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Appendix 1: Project Risk Assessment Form
Note:

Alternative formats of the handbook can be made available on request. All students are encouraged to fully familiarise themselves with college rules and general regulations which can be found here:


In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.
1. Introduction

Welcome back to the Discipline for your fifth year of study in College. This is an extremely important year for you all and it will be a busy one. Outlined below is some information and advice to help you through. We hope you enjoy your year and wish you all success in your exams and in the future. It is extremely important that you organise and use your time responsibly and effectively. What follows are some rough guidelines to help you to do this. You should get started immediately on your project and spend at least 16-20 hours/week in the first semester ensuring that you can achieve a reasonable level of success. This does not mean that you neglect your lecture modules and laboratory/assignment work. In general, you should aim to work for about 40 hours/week. With about 12 hours timetabled, this means a minimum of 28 hours of private study. Otherwise, continue the other well serving techniques that you will have perfected in your SS year.

MAI Year Overview

The MAI year is divided into two semesters, with assessments taking place at the end of each semester. All students take a module on research methods and conduct an engineering research project, which runs all year. Taken together, these two components account for 30 credits. Students also select modules amounting to 30 credits, spread over the two semesters. The modules chosen must be evenly spread across the two semesters (i.e. 15 credits in each semester).

All MAI students are required to take 5E1 Engineering Research Project [25 credits] and 5E2 Research Methods [5 credits] and must register for a further 30 credits of modules from the list above.

The MAI modules offered reflect the very wide research and technological interests of the academic staff. In most cases, there will be small group tutorials organised by staff and teaching assistants. Each module has at least one laboratory session or assignment, to ensure students have the
capacity to apply the theoretical knowledge gained in coursework to practical systems. In addition, the project (5E1), undertaken under the direct supervision of a member of staff, represents a significant element of the work load. A preliminary report on the project is written at the end of the first semester. Professor Tony Robinson is the MAI Year Project Coordinator; further details on the project can be found on the School of Engineering website.
https://www.tcd.ie/Engineering/undergraduate/maiyear5/mechanical/
2. Contacts

2.1 Director of Mechanical Engineering Stream
Professor Tony Robinson; arobins@tcd.ie

**MAI Coordinator:**
Dr Gar Bennett: Gareth.bennett@tcd.ie

2.2 Administrative contacts
Judith Lee, Senior Executive Officer; julee@tcd.ie
3. Key dates

3.1 Academic year calendar

<table>
<thead>
<tr>
<th>Academic Calendar Week</th>
<th>Week beginning</th>
<th>2019/20 Academic Year Calendar</th>
<th>Term / Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26-Aug-19</td>
<td>Reassessment* (Semesters 1 &amp; 2)</td>
<td>Michaelmas Term begins/Semester 1 begins</td>
</tr>
<tr>
<td>2</td>
<td>02-Sep-19</td>
<td>Orientation (undergraduate); Marking/Results</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>09-Sep-19</td>
<td>Teaching and Learning</td>
<td>Michaelmas teaching term begins</td>
</tr>
<tr>
<td>4</td>
<td>16-Sep-19</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>23-Sep-19</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>30-Sep-19</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>07-Oct-19</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>14-Oct-19</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>21-Oct-19</td>
<td>Study/Review</td>
<td>Michaelmas term ends Sunday 15 December 2019/Semester 1 ends</td>
</tr>
<tr>
<td>10</td>
<td>28-Oct-19</td>
<td>Teaching and Learning; (Monday, Public Holiday)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>04-Nov-19</td>
<td>Teaching and Learning</td>
<td></td>
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<tr>
<td>12</td>
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<td>Teaching and Learning</td>
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<td>15</td>
<td>02-Dec-19</td>
<td>Revision</td>
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</tr>
<tr>
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<td>09-Dec-19</td>
<td>Assessment*</td>
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</tr>
<tr>
<td>17</td>
<td>16-Dec-19</td>
<td>Christmas Period - College closed</td>
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<tr>
<td>18</td>
<td>23-Dec-19</td>
<td>24 December 2019 to 1 January 2020 inclusive</td>
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<tr>
<td>19</td>
<td>30-Dec-19</td>
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</tr>
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<td>20</td>
<td>06-Jan-20</td>
<td>Foundation Scholarship Examinations*</td>
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</tr>
<tr>
<td>21</td>
<td>13-Jan-20</td>
<td>Marking/Results</td>
<td>Hilary Term begins/Semester 2 begins</td>
</tr>
<tr>
<td>22</td>
<td>20-Jan-20</td>
<td>Teaching and Learning</td>
<td>Hilary teaching term begins</td>
</tr>
<tr>
<td>23</td>
<td>27-Jan-20</td>
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<tr>
<td>24</td>
<td>03-Feb-20</td>
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<td>27</td>
<td>24-Feb-20</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>02-Mar-20</td>
<td>Study/Review</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>09-Mar-20</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>16-Mar-20</td>
<td>Teaching and Learning; (Tuesday, Public Holiday)</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>23-Mar-20</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>30-Mar-20</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>06-Apr-20</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>13-Apr-20</td>
<td>Revision; (Monday, Easter Monday)</td>
<td>Hilary Term ends Sunday 19 April 2020</td>
</tr>
<tr>
<td>35</td>
<td>20-Apr-20</td>
<td>Trinity Week</td>
<td>Trinity Term begins</td>
</tr>
<tr>
<td>36</td>
<td>27-Apr-20</td>
<td>Assessment*</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>04-May-20</td>
<td>Marking/Results</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>11-May-20</td>
<td>Marking/Results</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>18-May-20</td>
<td>Marking/Results</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>25-May-20</td>
<td>Research</td>
<td>Statutory (Trinity) Term ends Sunday 31 May 2020/Semester 2 ends</td>
</tr>
<tr>
<td>41</td>
<td>01-Jun-20</td>
<td>Research; (Monday, Public Holiday)</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>08-Jun-20</td>
<td>Research</td>
<td></td>
</tr>
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<td>43</td>
<td>15-Jun-20</td>
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<td>22-Jun-20</td>
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<td>45</td>
<td>29-Jun-20</td>
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</tr>
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<td>46</td>
<td>06-Jul-20</td>
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<td>13-Jul-20</td>
<td>Research</td>
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<td>48</td>
<td>20-Jul-20</td>
<td>Research</td>
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<td>49</td>
<td>27-Jul-20</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>03-Aug-20</td>
<td>Research; (Monday, Public Holiday)</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>10-Aug-20</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>17-Aug-20</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>24-Aug-20</td>
<td>Research</td>
<td></td>
</tr>
</tbody>
</table>

* Note: extra contingency days may be required outside of the formal assessment/reassessment weeks.

* Note: It may be necessary to hold some exams in the preceding week.
3.2 Teaching weeks
Semester 1: 9th September to 29th November 2019
Semester 2: 20th January to 10th April 2020

3.3 Exam dates
Semester 1 Assessment 2019
Monday, 9th December to Friday, 13th December
(Contingency dates: Monday, 16th December and Tuesday, 17th December)
Semester 2 Assessment 2020
Monday, 27th April to Friday, 1st May
(Contingency dates: Thursday, 23rd April to Saturday, 25th April)
Draft Reassessment Session 2020 (to be confirmed)
Monday, 31st August to Friday, 4th September
(Contingency dates: Monday, 24th August to Friday, 28th August)

3.4 Submission dates and information for projects

5E1 Assessment Components and dates

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Due</th>
<th>Comment</th>
<th>% 5E1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Plan</td>
<td>Friday, October 18th (end of teaching week 6)</td>
<td>5 minute Presentations with 5 minutes questions/feedback from academic/technical staff.</td>
<td>5%</td>
</tr>
<tr>
<td>Interim Report</td>
<td>Friday, November 15th (end of teaching week 10)</td>
<td>Literature review, work to date and project plan; supervisor feedback.</td>
<td>15%</td>
</tr>
<tr>
<td>Thesis</td>
<td>Monday April 6 (start of teaching week 12)</td>
<td>As per guidelines in module descriptor: max 60 pages not including appendices.</td>
<td>80%</td>
</tr>
<tr>
<td>Viva-Voce Presentation &amp; Examination</td>
<td>Wednesday, April 8th to Friday, April 10th (teaching week 12)</td>
<td>Supervisor and second reader to attend; separate chair if required by supervisor. Supervisor/2nd reader reports uploaded by Friday April 17th 2020.</td>
<td></td>
</tr>
</tbody>
</table>
## 5E1 Thesis Marking Guidelines

<table>
<thead>
<tr>
<th>(%)</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90-100</strong></td>
<td>Exceptional project report showing broad understanding of the project area and exceptional knowledge of the relevant literature. Exemplary presentation and analysis of results, logical organisation and ability to critically evaluate and discuss results coupled with insight and novelty/originality. Exemplary project report of publishable quality (e.g. peer reviewed scientific journal/patent application in-progress).</td>
</tr>
<tr>
<td><strong>80-89</strong></td>
<td>An excellent project report clearly showing evidence of wide reading far above that of an average student, with excellent presentation and in-depth analysis of results. Clearly demonstrates an ability to critically evaluate and discuss research findings in the context of relevant literature. Obvious demonstration of insight and novelty/originality. An excellently executed report overall of publishable quality (e.g. short peer reviewed conference paper such as IEEE in-progress) with very minor shortcomings in some aspects.</td>
</tr>
<tr>
<td><strong>70-79</strong></td>
<td>A very good project report showing evidence of wide reading, with clear presentation and thorough analysis of results and an ability to critically evaluate and discuss research findings in the context of relevant literature. Clear indication of some insight and novelty/originality. A very competent and well-presented report overall but falling short of excellence in some aspects. Sufficient quality/breadth of work similar to requirements for an abstract at a scientific conference.</td>
</tr>
<tr>
<td><strong>60-69</strong></td>
<td>A good project report which shows a reasonably good understanding of the problem and some knowledge of the relevant literature. Mostly sound presentation and analysis of results but with occasional lapses. Some relevant interpretation and critical evaluation of results, though somewhat limited in scope. General standard of presentation and organisation adequate to good.</td>
</tr>
<tr>
<td><strong>50-59</strong></td>
<td>A moderately good project report which shows some understanding of the problem but limited knowledge and appreciation of the relevant literature. Presentation, analysis and interpretation of the results at a basic level and showing little or no novelty/originality or critical evaluation. Insufficient attention to organisation/presentation of report.</td>
</tr>
<tr>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>40-49</td>
<td>A weak project report showing only limited understanding of the problem and superficial knowledge of the relevant literature. Results presented in a confused or inappropriate manner and incomplete or erroneous analysis. Discussion and interpretation of result severely limited, including some basic misapprehensions, and lacking any novelty/originality or critical evaluation. General standard of presentation poor.</td>
</tr>
<tr>
<td>20-39</td>
<td>An unsatisfactory project containing substantial errors and omissions. Very limited understanding, or in some cases misunderstanding of the problem and very restricted and superficial appreciation of the relevant literature. Very poor, confused and, in some cases, incomplete presentation of the results and limited analysis of the results including some serious errors. Severely limited discussion and interpretation of the results revealing little or no ability to relate experimental results to the existing literature. Very poor overall standard of presentation.</td>
</tr>
<tr>
<td>0-19</td>
<td>A very poor project report containing many errors, with almost no understanding of the problem and the literature pertaining to it. Chaotic presentation of results, and in some cases non-existent or inappropriate or plainly wrong analysis. Discussion and interpretation seriously confused or wholly erroneous revealing basic misapprehensions.</td>
</tr>
</tbody>
</table>
4. Key locations

5. Timetable

https://www.tcd.ie/Engineering/undergraduate/pdf/MAIyear5timetable_B.pdf
6. Programme overview

6.1 Engineering course structure

Junior Freshman and Senior Freshman
Common to all Engineering streams

Junior Sophister
Select one of:
- Civil, Structural and Environmental Engineering
- Mechanical and Manufacturing Engineering
- Electronic Engineering
- Electronic and Computer Engineering
- Computer Engineering
- Biomedical Engineering

Senior Sophister – BAI Programme

Graduate with BA, BAI degrees

Senior Sophister – BAI Programme

Year at Trinity
or
Semester 1 – Trinity
Semester 2 – Internship*
or
International Exchange

MAI Programme

Graduate with BA, MAI degrees
* Students who take the internship and successfully complete the Senior Sophister year are eligible to exit with the BAI degree.

The integrated BAI/MAI degree programme is professionally accredited by Engineers Ireland and meets the educational requirements for corporate membership of this professional institution and registration as a chartered engineer. Further information can be found at:

http://www.engineersireland.ie/Membership.aspx

6.2 Award routes
Students who complete the third year by examination and who choose not to proceed to or fail to complete satisfactorily the fourth year of the Engineering course may elect to be conferred with the ordinary degree of B.A. (this is NOT a B.A. in Mathematics).

Those Engineering students who exit the course having obtained credit for years one to four of the course are entitled to the degrees of B.A. and B.A.I. The B.A.I. degree award is based on an overall average mark calculated by combining the average mark achieved in the Junior Sophister examinations (20% towards overall average) and the Senior Sophister examinations (80% towards overall average).

Students who have obtained credit for all five years of the course are entitled to be conferred with the degrees of B.A., B.A.I. and M.A.I. (St.).

6.3 Eligibility for MAI
Note: students must pay a tuition fee for the MAI year:
https://www.tcd.ie/academicregistry/fees-and-payments/

6.5 School of Engineering Examination Regulations

6.6 External Examiner

Professor James Cotton; McMaster University, Hamilton, Ontario, Canada
7. Programme learning outcomes

The Discipline’s main objective is the pursuit of excellence in teaching and research in Mechanical & Manufacturing Engineering with the central aim of producing graduate engineers with a capacity for independent thought in problem solving and creative analysis & design.

To achieve this, we must:

- instill in students an enthusiasm for the art and practice of Engineering;
- teach the engineering science and mathematics which underpin the subject areas of Mechanical & Manufacturing Engineering;
- demonstrate the application of these principles to the analysis, synthesis and design of engineering components and systems;
- foster the development of team working skills;
- encourage students to exercise critical judgement and develop the communication skills necessary to make written and oral presentations of their work.

These objectives are underpinned by:

- undertaking both basic and applied research
- provision of advanced facilities for students to undertake graduate research degrees
- the development of academic staff in teaching and research by ensuring that adequate resources are available to assist them
- ensuring that the research work is of the highest international standard by participation in international conferences and publication in learned journals

In addition, we must consider:

- the requirements of the relevant professional institutions
- the needs of Irish and European industry in the undergraduate curriculum
8. Graduate Attributes

Throughout their time at Trinity, our students will be provided with opportunities to develop and evidence achievement of a range of graduate attributes that support their academic growth. Graduate attributes can be achieved in academic and co- and extra-curricular activities.
## General programme information

### 9.1 Modules and module descriptors

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>ECTS</th>
<th>Module</th>
<th>Semester</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>5E1</td>
<td>Mechanical Engineering Research Project</td>
<td>25</td>
<td>Mandatory</td>
<td>1 &amp; 2</td>
<td>Tony Robinson</td>
</tr>
<tr>
<td>5E2</td>
<td>Research Methods</td>
<td>5</td>
<td>Mandatory</td>
<td>1</td>
<td>Gareth Bennett</td>
</tr>
<tr>
<td>5B09</td>
<td>Control Engineering</td>
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<td>1</td>
<td>Dermot Geraghty</td>
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<tr>
<td>5MEMS3</td>
<td>Supply Chain Management</td>
<td>5</td>
<td>Optional</td>
<td>1</td>
<td>Garret O’Donnell</td>
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<tr>
<td>5MEMS7</td>
<td>Risk Management &amp; Safety Assessment Systems</td>
<td>5</td>
<td>Optional</td>
<td>1</td>
<td>Garret O’Donnell</td>
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<tr>
<td>J4</td>
<td>Energy Policy &amp; Demand</td>
<td>5</td>
<td>Optional</td>
<td>1</td>
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<tr>
<td>T1</td>
<td>Transportation</td>
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<td>Optional</td>
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<tr>
<td>5E4</td>
<td>Introduction to Computational Fluid Mechanics</td>
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<td>Seamus O’Shaughnessy</td>
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<td>5BIO4</td>
<td>Finite Element Analysis</td>
<td>5</td>
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<td>Catriona Lally</td>
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<tr>
<td>5B03</td>
<td>Advanced Thermal Fluid Design</td>
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<td>Tony Robinson</td>
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<tr>
<td>5B10</td>
<td>Instrumentation &amp; Experimental Techniques</td>
<td>5</td>
<td>Optional</td>
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<td>Dermot Geraghty</td>
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<td>5MEMS1</td>
<td>Micro &amp; Precision Manufacturing</td>
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<td>Wind Energy</td>
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<td>Breiffni Fitzgerald</td>
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<td>J6</td>
<td>Wave &amp; Hydro Energy</td>
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<td>Optional</td>
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<td>Biswajit Basu</td>
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</table>

Module descriptors are available at the following link:

9.3 Coursework requirements

9.3.1 Policy on late submission

Coursework and assessment is an essential part of a student’s learning to reinforce aspects of module content. For all years (JS/SS/MAI/MSc) and ALL modules within the Discipline of Mechanical and Manufacturing Engineering the following applies:

Individual Coursework
1. Coursework received within two weeks of the due date will be graded, but a penalty will be applied
   • Up to 1 week late = minus 15%
   • From 1 week to 2 weeks late = minus 25%
2. Any submissions received two weeks after the due date will not be accepted and will receive a zero grade.
3. Submission dates may be extended in exceptional and extenuating circumstances. Students must apply directly (via email) to the module coordinator requesting an extension and provide an explanation and/or evidence for such (e.g. medical cert). Please note that the module coordinator reserves the right to refuse granting of an extension.

Group Coursework
1. The same penalties for late submissions will apply to group coursework as outlined for “Individual Coursework”.
2. In addition, certain modules may also adopt an additional grading scheme whereby group projects/assignments will be graded as a function of lecture attendance. Please consult module coordinator.
9.3.3 Policy on participation in continuous assessment-based modules

Students who are absent from a third of their lectures, tutorials or labs of a continuous assessment-based module or who fail to submit a third of the required coursework will be deemed non-satisfactory.

Students reported as non-satisfactory for both semesters of a given year may be refused permission to take their examinations and may be required by the Senior Lecturer to repeat the year.

Further details of the procedure for reporting a student as non-satisfactory can be viewed on the College Undergraduate Studies website.

10.1 Prizes

PROFESSOR JOHN FITZPATRICK PRIZE
This prize was established in 2013 by a bequest from the Department of Mechanical and Manufacturing Engineering in memory of the late Professor John Fitzpatrick, former Head of the School of Engineering and Chair of Mechanical Engineering. The prize is awarded annually to the best student in the M.A.I. (St.) degree as determined by the court of examiners. Value, not less than €400.

COLLEN PRIZES
These prizes were founded in 1957 by a gift from L.D.G. Collen, M.A., M.A.I. to encourage interest in current engineering practice. Six prizes are offered annually in the fifth year of the M.A.I. degree course, one in each of the following: (i) Biomedical Engineering, (ii) Civil, Structural and Environmental Engineering, (iii) Computer Engineering, (iv) Electronic and Electrical Engineering, (v) Mechanical and Manufacturing Engineering, (vi) Engineering with Management,
for the best project or joint project on the nomination of the Head of stream. Value, €80 each.

M.A.I. STREAM PRIZES
These prizes were established in 2015 in order to recognise the best M.A.I. student in each of the engineering streams and are awarded annually to the student(s) obtaining the highest aggregate of marks at the annual M.A.I. examination. They are funded by the three departments in the School of Engineering and by the School of Computer Science and Statistics. Value, €300.

10.2 Scholarships
RANALOW SCHOLARSHIPS
These scholarships were founded in 2019 by Mr Brian Ranalow and H&K International Limited and will run for five years until the scheme closes in 2024. Three Ranalow Scholars are awarded annually, from all Engineering study streams, where sufficient merit is shown, by the nomination of trustees on the result of the examination for the degree of B.A.I. for students entering the M.A.I. year. There is a limit of one award per stream. Candidates must have achieved distinction during the engineering course and personal achievements will be considered. The value of each prize is €6,500 (three prizes) to cover expenses in the M.A.I. year of study.

11. Health and Safety
We operate a ‘safe working environment’ policy and we take all practical precautions to ensure that hazards or accidents do not occur. We maintain safety whilst giving you the student very open access to facilities. Thus safety is also your personal responsibility and it is your duty to work in a safe manner. By adopting safe practices you ensure both your own safety and the safety of others.
Please read the following Safety Documents for working practices in the Departments of Mechanical and Manufacturing Engineering:

(https://www.tcd.ie/mecheng/assets/pdf/Safety_Statement.pdf)

12. Student Supports
Trinity College provides a wide range of personal and academic supports for its students.

12.1 Tutors
A tutor is a member of the academic staff who is appointed to look after the general welfare and development of the students in his or her care. Whilst your tutor may be one of your lecturers, the role of tutor is quite separate from the teaching role. Tutors are a first point of contact and a source of support, both on arrival in college and at any time during your time in college. They provide confidential help and advice on personal as well as academic issues or on anything that has an impact on your life. They will also, if necessary, support and defend your point of view in your relations with the college. If you cannot find your own tutor, you can contact the Senior Tutor (tel: 01 896 2551). Senior Tutor’s website: https://www.tcd.ie/seniortutor/

12.2 Student Counselling Service
The Student Counselling Service, 3rd Floor, 7-9 South Leinster Street, College.
Opening hours: 9:15 am to 5:10 pm Monday to Friday during lecture term.
Tel: 01 896 1407
Email: student-counselling@tcd.ie
Web: http://www.tcd.ie/Student_Counselling.

12.3 College Health Service
The Health Centre is situated on Trinity Campus in House 47, a residential block adjacent to the rugby pitch.
Opening hours: 09.00 - 16.40 with emergency clinics from 09.00 - 10.00.
Tel: 01 896 1591 or 01 896 1556
Web: https://www.tcd.ie/collegehealth/

12.4 Chaplaincy
The Chaplains are representatives of the main Christian Churches in Ireland who work together as a team, sharing both the college chapel and the chaplaincy in House 27 for their work and worship.

Steve Brunn (Anglican Chaplain): brunns@tcd.ie; tel: 01 896 1402
Julian Hamilton (Methodist Chaplain): julian.hamilton@tcd.ie; tel: 01 896 1901
Alan O’Sullivan (Catholic Chaplain): aeosulli@tcd.ie; tel: 01 896 1260
Peter Sexton (Catholic Chaplain): sextonpe@tcd.ie; tel: 01 896 1260
Web: https://www.tcd.ie/Chaplaincy/

12.5 Trinity Disability Service
Declan Treanor, Disability Services Coordinator
Room 3055, Arts Building
Email: mdtreanor@tcd.ie
Tel: 01 896 3475
Web: https://www.tcd.ie/disability/

12.6 Niteline
A confidential student support line run by students for students which is open every night of term from 9pm to 2.30am.
Tel: 1800 793 793
Web: https://niteline.ie/

12.7 Students’ Union Welfare Officer
House 6, College
Email: welfare@tcdsu.org
Web: https://www.tcdsu.org/welfare

12.8 Maths Help Room
The Maths Help Room offers free assistance to students who are having difficulty with Mathematics, Statistics or related courses. It runs every week
of term and at certain times out of term. The Maths help-room is a drop in centre, where you can bring in a maths or stats question and get some help. The Help room is located in the New Seminar Room in House 20 in the School of Mathematics in the Hamilton Building. Web: https://www.maths.tcd.ie/Info_for_Schools/Maths_Helproom.php

12.9 Undergraduate Programming Centre
The Programming Centre is available to all Computer Engineering students free of charge. The centre operates as a drop-in service where you can get help with any problems you might have with programming in your courses. For further information, please visit http://www.scss.tcd.ie/ugpc/.

12.10 Student Learning Development
Student Learning Development provides learning support to help students reach their academic potential. They run workshops, have extensive online resources and provide individual consultations. To find out more, visit their website at https://student-learning.tcd.ie/.

12.11 Student 2 Student (S2S)
S2S offers trained Peer Supporters for any student in the College who would like to talk confidentially with another student, or just to meet a friendly face for a chat. This service is free and available to everyone. To contact a Peer Supporter you can email student2student@tcd.ie. Web: https://student2student.tcd.ie/peer-support/.

12.13 Trinity Careers Service
As a Trinity College Dublin student you have access to information, support and guidance from the professional team of expert Careers Consultants throughout your time at Trinity. The support offered includes ‘next step’ career guidance appointments, CV and LinkedIn profile clinics and practice interviews. The Trinity Careers Service and the School of Engineering also hold an annual Careers Fair in October which gives students the opportunity
to find out about career prospects in over fifty companies.
Web: [https://www.tcd.ie/Careers/](https://www.tcd.ie/Careers/)

### 12.14 Co-curricular activities
Trinity College has a significant number of diverse student societies which are governed by the Central Societies Committee. They provide information on the societies including how to get involved and even how to start your own society. See [http://trinitysocieties.ie/](http://trinitysocieties.ie/) for more details. Students are encouraged to get involved.

Trinity College also has a huge range of sports clubs which are governed by the Dublin University Athletic Club (DUCAC). See [http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs](http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs) for more details.

### 12.15 Trinity College Students’ Union
The Trinity College Students’ Union (TCDSU) is run for students by students. TCDSU represent students at college level, fight for students’ rights, look after students' needs, and are here for students to have a shoulder to cry on or as a friend to chat with over a cup of tea. Students of Trinity College are automatically members of TCDSU. It has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare. For more information see [https://www.tcdsu.org/](https://www.tcdsu.org/).

### 13. General Regulations

#### 13.1 Attendance requirements
Please note that attendance at lectures, tutorials and laboratory sessions is mandatory as is the submission of all work subject to continuous
assessment. Students who prove lacking in any of these elements may be issued with a Non-Satisfactory form and asked for an explanation for their poor attendance or performance. Students who do not provide a satisfactory explanation can be prevented from sitting the annual examinations. The following is an extract from the College Calendar outlining the College policy on attendance and related issues:

18 Students must attend College during the teaching term. They must take part fully in the academic work of their class throughout the period of their course. Lecture timetables are published through my.tcd.ie and on school or department notice-boards before the beginning of Michaelmas teaching term. The onus lies on students to inform themselves of the dates, times and venues of their lectures and other forms of teaching by consulting these timetables.

19 The requirements for attendance at lectures and tutorials vary between the different faculties, schools and departments. Attendance is compulsory for Junior Freshers in all subjects. The school, department or course office, whichever is relevant, publishes its requirements for attendance at lectures and tutorials on notice-boards, and/or in handbooks and elsewhere, as appropriate. For professional reasons lecture and tutorial attendance in all years is compulsory in the School of Engineering, the School of Dental Science, the School of Medicine, the School of Nursing and Midwifery, the School of Pharmacy and Pharmaceutical Sciences, for the B.S.S. in the School of Social Work and Social Policy, and for the B.Sc. in Clinical Speech and Language Studies. Attendance at practical classes is compulsory for students in all years of the moderatorship in drama and theatre studies and drama studies two-subject moderatorship.

20 In special circumstances exemption from attendance at lectures for one or more terms may be granted by the Senior Lecturer; application for such exemption must be made in advance through the tutor. Students granted exemption from attendance at lectures are liable for the same annual fee as they would pay if attending lectures. Students thus exempted must
perform such exercises as the Senior Lecturer may require. If these exercises are specially provided, an additional fee is usually charged.

21 Students who in any term have been unable, through illness or other unavoidable cause, to attend the prescribed lectures satisfactorily, may be granted credit for the term by the Senior Lecturer and must perform such supplementary exercises as the Senior Lecturer may require. The onus for informing the Senior Lecturer of illness rests with individual students who should make themselves familiar with the general and more detailed school or course regulations regarding absence from lectures or examinations through illness. In addition, issues with students may arise from time to time, which in the opinion of the Senior Lecturer affect a student’s ability or suitability to participate in his or her course. If required by the Senior Lecturer, students (other than those subject to §28 below) are obliged to undergo a medical examination or assessment by a doctor or specialist nominated by the Senior Lecturer at the expense of the College for the purpose of obtaining an opinion as to the student’s medical fitness to continue with his/her studies or as to his/her ability or suitability to participate in his/her course to the standards required by the College. Students found to be unfit following such a medical examination or assessment may be required to withdraw until such times as they are deemed fit to resume their studies. Students who fail to attend such a medical examination or assessment within a reasonable period may be required by the Senior Lecturer to withdraw until such time as they attend the aforementioned medical examination or assessment and are deemed fit to resume their studies.

22 Students who are unable to attend lectures (or other forms of teaching) due to their disability should immediately contact the Disability Service to discuss the matter of a reasonable accommodation. Exceptions to attendance requirements for a student, on disability grounds, may be granted by the Senior Lecturer following consultation with the student’s school, department or course office, and the Disability Service.

23 Students who find themselves incapacitated by illness from attending lectures (or other forms of teaching) should immediately see their medical
advisor and request a medical certificate for an appropriate period. Such medical certificates should be copied to the school, department or course office, as appropriate, by the student’s tutor.

Course work

24 Students may be required to perform course work as part of the requirements of their course of study. The assessment of course work may be based on the writing of essays, the sitting of tests and assessments, attendance at practical classes and field trips, the keeping and handing in of practical books, the carrying out of laboratory or field projects, and the satisfactory completion of professional placements. The school, department or course office, whichever is appropriate, publishes its requirements for satisfactory performance of course work on school notice-boards and/or in handbooks and elsewhere, as appropriate.

Non-satisfactory attendance and course work

25 All students must fulfil the course requirements of the school or department, as appropriate, with regard to attendance and course work. Where specific requirements are not stated, 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.

26 At the end of the teaching term, students who have not satisfied the school or department requirements, as set out in §§19, 24 and 25 above, may be reported as non-satisfactory for that term. Students reported as non-satisfactory for the Michaelmas and Hilary terms of a given year may be refused permission to take their annual examinations and may be required by the Senior Lecturer to repeat their year. Further details of procedures for reporting a student as non-satisfactory are given on the College website at:

https://www.tcd.ie/undergraduate-studies/academic-progress/attendance-course-work.php
13.2 Absence from examinations
The following is an extract from the College Calendar outlining the College policy on absence from Examinations:

35 Students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student’s tutor within three days of the beginning of the period of absence from the examination. The tutor must immediately forward the certificate to the Senior Lecturer. Medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance.

(a) Where a student becomes ill prior to the commencement of the annual examination, they may seek permission through their tutor from the Senior Lecturer to withdraw and take the supplemental examination in that year.

(b) Where illness prevents a student from completing any part of the annual examination and they withdraw from the examination, permission may be given for a supplemental examination to be taken in that year.

(c) Where illness occurs during the writing of an examination paper, it should be reported immediately to the chief invigilator. The student will then be escorted to the College Health Centre. Every effort will be made to assist the student to complete the writing of the examination paper.

Students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) should consult their tutor who should make representations immediately to the Senior Lecturer that permission be granted for absence from the examination. Regulations (a) and (b) also apply in the case of absence from annual examinations due to other grave cause beyond a student’s control.

Regulations (a) and (b) apply only to examinations which are non-final non-degree examinations. However, regulations (a) and (b) apply in all years of
those professional courses which permit supplemental examinations in final or degree years.

13.3 Plagiarism
In the academic world, the principal currency is ideas. As a consequence, you can see that plagiarism – i.e. passing off other people’s ideas as your own– is tantamount to theft. It is important to be aware the plagiarism can occur knowingly or unknowingly, and the offence is in the action not the intent.

Plagiarism is a serious offence within College and the College’s policy on plagiarism is set out in a central online repository hosted by the Library which is located at http://tcd-ie.libguides.com/plagiarism. This repository contains information on what plagiarism is and how to avoid it, the College Calendar entry on plagiarism and a matrix explaining the different levels of plagiarism outlined in the Calendar entry and the sanctions applied.

Undergraduate and postgraduate new entrants and existing students, are required to complete the online tutorial ‘Ready, Steady, Write’. Linked to this requirement, all cover sheets which students must complete when submitting assessed work, must contain the following declaration:

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

Plagiarism detection software such as “Turnitin” and Blackboard’s “SafeAssign” may be used to assist in automatic plagiarism detection.
Students are encouraged to assess their own work for plagiarism prior to submission using this or other software.

13.4 University regulations, policies and procedures
Academic Policies - https://www.tcd.ie/teaching-learning/academic-policies/
Student Complaints Procedure - https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf

13.5 Data protection
A short guide on how College handles student data is available here: https://www.tcd.ie/info_compliance/data-protection/student-data/

14. General Information

14.1 Feedback and evaluation
The Staff/Student Liaison Committee meets once a semester to discuss matters of interest and concern to students and staff. It comprises class representatives from each year. A programme level survey is issued online to students towards the end of semester 2.

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

The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student effort, so a 5-credit module will be designed to require 100-125 hours of student effort 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 component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

14.3 Guidelines on Grades
The following Descriptors are given as a guide to the qualities that assessors are seeking in relation to the grades usually awarded. A grade is the anticipated degree class based on consistent performance at the level indicated by an individual answer. In addition to the criteria listed examiners will also give credit for evidence of critical discussion of facts or evidence.
## Guidelines on Grades for Essays and Examination Answers

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>IDEAL ANSWER; showing insight and originality and wide knowledge. Logical, accurate and concise presentation. Evidence of reading and thought beyond course content. Contains particularly apt examples. Links materials from lectures, practicals and seminars where appropriate.</td>
</tr>
<tr>
<td>80-89</td>
<td>OUTSTANDING ANSWER; falls short of the 'ideal' answer either on aspects of presentation or on evidence of reading and thought beyond the course. Examples, layout and details are all</td>
</tr>
<tr>
<td>70-79</td>
<td>MAINLY OUTSTANDING ANSWER; falls short on presentation and reading or thought beyond the course but retains insight and originality typical of first class work.</td>
</tr>
<tr>
<td>65-69</td>
<td>VERY COMPREHENSIVE ANSWER; good understanding of concepts supported by broad knowledge of subject. Notable for synthesis of information rather than originality. Sometimes with evidence of outside reading. Mostly accurate and logical with appropriate examples. Occasionally a lapse in detail.</td>
</tr>
<tr>
<td>60-64</td>
<td>LESS COMPREHENSIVE ANSWER; mostly confined to good recall of coursework. Some synthesis of information or ideas. Accurate and logical within a limited scope. Some lapses in detail.</td>
</tr>
<tr>
<td>55-59</td>
<td>SOUND BUT INCOMPLETE ANSWER; based on coursework alone but suffers from a significant omission, error or misunderstanding. Usually lacks synthesis of information or ideas. Mainly logical and accurate within its limited scope and with lapses in detail.</td>
</tr>
<tr>
<td>50-54</td>
<td>INCOMPLETE ANSWER; suffers from significant omissions, errors and misunderstandings, but still with understanding of main concepts and showing sound knowledge. Several lapses</td>
</tr>
<tr>
<td>45-49</td>
<td>WEAK ANSWER; limited understanding and knowledge of subject. Serious omissions, errors and misunderstandings, so that answer is no more than adequate.</td>
</tr>
<tr>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>40-44</td>
<td>VERY WEAK ANSWER; a poor answer, lacking substance but giving some relevant information. Information given may not be in context or well explained but will contain passages and words which indicate a marginally adequate understanding.</td>
</tr>
<tr>
<td>35-39</td>
<td>MARGINAL FAIL; inadequate answer, with no substance or understanding, but with a vague knowledge relevant to the answer.</td>
</tr>
<tr>
<td>30-34</td>
<td>CLEAR FAILURE; some attempt made to write something relevant to the question. Errors serious but not absurd. Could also be a sound answer to the misinterpretation of a question?</td>
</tr>
<tr>
<td>0-29</td>
<td>UTTER FAILURE; with little hint of knowledge. Errors serious and absurd. Could also be a trivial response to the misinterpretation of a question?</td>
</tr>
</tbody>
</table>

14.4 Emergency procedure

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).
Appendix 1. Project Risk Assessment Form

Department of Mechanical & Manufacturing Engineering
Trinity College Dublin
Project Risk Assessment Form

<table>
<thead>
<tr>
<th>Student Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number</td>
<td></td>
</tr>
<tr>
<td>Student Category</td>
<td>(BAI, BSC, MAI, MSc, PhD or Visitor)</td>
</tr>
<tr>
<td>Year of Course</td>
<td></td>
</tr>
<tr>
<td>Project Title and Reference</td>
<td></td>
</tr>
<tr>
<td>Start Date of Project</td>
<td></td>
</tr>
<tr>
<td>Building Location of Project Work</td>
<td></td>
</tr>
<tr>
<td>Room number</td>
<td></td>
</tr>
<tr>
<td>Supervisors name</td>
<td></td>
</tr>
</tbody>
</table>

**Project Details**

Give a brief description of the work to be undertaken and the procedures used. Please include details of the equipment, machinery, chemicals and substances necessary for the project.
**Project Risk Assessment Form**

### Project Risk Assessment

Identify the hazards which may be associated with the work and state what control measures are to be put in place to control the risk. Some examples of potential hazards are included below. Please use this as a starting point and delete as necessary. If no hazards are anticipated write “none” in the boxes below.

<table>
<thead>
<tr>
<th>Potential Hazard</th>
<th>Control Measures Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to Chemicals</td>
<td></td>
</tr>
<tr>
<td>Exposure to Hot liquids</td>
<td></td>
</tr>
<tr>
<td>Laboratory Gases</td>
<td></td>
</tr>
<tr>
<td>Noise</td>
<td></td>
</tr>
<tr>
<td>Lone working</td>
<td></td>
</tr>
<tr>
<td>Exposure to ultraviolet (UV) radiation</td>
<td></td>
</tr>
<tr>
<td>Equipment and tools</td>
<td></td>
</tr>
</tbody>
</table>

Students are permitted entry into the Department out of normal office hours, up to 10pm on weekdays, and between 10am and 4pm on weekends. As per the College laboratory health and safety policy, Lone working for non-hazardous operations may be permitted, once a risk assessment has been conducted and approved by the Principal Investigator, Local Safety Officer and Head of School. Lone working is not permitted for Undergraduate students.

<table>
<thead>
<tr>
<th>Student Sign and Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Sign and Date</td>
<td></td>
</tr>
</tbody>
</table>

**THIS FORM SHOULD BE SUBMITTED TO THE DEPARTMENTAL SAFETY OFFICER, THE PROJECT SUPERVISOR AND THE STUDENT SHOULD KEEP A COPY**