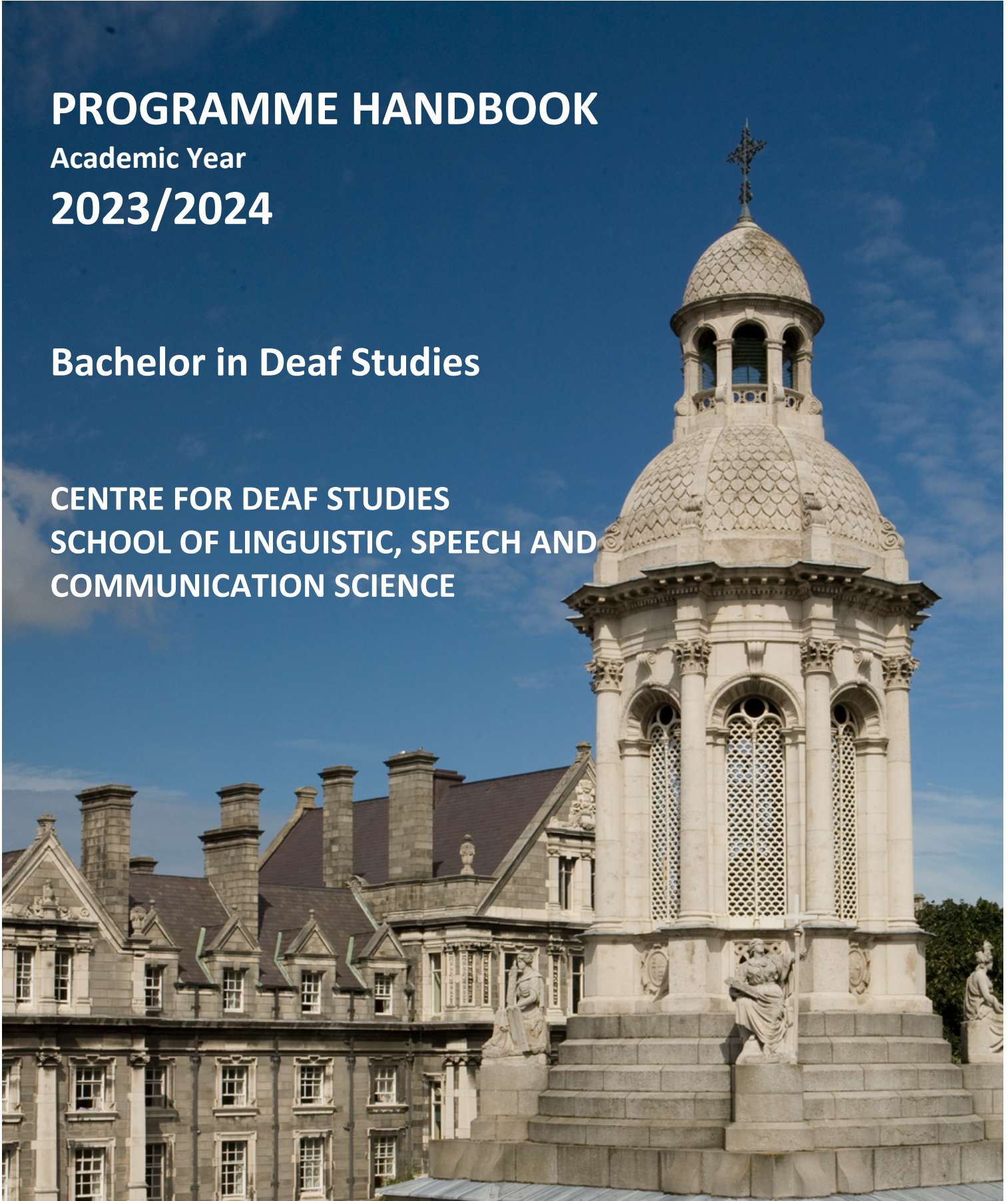
PROGRAMME HANDBOOK

Academic Year

2023/2024

Bachelor in Deaf Studies

**CENTRE FOR DEAF STUDIES
SCHOOL OF LINGUISTIC, SPEECH AND
COMMUNICATION SCIENCE**



Welcome to the Centre for Deaf Studies

Dear Student,

Welcome to the Centre for Deaf Studies. For an incoming JF student, I would like to offer you a special warm welcome and congratulations on your acceptance into the Bachelor in Deaf Studies programme. Additionally, I would like to welcome back the SF, JS, and SS students.

We are proud to be the only institution in Ireland that provides undergraduate degrees in ISL, Deaf Studies, ISL/English interpreting, and ISL teaching. Additionally, we are among the select few universities globally that offer programs for sign language teaching.

Please take note that the information provided in this handbook pertains only to the academic year 2023/2024. It is applicable to all students enrolled in the Centre and outlines the expectations and support available for your studies, both academically and personally. For a detailed breakdown of the learning outcomes for each module, please refer to the separate module handbook for the year 2023-2024. Additionally, please see <http://mymodule.tcd.ie/> for further information.

It is highly recommended that you check this handbook nearby and refer to it frequently throughout the year. In addition, you can access the information provided in this booklet on the Centre's website at <https://www.tcd.ie/slscs/undergraduate/deaf-studies-bachelor/>.

It is recommended that you become familiar with the College regulations for the Bachelor in Deaf Studies, which can be found in the College Calendar and online at <https://www.tcd.ie/calendar/general-information/>. If there are any discrepancies between the General Regulations in the University Calendar and the information provided in the programme or local handbooks, the General Regulations in the Calendar will take precedence. For more information, please visit <https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>.

Please be aware that our college policy requires all official communications to be sent to TCD email addresses exclusively. Therefore, please refrain from using your personal email account throughout your time with us.

Finally, we hope that you have a great time at the Centre. Our teaching team strives to provide you with the best educational experience at a high standard, particularly in immersing you in Irish Sign Language, which is one of the main goals of the programme. If you need assistance, please don't hesitate to contact me or other colleagues (contact details can be found on page 12).

Wishing you a successful and fulfilling academic year.

Carmel Grehan
Programme Director

MISSION STATEMENT

The Centre for Deaf Studies, University of Dublin, is committed to excellence in both innovative research and teaching in the area of Deaf Studies, to the enhancement of the learning of each of its students and to an inclusive college community with equality of access for all in an ISL/English bilingual and multicultural environment. The Centre will continue to disseminate its knowledge and expertise for the benefit of the Deaf community, wider society, and the scientific community.

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GLOSSARY

ISL	Irish Sign Language
SLSCS	School of Linguistic, Speech and Communication Sciences
CDS	Centre for Deaf Studies
CLCS	Centre for Language and Communication Studies
DS	Disability Service
DUCAC	Dublin University Central Athletic Club
ECTS	European Credit Transfer and Accumulation System
ICE	In Case of Emergency
JF	Junior Freshman (1 st year)
SF	Senior Freshman (2 nd year)
JS	Junior Sophister (3 rd year)
SS	Senior Sophister (4 th year)
SITS	Student Information System
SF	Senior Freshman (2 nd year)
S2S	Student to Student

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

Freshman and Sophister Modules for 2023-2024

Please see Module Handbook for full details.

Modules Code	Module/Course Name	ECTS
Junior Freshman		
DFU11001	Irish Sign Language 1	10
DFU11002	Irish Sign Language 2	10
DFU11003	Working with the Deaf Community 1	5
DFU11004	Working with the Deaf Community 2	5
DFU11005	Introduction to the Deaf Community 1	5
DFU11006	Introduction to the Deaf Community 2	5
DFU11007	Deaf Education	5
DFU11008	Modality and Second Language Learning	5
LIU11008	Introduction to Linguistics 1	5
LIU11013	First Language Acquisition	5
Senior Freshman		
DFU22001	Irish Sign Language 3**	10
DFU22002	Irish Sign Language 4**	10
DFU22003	Introduction to Sign Linguistics 1	5
DFU22004	Introduction to Sign Linguistics 2	5
DFU22005	Translation and Interpreting: Philosophy and Practice 1**	5
DFU22006	Translation and Interpreting: Philosophy and Practice 2**	5
	Open Modules/Trinity Electives <i>Please note: Modules covered by Open Modules/Trinity Electives are not administered by the Centre or the School of Linguistic, Speech and Communication Sciences.</i>	
<p>For all SF students for Academic Year 2023/24 for the specific strands in JS ** above Irish Sign Language (ISL)/English interpreting specialist stream: in order to enter this Sophister stream, students must achieve a minimum mark of 60 per cent across both 'translation and interpreting: philosophy and practice' modules, with each module achieving a minimum mark of 50 per cent. Students must achieve a minimum average mark of 60 per cent across 'Irish Sign Language 3' and 'Irish Sign Language 4', with each module achieving a minimum mark of 50 per cent.</p> <p><i>Irish Sign Language (ISL) teaching specialist stream:</i> in order to enter this Sophister stream, students must achieve a minimum average mark of 60 per cent across 'Irish Sign Language 3' and 'Irish Sign Language 4', with each module achieving a minimum mark of 50 per cent. https://www.tcd.ie/calendar/undergraduate-studies/complete-part-II.pdf</p>		
Junior Sophister		
DFU33001	Irish Sign Language 5	10
DFU33002	Irish Sign Language 6	10
DFU33003	Ethics 1	5
DFU33004	Ethics 2	5
DFU33005	Research Methods	5
DFU33006	Deafhood and Deaf Culture	5

DFU33007	Deaf People and the Media**	10
DFU33008	Introduction to Interpreting**	
DFU33009	Introduction to ISL Teaching**	
	Open Modules/Trinity Electives <i>Please note: Modules covered by Open Modules/Trinity Electives are not administered by the Centre or the School of Linguistic, Speech and Communication Sciences</i>	
Senior Sophister		
DFU44001	Practical Placement 1	10
DFU44002	Practical Placement 2	10
DFU44003	Irish Sign Language 7	10
DFU44004	Research Project (Capstone)	20
DFU44005	Advanced Topics in Deaf Studies	10
DFU44006	Advanced Interpreting	
DFU44007	ISL Teaching and Assessment	

1. Introduction

1.1 Centre for Deaf Studies (CDS)

The Centre for Deaf Studies (CDS) is one of three components of the School of Linguistic, Speech & Communication Sciences, in the Faculty of Arts, Humanities and Social Sciences, see <https://www.tcd.ie/slscs/#menu>.

Postal Address / Contact information:

Department of the Centre for Deaf Studies,
7 – 9 South Leinster Street, Dublin 2

1.2 Opening Hours

During Lecture Term, the majority of the CDS-run modules are delivered on the first floor from 9am to 6pm. Lectures may be scheduled in the teaching room on the first floor (Room 111-116) after that time, as noted in student timetables. The rooms can be available after the teaching hours, students are responsible to check with the security before the lock-up time.

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

1.3 Term Dates

Academic Year Structure 2023-2024

For information on the dates for 2023-2024 please see: <https://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf>

The following dates are very important. We take this opportunity to remind students that it is their responsibility to familiarise themselves with the term dates and submission deadlines for their modules.

Key Assessment Dates

Week Commencing	
04/09/23	Orientation
11/09/23	Induction Week for SS Placement
18/09/23	Orientation (Junior Freshman)
11/09/23	Michaelmas Teaching Term begins
25/09/23	Michaelmas Teaching Term begins (Junior Freshman)
23/10/23	Reading Week
04/12/23	Revision Week
11/12/23	Assessment Week* (~ - only applies to JF)
18/12/23	Christmas Period College closed 22 December 2023 to 1 January 2024 inclusive
08/01/24	Foundation Scholarship Examinations^
15/01/24	Marking/Results

22/01/24	Hilary Teaching Terms begins
04/03/24	Reading Week
15/04/24	Revision Week
29/04/24	Assessment Week*
05/05/24	Marking/Results from 05/05/24 to 24/05/24

*Note: additional/contingency days may be required of the formal assessment/reassessment weeks

~Note: it may be necessary to hold a small number of JF examinations/assessments outside of Semester 1

^ Note: it may be necessary to hold some examinations/assessments in the preceding week.

2. Staff Information and Contact Details

Staff interests & research etc. – click <https://www.tcd.ie/slscs/staff/>

Head of School (SLSCS)	Dr. Lorna Carson
Head of Discipline (CLCS)	Dr. Breffni O'Rourke
Director of Teaching and Learning (Undergraduate)	Dr. Margaret Walsh
Director (CDS)	Dr. John Bosco Conama
Programme Director (CDS)	Ms Carmel Grehan

Contact Information is as follows

Staff member	Contact or Room Number	Email address
Dr. Lorna CARSON	Room 124	carsonle@tcd.ie
Dr. Margaret WALSH	01 896 2382	walshema@tcd.ie
Dr Breffni O'ROURKE	Ext. 3162, Room 3041	orourkeb@tcd.ie
Ms Dara O'SÍOCHÁIN	Ext. 2184	dosochin@tcd.ie
Dr John Bosco CONAMA	Room 122	comamaj@tcd.ie
Ms Carmel GREHAN	Room 123	cgrehan@tcd.ie
Mr Patrick A. MATTHEWS	Room 117	matthep@tcd.ie
Ms Teresa LYNCH	Room 119	lyncht2@tcd.ie
Dr Sarah SHERIDAN (maternal leave Michaelmas Term)	Room 118	sherids1@tcd.ie
Dr Isabelle HEYERICK	Room 120	Isabelle.Heyerick@tcd.ie
Mr Conor PYLE		pylecj@tcd.ie
Mr Cormac LEONARD		cleonard@tcd.ie
Ms Jennifer O'REILLY	Ext. 1560	cdsinfo@tcd.ie

2.1 Queries

- If you have a query or concern about a particular module (course) you should contact **your lecturer** directly.
- If you have a query about your degree course, you should contact **Ms. Carmel Grehan** Programme Director/Coordinator of the Bachelor in Deaf Studies at cgrehan@tcd.ie
- To contact the **Centre's Executive Officer**, email cdsinfo@tcd.ie.
- If you have a query about your course content, please contact **Year Coordinators** (on next page) in the first instance.

2.2 Years Coordinators

Year	Co-ordinator
Junior Freshman	Ms Carmel Grehan
Senior Freshman	Mr. Patrick Matthews
Junior Sophister	Ms. Teresa Lynch
Senior Sophister	Dr. John Bosco Conama (Michaelmas Term 2023) Dr. Sarah Sheridan (Hilary Term 2024)

3. General Department Information

The Centre for Deaf Studies is committed to supporting students on the Bachelor in Deaf Studies (B.St.Su.) programme. In this section, we highlight Student Support and Services available in College that may be of particular interest to you, such as Student Support and Services, the Student to Student service, the Tutorial Service, the Trinity Disability Service, and the Mature Student Office.

3.1 Student Support and Services

It is very important to familiarise yourself with the available student support services offered during your time at College. The Student Support Services have compiled a Student Services Booklet College <https://www.tcd.ie/corporate-services/structure/student-services/>. This provides an overview of the resources that can help you navigate your college journey. You are strongly encouraged to utilise these services whenever you require assistance. Remember, these services are designed for you, so do not hesitate to use them.

3.2 Senior Tutor and Tutorial Service

Upon admission to College, undergraduate students are assigned a College Tutor. You should have received a handbook outlining the tutor's role during the registration process. This handbook contains general information regarding the Tutor's responsibilities. You can refer to it at any time via this link: <https://www.tcd.ie/seniortutor/>

3.3 What is a Tutor?

A Tutor is an academic staff member appointed to oversee the well-being and development of students under their care. Although your Tutor may also be one of your lecturers, their role as a College Tutor is distinct from their teaching duties. Tutors serve as a primary point of contact and source of support, both when you first arrive at College and throughout your academic journey. They offer confidential guidance and advice on personal and academic matters, as well as any other issues that may affect your life. Furthermore, if necessary, they will support and advocate for your perspective in your interactions with the College.

For instance, you can approach your Tutor for assistance and advice on various matters, such as course selection, exam results, conflicts within your family, bereavement, financial difficulties, or taking a leave of absence, among others. However, it is important to note that the Tutor is not responsible for supervising your studies.

To find out who your designated College Tutor is, (as assigned by College on registration) check the Student Information System. For more information, please visit: <https://www.tcd.ie/seniortutor/students/undergraduate/>

3.4 Student to Student (S2S)

S2S is a support programme for first-year students designed to make their transition to college smooth and enjoyable. It offers the following features:

1. Mentors: Experienced student mentors are paired with first-year students to provide guidance, support, and answers to their questions.
2. Pre-semester connections: Students meet their mentors during Freshman's Week, allowing them to establish friendships and connections before classes begin.
3. Ongoing support: Mentors stay in regular contact with mentees throughout the first year, offering assistance and addressing concerns.

4. Social events: Mentors organise on-campus and off-campus events to help new students socialize and connect with their peers.
5. Course-specific advice: Mentors provide useful information about specific courses, helping students succeed academically.
6. Peer Supporters: Trained Peer Supporters offer confidential and supportive conversations for students seeking a friendly chat or a listening ear.

Overall, S2S aims to create a supportive environment for first-year students, providing them with a strong foundation for their time at Trinity College. You can find more information at: https://www.tcd.ie/Student_Counselling/student2student/

3.5 Mature Student Office

The Mature Student Office in Trinity College is part of the Trinity Access Programmes (TAP). The Mature Student Office provides advice and support to both prospective and current undergraduate mature students, please visit <https://www.tcd.ie/maturestudents/>

Phone: 353 1 896 1386 or email at mature.student.officer@tcd.ie

3.6 Co-Curricular Activities

Being a student is not only about studying! We encourage students to engage with College social and sporting activities to create the “Trinity Experience”.

If student is not into sport, Trinity has over 120 Societies which attract dynamic members from all over College. For more information on the 120 societies here in college, see:

<http://trinitysocieties.ie/>
<https://www.tcd.ie/Sport/student-sport/clubs/>

3.7 Dublin University Central Athletic Club - DUCAC

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

3.8 Trinity College Dublin Students Union (TCDSU)

The Students’ Union is run for students by students. The Students’ Union website is a vital resource for Trinity students. It is the place to go if you have a problem in College - it has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare. The website also contains contact details for each Sabbatical Officer.

For more information about TCDSU, see: <https://www.tcdsu.org>
You can find out more about student representation here: <https://www.tcdsu.org/your-union/our-structure>

You can also follow TCDSU on Facebook at ‘Trinity College Students’ Union’ and on Twitter @TCDSU.

3.9 Support Provision for Students with Disabilities

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must apply for [reasonable accommodation](#) with the Disability Service

<https://www.tcd.ie/disability/> in their student portal my.tcd.ie. Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student’s disability support needs. Following the Needs Assessment, the student’s Disability Officer prepares an Individual [Learning Educational Needs Summary \(LENS\)](#) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

3.10 Summary of Student Support Websites

Student Services Website: www.tcd.ie/student-services

Student Services Booklet: College <https://www.tcd.ie/corporate-services/structure/student-services/>

Student 2 Student: https://www.tcd.ie/Student_Counselling/student2student/

Senior Tutor and Tutorial Service: : <https://www.tcd.ie/seniortutor/>

Trinity Disability Services: <https://www.tcd.ie/disability/>

Mature Student Office: <https://www.tcd.ie/maturestudents/>

Careers Advisory Service: <https://www.tcd.ie/Careers/>

Graduate Studies Office: <https://www.tcd.ie/graduatestudies/>

We particularly encourage you to join the Sign Language Society. You can contact them at: sign@csc.tcd.ie.

3.11 Examination accommodation and deadlines

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

Semester 1: Assessment and Foundation Scholarship 2023-2024

11/12/23	Assessment Week* (~ - only applies to JF)
18/12/23	Christmas Period College closed 22 December 2023 to 1 January 2024 inclusive

Semester 2: Assessment 2023-2024

29/04/24	Assessment Week* (~ - only applies to JF)
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*Note: additional/contingency days may be required of the formal assessment/reassessment weeks

~Note: it may be necessary to hold a small number of JF examinations/assessments outside of Semester 1

^ Note: it may be necessary to hold some examinations/assessments in the preceding week.

3.11.1 Student responsibilities for departmental assessments/course tests

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

3.11.2 Professional Learning Education Needs Summary – PLENS

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

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

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

More Information on placement supports offered are linked:

<https://www.tcd.ie/disability/support-and-resources/placementinternship-planning/>

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity: <https://www.tcd.ie/disability/current/how-reasonable-accommodations-work-in-trinity/>

4. Student Representation Structures

4.1 Student Information System (SITS)

Access via my.tcd.ie: <https://my.tcd.ie>

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

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

4.1.2 Student Representation

At the beginning of each academic year, each student in the cohort should be elected by their class as a student representative. These representatives play a vital role in collecting concerns and facilitating discussions on matters relevant to undergraduate education within the Centre, acting on behalf of their year group

Two student representatives, one for Freshman students and one for Sophister students, are entitled to represent the student body at the **School Committee Meeting**. This takes place on the last Tuesday morning of each term. It is advised that students notify the Programme Director of the elected representatives as soon as possible at the beginning of the academic year.

4.1.2 College Student Representation Structures

Trinity College values student representation and encourages student input at all levels of the College's committees and decision-making structures. The responsibility for electing and appointing representatives for each level lies with the Students' Union and Graduate Students' Union. These elected representatives are responsible for raising issues affecting their constituency with the relevant College authorities. For more information, please visit: <https://www.tcdsu.org>

4.1 Dignity and Respect Policy

Trinity College is dedicated to fostering a supportive and productive environment for its staff, students, and community members. Within Centre of Deaf Studies, our commitment lies in promoting a collegial atmosphere free from discrimination, bullying, harassment, and sexual harassment.

Developed in collaboration with the College group of trade unions, the Dignity and Respect Policy emphasises the importance of prevention. It underscores the responsibility of both staff and students to uphold an environment that respects all individuals' dignity. Our objective is to ensure that all interactions with staff and students are characterised by mutual respect. This policy extends beyond clinical settings to encompass any external placements where students may be placed.

The comprehensive Trinity College policy provides guidance on addressing communication breakdowns or interpersonal disputes. It also outlines a framework for resolving complaints through informal and formal procedures, including mediation. Additionally, the policy provides

valuable information about available support resources for all parties involved in a complaint. See <https://www.tcd.ie/about/policies/Student%20Complaints%20Procedure.php>

For more information, please refer to the Trinity College Dignity and Respect Policy at <https://www.tcd.ie/equality/policy/dignity-respect-policy/>

4.1.1 Data Protection and GDPR

Trinity College Dublin uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and we have prepared this short guide to ensure you understand how we obtain, use and disclose student data in the course of performing University functions and services. You can find out more here: <https://www.tcd.ie/dataprotection/>

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.

4.1.2 GDPR

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

See: <https://www.tcd.ie/dataprotection/GDPR/>
<https://www.hse.ie/eng/gdpr/>

College's Academic Policies and Procedures are documented here: <https://www.tcd.ie/teaching-learning/academic-policies/>

4.5 Emergency Procedure

In the event of an emergency, please use the following text/voice numbers:

Text only: 087 7638351

Voice only: extension 1999 (or, from a mobile +353 1 896 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 use the numbers above in case of 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.

Please familiarise yourself with the emergency protocol for South Leinster Street and follow all instructions given by safety officers if asked to evacuate the premises. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

4.6 Health and Safety Policy

For more information; visit <https://www.tcd.ie/estatesandfacilities/>

4.6.1 General Policy

Trinity College is committed to securing a workplace that is as safe and healthy as possible. This Statement, which has been drawn up according to guidelines issued by the Health and Safety Authority, should be read in conjunction with the College's fire safety regulations, a copy of which is displayed in the Centre. For more details, visit <https://www.tcd.ie/about/policies/assets/pdf/Occupational-Health-Safety-policy-Nov20.pdf>

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 students require any emergency or rescues services on campus, they 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).

The Director of the Centre is responsible for implementing the College Safety Statement and the CDS Safety Statement, so far as is reasonably practicable, within their area of responsibility at the Centre for Deaf Studies.

The School's Safety Officer is mcfaddbr@tcd.ie Extn 1496

It should be noted that CDS's fire warden is Patrick Matthews. Fire drills will be held during Hilary Term and adequate notice will be provided.

4.6.2 Consultation and Information – College Safety Statement

The Director of CDS and CDS' fire warden keep the issues covered in this safety statement under review. In addition, there is formal consultation with all CDS staff on a yearly basis.

This safety statement has been circulated to all members of CDS staff. It is on permanent display in CDS and the attention of all users of CDS facilities is drawn to it. It will be revised from time to time as circumstances dictate.

Staff and students should familiarise themselves with the College's policy on health and safety. Full details are available at <https://www.tcd.ie/estatesandfacilities/>

4.6.3 Coronavirus Crisis

Staff and students are obliged to follow the updates on the College's coronavirus crisis news and updates. This can be seen at this link <https://www.tcd.ie/about/coronavirus/>

5. Teaching and Learning – Graduate Attributes

5.1 Graduate Attributes

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

To Act Responsibly

A Trinity Graduate

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

To Develop Continuously

A Trinity Graduate

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



To Think Independently

A Trinity Graduate

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

To Communicate Effectively

A Trinity Graduate

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

5.1.1 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.

5.1.2 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.

For more information see <https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

6. Programme Overview and Learning Outcomes

6.1 The Bachelor in Deaf Studies (B.St.Su.) is a four-year full time course leading to an honours degree. The course provides a comprehensive introduction to the Deaf community/ies and Irish Sign Language (ISL) for those wishing to work with signers. No prior knowledge of ISL is required for entry. The degree also draws on a multidisciplinary approach to introduce a broad spectrum of knowledge, skills and competencies related to Deaf Communities, Deaf History and Culture. In the sophister year (Years 3 and 4), profession-specific competencies are in focus for those who select pathways to ISL teaching or ISL-English Interpreting

The course offered is a four-year course of honours standard leading to a degree of Bachelor in Deaf Studies, a Level 8 qualification on the National Framework of Qualifications.

The component modules in each year are grouped under two headings: (i) theory and (ii) practice. Throughout the course considerable emphasis is placed on the study of culture, language and linguistics, in addition to aspects of policy relating to the situation of Deaf people educationally, legally and linguistically.

6.2 Registration for all JF students for Academic Year 2023/24 (Phase 1 & 2 programme)

Students in Year 1 of Bachelor in Deaf Studies will be invited during the Trinity term to register their preferences for Year 2 of their course, including Trinity Electives and Approved Modules.

Students will be advised of how they will do this and where they will find relevant module information several weeks before they are invited to register. Timetabling may restrict the availability of modules to individual students.

6.3 For all SF students for Academic Year 2023/24 for the specific strands in JS

Irish Sign Language (ISL)/English interpreting specialist stream: in order to enter this Sophister stream, students must achieve a minimum mark of 60 per cent across both 'translation and interpreting: philosophy and practice' modules, with each module achieving a minimum mark of 50 per cent.

Students must achieve a minimum average mark of 60 per cent across 'Irish Sign Language 3' and 'Irish Sign Language 4', with each module achieving a minimum mark of 50 per cent.

Irish Sign Language (ISL) teaching specialist stream: in order to enter this Sophister stream, students must achieve a minimum average mark of 60 per cent across 'Irish Sign Language 3' and 'Irish Sign Language 4', with each module achieving a minimum mark of 50 per cent.

<https://www.tcd.ie/calendar/undergraduate-studies/complete-part-II.pdf>

6.4 Practical placement is a feature of the Senior Sophister years of the course and may be scheduled both during and outside university teaching terms. This work takes place in the College itself, in organisations of/for the deaf and hard of hearing, and in locations where deaf/hard of hearing people access services in Dublin, elsewhere in Ireland, and abroad. Students may be assigned to any such placement location in order to fulfil their placement requirements.

6.5 Capstone (Research Project) - Senior Sophister

The capstone project though defined differently by different subjects — is the common element across all degree exit routes and is weighted at 20 ECTS. It requires a significant level of independent research by the student. It should be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across their four years of study. It should result in the production of a significant piece of original work by the student. It should provide them with the opportunity to demonstrate their attainment of the four graduate attributes: to think independently, to communicate effectively, to develop continuously and to act responsibly. The link for more information on capstone is: https://www.tcd.ie/teaching-learning/UG_regulations/Capstone.php

6.6 Research Ethics

Students are highly recommended to check the following link:

https://www.tcd.ie/research/dean/assets/pdf/FINAL_Good%20Research%20Practice%20policy_COUNCIL%20APPROVEDandminutedgg.pdf regarding good practice in research.

Students will need to sign in to view this document. Staff will remind students of this good practice regularly when they start research work.

Students should refer to School and College Policies and Procedures with regards to Research guidelines and ethical practices. <https://www.tcd.ie/teaching-learning/academic-policies/>

6.7 B.A. degree – Junior Sophister

Students are required to successfully complete all modules within the programme. Upon successful completion of their Junior Sophister examinations and achieving a passing grade of 60 ECTS in the Junior Sophister year, students may be eligible for an ordinary B.A. degree. This applies if they choose not to continue to the Senior Sophister year or if they do not pass the Senior Sophister year/final degree assessments.

6.7.1 Typically, the ordinary B.A. degree is conferred upon candidates who have spent a minimum of three years at the University. This is unless granted special permission by the University Council, based on the recommendation of the Court of Examiners. However, in cases of advanced entry into the Senior Freshman or Junior Sophister year of a student's degree course, the degree of ordinary B.A. may be conferred upon candidates who have spent at least two years in the University, provided they successfully complete the Junior Sophister year.

6.8. The Degree Award Calculation is based on the marks obtained in the final two years of the programme, (Junior Sophister and Senior Sophister). The calculation follows a 30/70 basis, where the Junior Sophister year contributes 30% and the Senior Sophister year contributes 70%. See <https://www.tcd.ie/calendar/undergraduate-studies/faculty-of-arts-humanities-and-social-sciences.pdf>

6.9 Gold Medals

Gold medals will be awarded by the College Board to students of the first class on basis of achieving the overall mark of 73% and above where all modules have a mark of 70% and above.

For the sophister year, students are eligible for the gold medal on the basis of a single annual attempt (including both semesters' assessments). Afterwards, the gold medal is awarded on the basis of the final, overall degree award mark (which will be calculated on a 30/70 basis over the final two years).

More information, please link this webpage:

<https://www.tcd.ie/academicregistry/exams/student-guide/>

6.10 The European Credit Transfer System (ECTS)

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

The European norm for full-time study over one academic year is 60 credits. 1 ECTS unit is defined as 20-25 hours estimated student input. Therefore, a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations. 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 components. Exceptions to this rule are one-year and part-year visiting students who are awarded credit for individual modules successfully completed.

6.11 Trinity Electives (TE)/Open Modules

In accordance to the credit regulations it is compulsory for Senior Freshman students of Deaf Studies to take a cross faculty or language course in the academic year 2023/24.

Students are advised to apply online on the Trinity Elective website: <https://www.tcd.ie/trinity-electives/apply/>

For the Open Modules: <https://www.tcd.ie/tjh/open-modules/>

6.12 Timetables

Timetables are available to students to access from mytcd.ie portal

6.13 Programme Aims

The Bachelor in Deaf Studies programme aims to

- Deliver skill competency in Irish Sign Language to level C1 (receptive/comprehension) and B2 (productive/expressed) as outlined by the Council of European Framework of References for Languages (CEFR). The CEFR maps language competence across six broad categories ranging from A1 (beginners) to C2 (highly proficient across a range of high-level domains). The CEFR serves two major functions:
 - 1) **Reporting:** it adds information about a learner's experience and concrete evidence of achievements in their language(s). This coincides with the EU's interest in facilitating

individual mobility and relating regional and national qualifications to internationally agreed standards;

- 2) **Pedagogical:** it makes learning languages more transparent to learners and helps develop their capacity for self-reflection and self-assessment and assume greater responsibility for learning (i.e. learner autonomy).
- Develop knowledge about the socio-cultural issues that impact on Deaf people in society through a broad range of programmes that reflect the thematic issues of relevance to the Deaf community/ies in Ireland and internationally. Offer appropriate scope for professional development within the specific domains of working with the Deaf community/ies and depending on specific path choice, competence as an ISL/English interpreter or as an Irish Sign Language teacher.

6.14 Programme Learning Outcomes

On successful completion of this programme, students will be able to:

- LO1. Demonstrate fluency in Irish Sign Language.
- LO2. Demonstrate effective communication skills with the full range of relevant stakeholders, in the professional liaisons and in the larger community.
- LO3. Critically research, interpret, reflect upon and apply the evolving theoretical knowledge base in Deaf Studies and Applied Linguistics and relate this body of knowledge to evidence-based professional decision-making.
- LO4. Demonstrate professional autonomy (including self and peer assessment), accountability, responsibility and a commitment to ethical action and social responsibility in professional practice.

7. Programme Regulations

7.1 Attendance

Attendance is compulsory for all lectures and tutorials for all students, in accordance with College regulations. Lecture timetables are published on my.tcd.ie and on school or department notice boards before the start of the Michaelmas teaching term. Students must familiarise themselves with the dates, times, and venues of their lectures and other forms of teaching by consulting these timetables.

An unexcused absence will result in a **penalty, with a deduction of 5%** from the exam paper or assignment grade. Excused absences are limited to those supported by medical certifications. Students must inform their lecturers via email before the start of the teaching session, providing a reason for their absence.

Trinity College considers it **unsatisfactory for students to miss more than one-third of the lectures** in any course during a term. Attendance records are maintained for each course, and it is the students' responsibility to ensure that their attendance is accurately recorded.

Students may be deemed non-satisfactory if they fail to meet the course work and attendance requirements. The departmental requirements for attendance must be fulfilled, and failure to do so will result in the student being classified as non-satisfactory, in accordance with the regulations of the University Council.

For further information please refer to the college calendar (2022-23)

<https://www.tcd.ie/calendar/undergraduate-studies/faculty-of-arts-humanities-and-social-sciences.pdf>

and <https://www.tcd.ie/academicregistry/student-cases/>

7.1.1 Report on a Non-Satisfactory Student

REPORT ON A NON-SATISFACTORY STUDENT

1. If a student is returned as non-satisfactory (NS) in accordance with the general regulations governing attendance and course work in Calendar H6 for Michaelmas and Hilary terms, the Senior Lecturer may refuse them permission to take their annual examinations and may required them to repeat the year in full.
2. Where specific requirements for attendance are not stated for a course, students may be deemed non-satisfactory if they miss more than a third of their course of study or fail to submit a third of the required course work in any term.
3. Any School that intends to enforce these non-satisfactory regulations must state this in the appropriate course handbook provided to students, and must give full details of attendance and coursework requirements, in accordance with the College Calendar.
4. During the last two weeks of Michaelmas teaching term, and during the study week of Hilary term, Section I of the attached form should be completed for each student who is non-satisfactory for that term and the relevant Director of Teaching and Learning (Undergraduate)/Course Director/Head of Discipline¹ should send this form to the student's tutor without delay.

5. A copy of the non-satisfactory form should also be sent to the student's term-time address and electronically to their College email address. The student should be instructed to contact their tutor as a matter of urgency.
6. In completing a NS form, the amount of classes missed/ coursework not submitted should be quoted as a proportion of the total amount, i.e. 17/22 classes missed. Where School/course regulations for attendance differ from those stated in the General Regulations, the School/course regulations should be quoted on the NS form.
7. The tutor should make contact with the student and interview or correspond with the student to ascertain from him/her if there were any mitigating circumstances. Where a student states mitigating circumstances he/she may be required to provide evidence in support of this claim.
8. The tutor should then complete Section II and return the form to the Director of Teaching and Learning (Undergraduate)/Course Director/Head of Discipline of the School within two working weeks. Tutors must return the NS forms within the stated time. If the student has not contacted the tutor, this should be stated on the form and the form returned to the Director of Teaching and Learning (Undergraduate)/Course Director/Head of Discipline.
9. If the tutor reports mitigating circumstances for the student's non-satisfactory status, the Director of Teaching and Learning (Undergraduate)/Course Director/Head of Discipline must respond to the tutor showing whether he/she accepts the mitigating circumstances. If the circumstances are not accepted, the student may appeal, through their tutor, to the Senior Lecturer.
10. If a student has been returned as NS for Michaelmas and Hilary terms of the same academic year, and if it is requested that the Senior Lecturer withdraw permission for the student to take his/her annual examinations, the request should be made to the Senior Lecturer no later than **the end of the eleventh week of Hilary term**, and must be supported by copies of the completed NS forms, with the relevant School/course regulations quoted.

^[1]Where the relevant Director of Teaching and Learning (Undergraduate), Course Director or Head of Discipline is also the tutor to a student being returned as non-satisfactory, responsibility for the process should be delegated to another appropriate member of academic staff.

7.2 Garda Vetting

Throughout the four years of the degree, you will be actively encouraged to engage with the Deaf community and key stakeholders through service learning and civic engagement. This is one of the reasons why all students must undergo Garda vetting before registration. If, as a result of the vetting procedures, a student is deemed unsuitable to participate in placements, they may be required to withdraw from their course of study.

Senior Sophister students undertaking placements may request separate Garda vetting. For more information in Placement Handbook or contact the Placement Coordinator.

For further information please refer to the college calendar

<https://www.tcd.ie/calendar/undergraduate-studies/faculty-of-arts-humanities-and-social-sciences.pdf>

8 General Information on Assessment and Submission of Coursework

The submission of a term essay or equivalent assignment(s) is a compulsory assessment requirement.

8.1 Procedures for Submission of Continuous Assessment Assignments

All continuous assessment assignments must be submitted by 12 noon on the due date. The specific deadline will be set by the lecturer, so please refer to the **module handbook for the assigned deadlines**. It is advisable for students to keep an electronic copy of all work submitted. Students must complete and sign the assignment submission form. A copy of the Assignment Submission Form is provided under Appendices.

In order to submit the assignment, students are required to upload an electronic version to Turnitin, a plagiarism-checking facility to ensure that there is no plagiarism in these submissions. Lecturers will guide students on how to submit their assignments in Turnitin or click <https://www.tcd.ie/academicpractice/Assets/pdf/eLearning/quickguides-turnitin/student-quickguide-turnitin.pdf>.

8.2 Assignment Requirements

8.2.1 For assessment material submitted in written English

Assignments submitted in written English must be presented on A4 paper, with information typed on one side of the paper, 1 ½ spacing with 1 ½" margins on all edges. 12-point font must be used with unjustified margins. Text should be indented in an aligned left side mode. The font must be Arial.

Students have the option of presenting examination and assignment material in ISL, though a written bibliography must be attached using the format described below. Such assignments will normally be no more than 20 minutes of ISL presentation or 2500 words in duration

Every assignment (written or signed) must include:

- *A cover page* : A cover page, with your name, student number, course title and assignment question; full written text, with all quoted works included in the reference list.
- *A full reference list* : It should be arranged in an alphabetical list of references. See TCD website for advice on citation and referencing <https://libguides.tcd.ie/academic-integrity/citation-styles>
- Within this programme we adopt APA 7th edition style. <https://libguides.tcd.ie/academic-integrity/inline-styles>

Students must make sure that the cover page for each assignment includes the following information:

1. Your name in full
2. Your student ID number
3. Deadline date for submitting
4. Module name
5. Full name of lecturer
6. The title of your presentation or the question numbers and the question/s being answered.

NB: This identification information does not form part of the question and is not included in the assignment word count.

8.2.2 Presentation Skills for Assignments Submitted in ISL

Students must follow the following protocol when submitting assignments in ISL. A cover sheet must be attached with each ISL assignment submitted for assessment. This must include:

1. Your name in full
2. Your sign name
3. Your student ID number
4. Deadline date for submitting
5. Module name
6. Full name of lecturer
7. The title of your presentation or the question numbers and the question/s being answered.

NB. This identification information does not form part of the question and is not included in the time count for the assessment.

8.3 Late Submission

Late submission of assignments will not be accepted unless there are valid medical grounds or other extenuating circumstances. Such circumstances must be documented. If an assignment is received after the specified deadline, a fail (zero) mark is recorded. Any agreement to submit the assignment after the deadline must be made in consultation with the student's College Tutor. It can only be allowed due to illness (requiring a medical certificate) or similar personal circumstances.

Unless an extension has been granted, **failure to submit a term essay on time will result in an automatic penalty. 5 marks** will be deducted if the assignment is up to one week late, and **10 marks** will be deducted if the assignment is between one and two weeks late.

Assignments will not be accepted without agreement more than 14 days after the notified submission date.

8.4 Assessment Components

8.4.1 Continuous Assessment

A percentage of final marks for a given course may be awarded to course work completed during a course/module. Coursework is intended to give the first overall demands of the programme of study. Coursework may include the completion of coursework assignments, reports or in-class presentations or placements or practical language tasks; work in the language laboratory or other forms of ongoing assessment. Where suitable, these will show evidence of reading and research at an appropriate level.

Continuous assessment may also include reference to attendance, punctuality, in class performance and collegiality, all essential skills in professional formation. The college policy requires that all assignments will be returned within 20 days of submission and that lecturers to offer feedback and the grade award to students that can help shape better performance in end of term tests and assignments.

In the event of illness, or in case of bereavement etc. the lecturer or College Tutor should be contacted in advance of the due date where possible, otherwise, a certificate is needed for verification and extensions will be allowed only to cover days covered by the certificate.

8.4.2 Formal Assessment

This can include written examination, language performance tests, interpreting tests and the submission of written essays or minor dissertations. We also apply continuous assessment procedures for many courses to give students maximum opportunity for demonstrating what they have learned across the year. Instructions regarding the language/s of the exam or test will be given prior to the examination period. Generally, language tests will be held in the target language.

8.5 Supplemental Reassessments:

Students who are unsuccessful in their Michaelmas Term examination session or in the Annual Examination session, they may be required to re-submit continuous assessment or to sit at supplemental examination paper in the Supplemental period.

8.6 Examination

8.6.1 Examination accommodation and deadlines

Examination dates that are set by the examination office in the Academic Registry office and will be made available on the Academic Registry website at <https://www.tcd.ie/academicregistry/exams/index.php>

8.6.2 Examination Results will be available on the mytcd.ie portal. Results are not given out over the phone. Results from the Michaelmas Term Examinations will be available to students in January but they are provisional until confirmed by the Court of Examiners in May/June.

8.6.3 Examination Marking Protocols at Trinity College

The relevant lecturer typically marks assignments and language tests, and in some cases, a second marking is carried out by another lecturer. In addition to this, the College has a system of external assessment in place. External examiners moderate the Centre's assessment procedures to ensure that the examination process is fair and that there is consistency in the manner in which examinations/assessments are marked.

8.7 External Examiners for 2023-2024 are:

Dr Luigi LEROSE	University of Central Lancashire, England
Dr Gill HAROLD	University College Cork, Ireland
Dr Robert SKINNER	Heriot-Watt University, Scotland

All course results are finalised at the Centre's Court of Examiners meeting in May. Following from this, results are returned to the College's Exams Office and made available in mytcd.ie. The Supplemental Court of Examiners meeting takes place in September.

If a student is not successful during the supplemental period; they may be given permission to repeat the year in full and may be liable for fees.

8.8 Appeals

Students should note that the Faculty of Arts, Humanities and Social Sciences holds a bi-annual Court of Appeal. Please note that there are restrictions that apply regarding the grounds for appeal. Details are available from the Faculty of Arts, Humanities and Social Sciences and are posted throughout college during examination and supplemental examination review periods. Dates for submission of appeals will be made available by the Faculty of Arts, Humanities and Social Sciences office. See the paragraph of Courts of first appeals in College Calendar 2022-23 (page 39-40). <https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

8.9 University Guidelines for Students Taking Examinations

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

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

<https://www.tcd.ie/academicregistry/exams/student-guide/>

<https://www.tcd.ie/academicregistry/exams/assets/local/guideexam.pdf>

<https://www.tcd.ie/academicregistry/exams/assets/PDF/guidelines-of-assessment-for-students-with-disabilities.pdf>

8.9.1 Conduct of Examinations

Please refer to sections 39-45, page 36, for the expected conduct in examinations, taken from TCD College Calendar 2022-2023.

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

8.9.2 Absence from Examinations

See Calendar 2022-2023, Part II sections 31-36 <https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

8.9.3 Access to scripts and discussion of performance at exams from Calendar

See Calendar 2022-2023, section 66, page 38 (<https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>)

8.9.4 Re-check/re-mark of examination scripts and other assessed work

See Calendar 2022-2023, section 67, page 39 <https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

8.10 Plagiarism and Academic Integrity

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:

<https://libguides.tcd.ie/academic-integrity>

We ask you to take the following steps:

- a) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <https://libguides.tcd.ie/academic-integrity>
- b) Ready Steady Write tutorial: <https://libguides.tcd.ie/academic-integrity/ready-steady-write>
Completing the tutorial is compulsory for all students.
- c) Plagiarism Declaration: Familiarise yourself with the declaration that you will be asked to sign when submitting coursework at <https://libguides.tcd.ie/academic-integrity/declaration>

- d) Levels and consequences: <https://libguides.tcd.ie/academic-integrity/levels-and-consequences>

Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Source: College Calendar 2022-23 (page 47-49). <https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

9. Scholarship and Awards

9.1 Foundation Scholarship

Foundation Scholars are elected annually on the results of examinations held at the beginning of Hilary Term. Students take the examination in their Senior Freshman in College, having completed 3 semesters of course work.

For more details, see <https://www.tcd.ie/academicregistry/exams/scholarship/>

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

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

For “Frequently Asked Questions” about Foundation Scholarship see <http://www.tcdlife.ie/scholars/scholar/about-faq.php>

9.2 Laura Sadlier Freshman Prizes

The Laura Sadlier Freshman Prize and the Laura Sadlier Sophister Award were officially founded in 2014 in recognition of the outstanding contributions made to the Centre for Deaf Studies by former student and lecturer, Laura Sadlier (RIP). These prizes will be presented annually:

1. **The Laura Sadlier Freshman Prize**, an inscribed medal, is open to Junior and Senior Freshman students from the Centre for Deaf Studies who have demonstrated significant improvement in ISL proficiency and/or cultural engagement with the Deaf Community. A student may be nominated by CDS staff, or by fellow students. The recipient will be selected by a School panel.
2. **The Laura Sadlier Sophister Award**, an inscribed pen, is open to Junior and Senior Sophister students from the Centre for Deaf Studies. The recipient of this award will have demonstrated academic achievement, collegiality and engagement with the Deaf Community during the course of their studies.

Nominations may be made by CDS staff members, fellow students, or Placement Providers. The recipient will be selected by a panel consisting of 2 Centre for Deaf Studies staff members and a member of the Laura Sadlier Foundation. Nomination forms will be available in hard copy in the Centre. **The closing date for nominations is Friday 22 NOVEMBER 2024**

Nominations should be submitted to the Director of the Centre for Deaf Studies by post, to Centre for Deaf Studies, School of Linguistic Speech and Communication Sciences, Trinity College, First Floor, 7-9 South Leinster Street, Dublin 2. Alternatively by email to comamaj@tcd.ie

The date for the Awards will be announced stay tuned!

10. Appendices

Forms:

1. Assignment Submission Form
2. Grade Descriptors and Marking Scale
3. Sample Assessment Feedback Sheet
4. Grade Descriptors for Language Tests
5. Sample Marking Sheets for ISL
6. Sample Interpreting Test Marking Sheet
7. Sample Marking Grid and Feedback for Research Project (Capstone)



**CENTRE FOR DEAF STUDIES
Assignment Submission Form**

Module Code	
Student Number	
Student Name	
Date Submitted	

A SIGNED COPY OF THIS FORM MUST BE SUBMITTED SEPARATELY AND ACCOMPANY THIS ASSIGNMENT. STUDENTS SHOULD KEEP A COPY OF ALL WORK SUBMITTED.

Ensure that you have checked the Department’s procedures for the submission of this assignment.

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 tutorial: <https://libguides.tcd.ie/academic-integrity/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.
- I declare that I have not consulted with others during this exam and that the contents of this paper reflects my own work.
- I declare that I have not used an AI tool to assist with this assessment. If I have used an AI tool then I have referenced it in my work. I agree that my submitted piece may be reviewed by AI and plagiarism detection software.

Signed (Typed name is sufficient and uploading this document via your Blackboard portal will be taken as signature):

Name: _____ **Date:** _____

Grade Descriptors and Marking Scale

Grade descriptors

Percentage grades for assignments are awarded on the basis of the following general criteria:

<p>Distinction I</p> <p>First Class 70%+</p>	<p>Excellent knowledge of main issues coupled with attention to underlying principles and themes. There is critical use of secondary material, with evidence of use of material beyond the prescribed course material. There is evidence of independence of mind/ imagination, with a demonstration of the ability to analyse and synthesise information from a range of sources. There is a consistent performance in terms of argument and use of discourse throughout the essay. Structure and presentation is exemplary.</p>
<p>Pass II.1</p> <p>Upper Second Class 60-69%</p>	<p>There is an awareness of the full implications of question raised and the response to the question/s is good. Underlying principles and themes are identified and discussed, indicating a thorough knowledge of the subject. There is evidence of analytical ability: material from secondary sources is carefully and critically selected, interpreted, compared and evaluated. Good structure and presentation in terms of accuracy, style and lexicon. Largely consistent performance in essay/examination.</p>
<p>II.2</p> <p>Lower Second Class 50-59%</p>	<p>The main issues and concepts raised by the question are understood and described in a coherent way. Major concepts are dealt with in a satisfactory way. Style, internal consistency and presentation are satisfactory. Some interpretation of themes and major concepts occurs, with comparison of major sources, but these are not pursued in depth, with the result that structure may be narrative or descriptive rather than analytical. Analysis of underlying themes and principles are only partially developed.</p>
<p>III</p> <p>Third Class 40-49%</p>	<p>There is some evidence of understanding of main issues and concepts. There is reasonable coverage of the topic, but insufficient attempt to provide a critical or theoretical perspective, resulting in minimal engagement with the question. Sources are summarised accurately, but not effectively compared, interpreted, evaluated or related to a central argument. There is acceptable performance in relation to most of the criteria relating to accuracy, style, and use of lexicon. The use of language should not produce difficulty in understanding the expression of ideas in the work nor the organisation of the materials.</p>

<p>FAIL</p> <p>F1 – 30-39% F2 – 0-29% (indicates mark is non-compensatory)</p>	<p>A student may fail because of serious misunderstanding of the question, resulting in little evidence of understanding of the main issues and concepts. There is serious weakness in coverage of content and sources, internal consistency and organisation of arguments and/or style of presentation (i.e. punctuation, spelling, grammar, referencing, etc.). Use of sources may be inadequate, uncritical, irrelevant and/ or casually paraphrased or plagiarised. Material may be inaccurate, stylistically inappropriate or incoherent and with lexical and grammatical errors.</p>
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Sample Marking Grid for Assignments

When marking assignments or essay style questions, the criteria listed above (Section 6.10) are used to guide overall marking. In addition, the marking structure below is applied.

Sample Assessment Feedback Sheet

**CENTRE FOR DEAF STUDIES
SCHOOL OF LINGUISTIC, SPEECH AND COMMUNICATION SCIENCES, TRINITY COLLEGE DUBLIN
Assessment Feedback Sheet**

Module:	Academic Year:	Term:	Assessment Title:
Student Name:	Grade:	Date:	

Criteria	I	II.1	II.2	III	F1-F2
Introduction & Conclusion (10%)	Full, well-rounded rounded introduction & conclusion	Well-rounded introduction & conclusion	Adequate introduction & conclusion	Basic introduction & conclusion	Minimal/no introduction & conclusion
Content and structure (55%)	Tightly constructed argument with highly effective use of valid evidence; Deeply considered & rigorous answer	Well structured arguments & explicit use of pertinent evidence throughout; thorough answer	Clearly structured argument with accurate use of appropriate evidence; question answered fully	Some over simplification and generalisations question not answered fully	Little or no evidence of reading, planning or structure; question not answered
Research, Justification and use of information (20%)	Extensive research incorporated into the assignment to justify & underpin views	Informed research investigation of issues. Illustrations given to underpin views	Essential research and investigation taken	Basic research & investigation	Minimal or no research conducted

Critical analysis (10%)		Sophisticated/original critical/conceptual analysis; comprehensive examination of the relevant issues;		Clear and full understanding of critical conceptual and analytical issues; synthesis of most relevant issues with commentary		Main elements of critical analysis with some narrative/description; review of key issues		Accurate narrative/description with some analysis; most key issues covered; structured argument with basic use of supporting evidence		Basically narrative/descriptive with little or no analysis; covers few relevant issues; over simplification; sweeping statements and generalisations
Style & Presentation (5%)		Very well written & presented; sources fully & accurately cited		Well written & presented, all sources cited		Clearly & accurately written & presented with sources cited		Basic writing & presentation; some sources cited		Poorly written & presented; sources not fully and/or accurately cited

Signed by:		Seconded by:	
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Grade Descriptors for Language Tests:

The following are grade descriptors used in assessing modules including the use of Irish Sign Language or English (i.e. all ISL modules, English language modules and interpreting performance modules). Note that the descriptors here are cross-referenced with the criteria for each individual language or interpreting test.

Distinction I – First Class 70%+	Language production is correct, fluent, and idiomatically appropriate. Language is grammatically correct and clearly structured. Register is appropriate and consistently applied across the discourse. Interactive strategies are applied in a culturally appropriate manner. Comprehension is excellent.
Pass II.1 Upper Second Class 60-69%	The student demonstrates a good level of accuracy, appropriate range of structures, idiom, and lexis. There may be occasional errors of grammar or syntax. Cohesion will be good, but there may be some deviations from typical native discourse structures. Interactive strategies are applied in a culturally appropriate manner, with some deviation from native-like behaviours. Comprehension is good.
Pass II.2 Lower Second Class 50-59%	The student demonstrates a satisfactory level of accuracy, appropriate range of structures, idiom, and lexis. There may be errors of grammar or syntax. Cohesion is satisfactory, with many deviations from native-like behaviour. Interactive strategies are recognised and applied but deviate from native-like behaviours. Comprehension is satisfactory.
Pass III Third Class 40-49%	The student demonstrates a minimal level of accuracy, appropriate range of structures, idiom, and lexis. The performance is comprehensible, but very limited, and perhaps awkward. There may be many errors of grammar or syntax. Cohesion is limited. The student attempts to make use of culturally appropriate interactive strategies but these deviate significantly from native-like behaviours. Comprehension is quite limited. Length requirements for answers may not be met.

Sample Marking Sheets for ISL and Interpreting Tests

The following is a sample of a marking sheet for an ISL test and outlines how marks are allocated for features that are specifically taught in an ISL module.

Expected maximum global level of attainment

Can sign at length with confidence and reasonable fluency on familiar or general topics, adapting appropriately to formal/informal contexts. Lacks facility in handling abstract or unfamiliar topics but can cope reasonably well. Difficulty with complex sentence and discourse structures.

Individual Student Assessment

CATEGORY	Level 1	Level 2	Level 3	Level 4	Level 5
Phonology:	almost unintelligible	heavily by English L1	fair L2 ISL	good L2 ISL and intonation	excellent L2 ISL and intonation
Fluency:	very slow and hesitant – frequent stops and starts	stilted and somewhat hesitant but manages to keep going	flows reasonably well despite occasional hesitations	fluent, good expression	very fluent and facial expression, normal flow
Grammatical Control:	very little control – grammatical errors impede the message	errors frequent, difficulty with complex structures, but message intelligible	good control of basic structures, some errors in more complex structures and discourse patterns	only occasional errors, mostly in control of complex structures and discourse patterns	very few noticeable errors, competent control of complex structures and discourse patterns
Vocabulary:	deficient vocabulary knowledge seriously impedes communication	limited vocabulary knowledge; no attempt to use specialist terms appropriate to the task/topic	good general vocabulary knowledge but limited knowledge of specialist terms appropriate to the task/topic	demonstrates clear effort to use specialist terms and vocabulary appropriate to the task/topic	excellent mastery of specialist terms and vocabulary appropriate to the task/topic.
Cultural Information/ Deaf Friendly	Poor structure showing little understanding of presenting information in a Deaf friendly way	Some evidence of presenting information in a Deaf friendly way, though many structural errors are evident	Good use of structure showing a Deaf friendly way of presenting information but some errors are evident	Very good use of structure showing a clear understanding of how to present information in a Deaf friendly manner, minor errors	excellent structure showing a great degree of understanding of how to present information in a Deaf friendly way

Sample Interpreting Test Marking Sheet

The following is a sample of a marking sheet for a practical ISL/English interpreting test:

Global Marking Descriptors
<p>1 = Seriously Inadequate performance does not in any way meet the minimum requirements for performance. There are serious problems with TL production (e.g. grammatical structure is inappropriate or lacking with many instances of source language intrusion), interpreting issues (e.g. lack of accuracy in message transfer, very poor awareness of function, register, etc.), interaction (e.g. management of interaction is flawed) and professionalism (e.g. inappropriate dress, behaviour, ethical judgment) Overall delivery is unsatisfactory. This equates with a FAIL grade.</p>
<p>2 = Inadequate performance, but, with further input, may reach target required. There are problems with some target domains such as TL production (e.g. grammatical structure is inappropriate with many instances of source language intrusion), interpreting issues (e.g. lack of accuracy in message transfer, very poor awareness of function, register, etc.), interaction (e.g. management of interaction may be flawed) and professionalism (e.g. inappropriate dress, behaviour, ethical judgment) Overall delivery is unsatisfactory. This equates with a FAIL grade.</p>
<p>3 = Adequate performance in terms of target language production, interpreting issues, management of interaction and professionalism. This performance meets the minimum standard required though work is needed to improve skill level across several of the target domains. This equates with a III grade.</p>
<p>4 = Good performance in terms of target language production, interpreting issues, management of interaction and professionalism. There are instances across the target domains where further skill development is required. This equates with a II.2 grade.</p>
<p>5 = Very Good performance in terms of target language production, interpreting issues, management of interaction and professionalism. There are some instances across the target domains where further skill development is required. This equates with a II.1 grade.</p>
<p>6 = Excellent performance in terms of target language production, interpreting issues, management of interaction and professionalism. There are rare instances across the target domains where further skill development is required. This equates with a I grade.</p>

Target Domain Descriptors	
1	ISL as Target Language The ISL production is natural and close to an original rendition. It is in line with what is required by the situation (and its function) and the audience.
2	English as Target Language The English production is natural and close to an original rendition. It is in line with what is required by the situation (and its function) and the audience.
3	Functional & Textual Adequacy The interpretation accurately accomplishes the goals, purpose (function, information content, expressive demands, persuasive content) set for the intended audience, at the appropriate level of formality.
4	Non-Specialised Content Meaning The interpretation accurately reflects the content of the SL insofar as required without unwarranted alterations, omissions or additions. Slight nuances and shades of meaning are rendered accurately.
5	Specialised Content Meaning The interpretation delivers an accurate and appropriate rendition of the specialized terminology used. It reflects a good command of terms and content specific to the subject.
6	Interactive Aspect The interpreter handles the interaction smoothly. There is no overt favouring of either party resulting in ratification of one party
7	Professional Conduct The interpreter's conduct, appearance and demeanour are as expected (dress, manners, ethical judgment, etc.).

Students are marked in each of the seven target domains using the global descriptors. Students must score a 3 (equivalent to a III) in all domains in order to pass the assessment

Sample Marking Grid for Research Project (Capstone) (SS Deaf Studies Year)

CENTRE FOR DEAF STUDIES

SCHOOL OF LINGUISTIC, SPEECH AND COMMUNICATION SCIENCES, TRINITY COLLEGE DUBLIN

ASSESSMENT FEEDBACK SHEET		RESEARCH PROJECT (DFU44004)	
Module: Research Project	Academic Year:	Term:	
Student Name:	Title:		Status:
Student Number:			*Grade:

Grade I 70 – 100 %	Grade 2.I 60 – 69 %	Grade 2.II 50 – 59 %	Grade III 40 – 49%	Fail I 30 – 39%	Fail II 0 – 29%
Research question(s) or basis for project					
Exceptional overall: Clear specific focus; Explicit , precise, achievable aims & justification for study.	Very good overall: Clear specific focus. Well-defined aims ; Clear justification for study.	Good overall: Clear focus. Achievable aims . Justified rationale for study.	Adequate overall: Project focus + appropriate aims , mostly achievable; Reasonable justification.	Inadequate overall: Qu. not clear; Confused aims/focus ; Aims not clearly stated or not achievable; No justification.	Very poor overall: Failure to state question(s), objective and/or the aim(s) . No attempt to justify the project.
Review of previous work					
Superior literature review ; Clear understanding of theory; Literature critically evaluated , Compelling	Comprehensive relevant reading; Evaluates previous work critically . Strong account of position of project.	Wide relevant reading evaluated critically . Effective account of position of research or project.	Satisfactory mostly relevant reading; Evaluated adequately ; Satisfactory account of position of research project.	Literature review has errors and/or omissions; does not adequately address theoretical issues ; Unsatisfactory reading. Evaluation inadequate .	Extremely weak literature review, w factual errors; Omits key references .

account of position research project.					No serious attempt to evaluate; No position acc.
Methodology					
Innovative, creative approach. Excellent exposition of issues; Insightful rationale for approach & data collection; Reliable & valid methods OR systematically gathered relevant data; Critical awareness of strengths & weaknesses	Very strong exposition of issues; Persuasive rationale for approach & data collection methods. Reliable & valid methods OR highly relevant information; Evaluates method.	Sound exposition of issues. Rationale for approach & data collection; Reliable and/or valid methods OR useful & appropriate information. Awareness of strengths & weakness of approach.	Familiarity with key issues. Adequate rationale for approach & data collection; Appropriate methods , but lacks awareness of reliability & validity issues; Some awareness of evaluation.	Some familiarity with key issues but inadequate; Inadequate rationale for approach & data collection; Appropriate methods , but without any awareness of reliability & validity issues Limited evaluation.	Lacks familiarity with key methodological issues Omits rationale for research, data collection; Inappropriate methods without awareness of reliability & validity; No demonstrated evaluation.
Analysis of data (= results, information and/or findings)					
Superior presentation & thorough analysis of results Exceptional analysis of data with critical and/or innovative use of techniques; Critically uses techniques or creates new ones; Superior presentation, logical, clear, succinct;	Uses best analytical techniques & approaches; Coherent, logical, clear, succinct presentation; Very strong evaluation & application of theory; Thorough data analysis – accurate & rigorous.	Valid analytical techniques & approaches used; largely coherent, logical, clear, succinct presentation; Systematic analysis; gen. thorough, accurate and/or rigorous; Robust evaluation & application of theory	Acceptable analytical techniques & approaches; Acceptable, generally coherent, logical, clear, succinct; Satisfactory evaluation & application of theory; Minor errors in data analysis	Unacceptable analytical techniques & approaches Unacceptable presentation; lacks coherence; Limited or unsatisfactory evidence of analysis; Clear errors in analysis.	No serious attempt at data analysis or management; Unacceptable, unclear; No serious attempt at evaluation & application of theory; Major errors in data analysis

Grade I 70 – 100 %	Grade 2.I 60 – 69 %	Grade 2.II 50 – 59 %	Grade III 40 – 49%	Fail I 30 – 39%	Fail II 0 – 29%
Discussion and Interpretation of Findings					
<p>Superior critical evaluation & discussion of findings for UG;</p> <p>Excellent placement of work in context of literature; Meticulous and substantial exploration of limits/strengths of knowledge;</p> <p>Far reaching contribution to theory, research, practice</p>	<p>Substantial exploration of limits and strengths of current knowledge;</p> <p>Worthy contribution to aspects of current theory, research or practice.</p>	<p>Explores some limits and strengths of current knowledge;</p> <p>Contribution to the development of current theory, research or practice</p>	<p>Adequate review of current knowledge with awareness of limits and strengths;</p> <p>Adequate contribution to theory, research or practice</p>	<p>Some review of knowledge but with gaps;</p> <p>Weak contribution to theory, research and/or practice but with significant gaps;</p> <p>Simplified interpretation of topic, with errors.</p>	<p>Inadequate review of work, its limitations and strengths.</p> <p>Inadequate contribution to theory, research or practice with many and significant gaps evident.</p> <p>Overall, shows a poor understanding of topic.</p>
Presentation					
<p>Exemplary presentation, of publishable quality;</p> <p>Findings presented effectively;</p> <p>Best presentation approach for purpose & audience;</p> <p>Appropriate & consistent in-text referencing;</p> <p>Accurate & complete ref. list</p>	<p>Very good logical flow & cohesion;</p> <p>Findings presented effectively</p> <p>Effective & appropriate presentation approaches for purpose & audience</p> <p>Appropriate in-text referencing</p> <p>Accurate reference list</p>	<p>Good flow & cohesion;</p> <p>Findings presented effectively for the most part</p> <p>Appropriate presentation for purpose; Appropriate & consistent in-text referencing</p> <p>Accurate reference list</p>	<p>Most sections flow well;</p> <p>Findings presented competently, but room for improvement;</p> <p>Adequate presentation for purpose & audience</p> <p>Appropriate & consistent in-text referencing; Some inconsistencies and/or omissions in reference list;</p> <p>Appropriate language used, with some/significant</p>	<p>Few sections flow well;</p> <p>Findings in ALL areas need improvement</p> <p>Inadequate presentation for purpose;</p> <p>Inappropriate referencing in text;</p> <p>Significant errors in references; In appropriate language with significant errors;</p>	<p>Project overall lacks flow & cohesion</p> <p>Findings not well presented; Many revisions required;</p> <p>Visuals unsatisfactory;</p> <p>Inadequate presentation for purpose & audience;</p> <p>Unacceptable referencing;</p>

<p>Appropriate language used: clear, with maximum effect; Outstanding grammar & spelling, and editing.</p>	<p>Appropriate language, clear, accurate & effective Excellent command of grammar & spelling; very few typos.</p>	<p>Appropriate language, clear & accurate, with some errors Very good command of grammar & spelling; some typos present.</p>	<p>errors; Good grammar & spelling; but several typos.</p>	<p>Satisfactory command of grammar & spelling; but many typos.</p>	<p>Unacceptable inconsistencies and/or omissions in reference list with errors and typos.</p>
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First Examiner: _____ **Second Examiner:** _____ **Date:** _____