



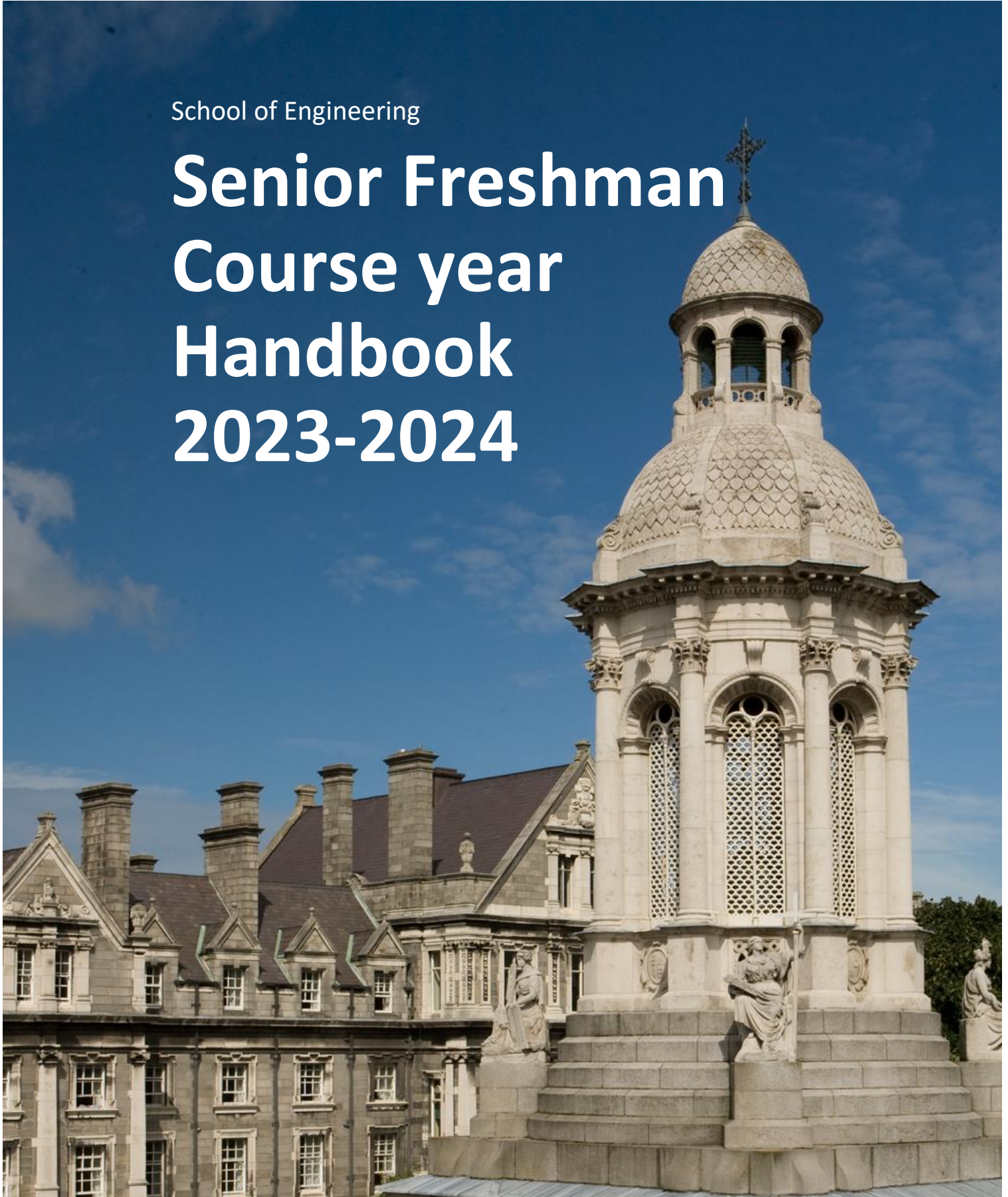
Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Engineering

Senior Freshman Course year Handbook 2023-2024



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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:

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

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

You are very welcome to the second year of the teaching programmes offered by the TCD School of Engineering, an institution rich in tradition and progressive in outlook. The School was founded in 1841 and is one of the oldest Engineering Schools in the English speaking world. The Baccalaureus in Arte Ingeniaria (B.A.I.) degree was established in 1872 and early graduates played a major role in the development of local government services and infrastructure in 19th century Ireland, whilst others contributed as far afield as India, Australia, Africa and Japan. In addition to many famous engineers, the list of graduates includes landscape artist Nathaniel Hone, and songwriter Percy French. Well-known graduates of more recent vintage include Patrick Prendergast (current Provost of Trinity), Chris Horn of Iona Technologies, John Maguire of Trintech and Paul Noonan of Bell X1 fame.

In joining the engineering community, you made a creative contribution to making the world a more liveable place and to building economic prosperity. The core philosophy of the B.A.I./M.A.I. degrees is to first establish the basic principles common to all aspects of engineering. Thus, all students follow a common programme for the first two 'fresh' years followed by two 'sophister' years of specialisation in the different branches of engineering if they wish to take the B.A.I. degree and three years of specialisation if they go on to M.A.I. level. Admission to the M.A.I. level is subject to performance in the Junior Sophister and Senior Sophister years, see the School Examination Regulations. The M.A.I. is a professional degree accredited by Engineers Ireland and is recognised across the world through international agreements.

While there is a strong focus on technical content and problem solving in the syllabus, personal skills such as communication and teamwork are an integral part of your education. These skills are crucial in promoting an approach to lifelong learning, and this is particularly important in the dynamic context of engineering. The curriculum is revised on an ongoing basis and we hope that you will find it stimulating and intellectually rewarding. You will be given the opportunity to provide us with considered feedback of your experience during each year of your studies.

The College, of course, has a great deal to offer besides the formal academic programme, including the cultural, recreational and sporting activities of the many student clubs and societies. You are strongly encouraged to participate in the breadth of College life in a balanced way. It is up to you to make the most of your Trinity experience.

Finally, be aware that College offers a wide range of support services. If you are experiencing problems or need to seek advice (personal, financial, health, career or academic), there are a number of sources of help available: these are listed in Section 12 of this booklet. Do not hesitate to call on these services should the need arise. Each of you has been allocated a tutor, and he/she is an excellent resource to help you with identifying relevant support services.

We wish you a successful and enjoyable second year at University.

Professor Alan O'Connor
Head of School
School of Engineering

Professor Kevin Kelly
Director of Undergraduate Teaching & Learning
School of Engineering

2. Contacts

2.1 Coordinator

Director of Undergraduate Teaching and Learning Professor Kevin Kelly
Phone: +353 1 896 4898
E-mail: kekelly@tcd.ie

2.2 Administrative contacts

School of Engineering, First Floor, Museum Building

Executive Officer/General Enquiries

Ms Sarah O'Brien
Phone: +353 1 896 1142
E-mail: obries57@tcd.ie

Undergraduate/Postgraduate Enquiries

Mr Donncha Millane
Phone: +353 1 896 1746
E-mail: millaned@tcd.ie

School Manager

Ms Donncha Milliane
Phone: +353 1 896 1796
E-mail: pahughes@tcd.ie

Finance Officer

Ms Sara Doherty
Phone: +353 1 896 3792
E-mail: sdoherty@tcd.ie

Global Officer

Ms Chloe O'Connor
Phone: +353 1 896
E-mail: InternationalEng@tcd.ie

Postgraduate Officer

Mr. Daniel Wearen
Phone: +353 1 896 2217
Email: wearend@tcd.ie

Department of Civil, Structural and Environmental Engineering, First Floor, Museum Building

Executive Officer

Mr. George Oatridge
Phone: +353 1 896 2217
Email: oatridgg@tcd.ie

Executive Officer

Ms. Mary Curley
Phone: +353 1 896 1457
Email: curleyma@tcd.ie

Department of Mechanical and Manufacturing Engineering, Ground Floor, Parsons Building

Senior Executive Officer

Ms. Judith Lee
Phone: +353 1 896 1383
Email: julee@tcd.ie

Executive Officers

Ms. Nicole Byrne
Phone: +353 1 896 1837
Email: nbyrne3@tcd.ie

Ms. Melissa Caffrey
Phone: +353 1 896 3667
Email: caffrem@tcd.ie

Department of Electronic and Electrical Engineering, First Floor, Printing House

Executive Officers

Mr. Michael O'Riordan
Phone: +353 1 896 1558
Email: oriordmi@tcd.ie

Ms. Caroline Murphy
Phone: +353 1 896 1580
Email: oriordmi@tcd.ie

School of Computer Science and Statistics, O'Reilly Institute

School Administrative Manager

Ms. Olivia Lombard

Phone: +353 1 896 1097

Email: olivia.lombard@scss.tcd.ie

Administrative Officer

Ms. Lynn Daly

Phone: +353 1 8961524

Email: lynn.daly@scss.tcd.ie

Administrative Officer

Ms. Hannah Archbold

Phone: + 353 1 896 1768

Email: Hannah.archbold@tcd.ie

Academic Registry

All enquiries regarding forms, letters, student fees, examinations, registration etc. to be directed to the Academic Registry:

Log an enquiry via ASK AR on the my.tcd.ie portal

- Via email at academic.registry@tcd.ie
- Via phone at 4500 [for students] or 4501 [for staff]

2.3 Academic contacts

Staff name	Email	Location
Head of School Professor Alan O'Connor	oconnoaj@tcd.ie	Simon Perry Building
Director of Undergraduate Teaching and Learning Professor Kevin Kelly	kekelly@tcd.ie	Parsons Building
Head of Civil Structural and Environmental Engineering Professor Brian Caulfield	Brian.Caulfield@tcd.ie	Simon Perry Building
Stream Coordinator of Mechanical and Manufacturing Engineering Professor Seamus O'Shaughnessy	oshaugse@tcd.ie	Parsons Building
Head of Electronic and Electrical Engineering Professor Anil Kokaram	Anil.kokaram@tcd.ie	Aras an Phiarsaigh
Stream Coordinator of Biomedical Engineering Professor David Hoey	dahoey@tcd.ie	Parsons Building
Computer Science BAI/MAI Coordinator Professor Marco Ruffini	Marco Ruffini	O'Reilly Institute

3. Key dates

3.1 Academic year calendar

[Calendar - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/academic/academic_registry/academic_calendar/)

3.2 Teaching weeks

First semester: Monday, 11th September, 2023 to Friday, 4th December 2023

Second semester: Monday, 22nd January, 2024 to Friday, 8th April 2024

3.3 Exam dates

[Examinations and Assessment - Academic Registry - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/academic/academic_registry/examinations_and_assessment/)

4. Key locations

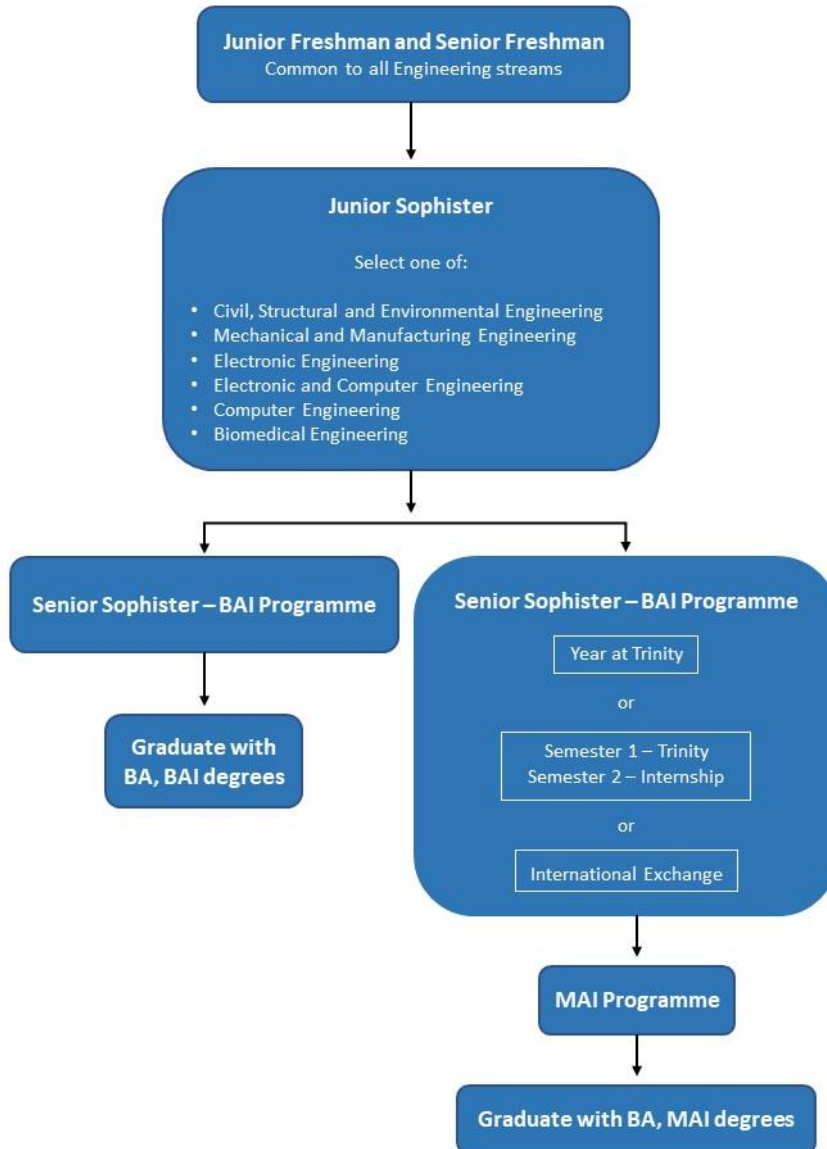


5. Timetable

tcd.ie/engineering/assets/student-resources/Timetable-1-SF.pdf

5. Programme overview

6.1 Engineering course structure



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 or Engineering with Management 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 (30% towards overall average) and the Senior Sophister examinations (70% towards overall average).

Students who have obtained credit for all five years of the course are entitled to the degrees of B.A. 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/>

- Students must achieve a minimum overall mark of 60% for the combined Junior Sophister and Senior Sophister years (on a 30:70 basis) at the annual session of the B.A.I. / B.Sc. degree year.

6.4 Eligibility for Internship and study abroad

In order to be eligible to apply for an international exchange in the Senior Sophister year or to apply for the 4E4 Industrial Partnership/Internship module in the second semester of the Senior Sophister year, students must have a minimum grade of II.1 (60 – 69%) at the first sitting of the Junior Sophister Engineering examinations. Those required to sit supplemental Junior Sophister Engineering examinations will be deemed ineligible to apply. No exceptions to this rule will be considered.

Study abroad opportunities can be viewed here:

<https://www.tcd.ie/Engineering/international/study-abroad/outgoing/>

Information on taking an internship can be viewed here:

<https://www.tcd.ie/Engineering/assets/module-descriptors/ss/4E4.pdf>

6.5 School of Engineering Examination Regulations

<https://www.tcd.ie/Engineering/draft/assets/student-resources/Examination-Regulations.pdf>

7. Programme learning outcomes

The programme learning outcomes for the Engineering and Engineering with Management programmes have been developed to ensure that all the attributes required of a professional engineering degree programme are achieved. Every five years our programmes are reviewed for accreditation by Engineers Ireland. This process ensures that each of the approximately fifty required programme outcomes is achieved. These learning outcomes vary from general outcomes in mathematics and science to communications, design, professional ethics, research and group work. As a student progresses through the programme the learning outcomes become more demanding until final year students are capable of undertaking independent research and dealing with ill-defined complex problems.

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.

The Engineering School has been to the fore in embracing the Trinity Education Project and our programmes ensure that all our students achieve the Trinity Student Attributes.

9. General programme information

9.1 Modules and module descriptors

In your studies, you should aim to work a minimum of 50 hours per week. With a timetabled schedule of about 25 hours per week, this means you should be planning independent study of at least 25 hours per week. This includes reading course material prior to lectures – you should not expect to be given all the module material in the lectures and tutorials. The table below details the modules, credit value and coordinator.

Course Code	Module Title	ECTS	Semester	Coordinator
MAU22E01	Engineering Mathematics III	5	Semester 1	Dmitri Zaitsev
MAU22E02	Engineering Mathematics II	5	Semester 2	Sergey Frolov
CSU22E03	Computer Engineering	5	Semester 1	Donal O'Mahony
CEU22E04	Solids and Structures	5	Semester 1	Dermot O'Dwyer Brendan Kelly
MEU22E05	Thermo –Fluids	5	Semester 2	Seamus O'Shaughnessy
EEU22E06	Electronics	5	Semester 1	Justin King Shreejith Shanker
CEU22E07	Engineering and the Environment	5	Semester 1	Sarah Mc Cormack Laurence Gill Liwen Xiao
CEU22E09	Engineering Design III: Project	5	Semester 1	Tom Grey
EEU22E10	Engineering Design IV: Project	5	Semester 2	Francois Pitie Kerstin Ruhland
EEU22E12	Computational Engineering	5	Semester 2	Anil Kokaram
	Trinity Elective	5	Semester 2	

Module descriptors are available at the following link:

<https://www.tcd.ie/Engineering/undergraduate/bai/year-2/>

9.2 Laboratories

Certain modules in SF have laboratory experiments attached to them. Students are expected to keep a log book recording the details of every experiment performed and to write a technical report about each experiment. Each student is required to submit her/his report neatly presented and by the date specified to avoid penalty. Guidelines as to the required length and format of each report will be specified by the lecturer concerned.

Laboratory groups and timetable will be published at the beginning of the semester. Please note that you must attend the particular laboratory sessions to which you have been assigned. Students cannot swap sessions because of the complexity of the timetable, the large numbers in the year and the limited accommodation available. A no show at a lab results in a zero mark even if a report is submitted. No report submitted means a zero mark even if the lab was attended. Labs cannot be taken in the summer/autumn periods if missed during the year.

Laboratory Timetables: Laboratory timetables will be forwarded to students via email and posted on the noticeboards in Parsons Building

9.3 Coursework requirements

9.3.1 Submission guidelines

Please pay attention to the guidelines for submission. These may vary from module to module. Ensure that you submit on time and, where appropriate, that your submission has been logged. It is good practice to keep a digital copy of your submissions.

The work you submit must be your own. College has very strict guidelines concerning plagiarism. Please ensure you read Section 13.3 of this handbook.

9.3.2 Policy on late submission

Coursework and assessment is an essential part of a student's learning to reinforce aspects of module content. You are enrolled on an accredited professional

programme and are expected to submit work on time. Submitting work late is a habit you should avoid. It is never too early in your career to start to plan your work so you meet your deadlines. Late submissions delay feedback and in group work you risk incurring a penalty on the other members of your group.

Late submissions may be penalised or not accepted. Submission dates may be extended in exceptional and extenuating circumstances. In such 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.

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.Prizes and Scholarships

10.1 Foundation Scholarship

Foundation Scholarship is a College institution with a long history and high prestige. The objective of the Foundation Scholarship examination is to identify students who, at a level of evaluation appropriate to the Senior Freshman year, can consistently demonstrate exceptional knowledge and understanding of their subjects.

The questions that are asked in the engineering scholarship exams are very challenging. They test a student's ability to think laterally, to solve unfamiliar problems and to tackle problems from first principles. Although the syllabi for the scholarship exams and the end of year exams are the same, the nature of the questions in the scholarship exams is more challenging. A good scholarship question will require a creative leap or a deep insight of the fundamental principles. The most important skill that is developed in an engineering education is problem solving. The most difficult problems to solve are those that are unfamiliar, that require a fundamental understanding of the basic principles and that require the student to make a creative or innovative leap.

Senior Freshman Engineering students take the following three-hour exams:

- Engineering Science I: General mathematics and computer science
- Engineering Science II: General mechanics and materials
- Engineering Science III: General electronics, electricity and instrumentation

10.2 Prizes

BOOK PRIZES

A prize of a book token to the value of €13 is awarded to candidates who obtain a standard equivalent to an overall first class honors grade (70% and above) at the first attempt of the semester 1 and semester 2 assessment. Book Prizes will be available for collection in November of the following academic year from the Academic Registry. These prizes are issued in the form of book tokens and can be redeemed at Hodges Figgis and Co. Ltd.

VICTOR W. GRAHAM PRIZES

These prizes, founded in 1986 from funds subscribed by friends and pupils to mark Mr V.W. Graham's retirement, are awarded to the first year engineering student who obtains the highest marks in engineering mathematics (modules 1E1 and 1E2) at the annual class examination and to the second year engineering student who obtains the highest mark in engineering mathematics (modules 2E1 and 2E2) at the regular annual class examination. Value, first year prize €750, second year prize €1,000.

ANITA NEWELL SCHOLARSHIPS

These prizes were founded in 2007 by a bequest from Ms Anita Newell, a former employee of the School of Engineering. They are awarded annually in the first and second years of the Bachelor in Engineering course to the best and second best female engineering student i.e. those achieving the highest and second-highest average of marks at the annual examinations (foundation scholarship candidates are eligible for these scholarships). Value: first year engineering – first place €3,000, second place €2,000; second year engineering – first place €6,000, second place €4,000.

FRANCIS SPRING PRIZE

This prize was founded in 1935 by a bequest from Sir Francis Spring. It is awarded annually on the results of the annual examination of the second year of the engineering

course. The prize is currently awarded in three parts. Value: first part €200, second part €150 and third part €100.

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/engineering/assets/documents/SchoolSafetyStatement2022.pdf>

and in the Department of Electronic and Electrical Engineering:

<https://www.tcd.ie/engineering/assets/documents/SchoolSafetyStatement2022.pdf>

If you are working in Trinity Centre for Bioengineering Laboratories in Trinity Biomedical Sciences Institute, please contact Mr Simon Carroll, Senior Technical Officer at scarrol6@tcd.ie to complete necessary Health and Safety paperwork prior to completing any laboratory work.

Please ensure you comply with the instructions given in these important documents. Failure to behave in a safe manner may result in you being refused the use of departmental facilities.

12. Student Supports

Trinity College provides a wide range of [personal and academic supports](#) for its students.

1.1 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](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/>

12.3 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/>

12.4 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/>

12.5 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/>

12.6 Students' Union Welfare Officer

House 6, College

Email: welfare@tcdsu.org

Web: <https://www.tcdsu.org/welfare>

12.7 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 Helproom 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

12.8 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/>.

12.9 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/>.

12.10 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/>.

12.11 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/>

12.12 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/> 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 for more details.

12.13 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/>.

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. With regard to online teaching, attendance is mandatory at live lectures, tutorial and labs. Pre-recorded lectures should be viewed at the allocated slot on the timetable. 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 Freshmen 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/Trinity joint honors.

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.

22 Students who are unable to attend lectures (or other forms of teaching) due to 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.

Non-satisfactory attendance

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

students may be deemed non-satisfactory if they miss more than a third of their course of study in any term. Calendar 2020-21 33

25 At the end of the teaching term, students who have not satisfied the school or department requirements, as set out in §§19 and 24 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 semester two assessment/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 www.tcd.ie/academic_registry/studentcases.

13.2 Absence from examinations

The following is an extract from the College Calendar outlining the College policy on absence from Examinations:

51 Students who may be prevented from sitting an examination or examinations (or any part thereof) due to illness should seek, through their tutor, permission from the Senior Lecturer in advance of the assessment session to defer the examination(s) to the reassessment session. Students who have commenced the assessment session, and are prevented from completing the session due to illness should seek, through their tutor, permission to defer the outstanding examination(s)/assessment(s) to the reassessment session. In cases where the assessment session has commenced, requests to defer the outstanding examination(s) on medical grounds, should be submitted by the tutor to the relevant school/departmental/course office. If non-medical grounds are stated, such deferral requests should be made to the Senior Lecturer, as normal.

52 Where such permission is sought, it must be appropriately evidenced:

(a) For illness: medical certificates must state that the student is unfit to sit examinations/ complete assessments and specify the date(s) of the illness and the date(s) on which the student is not fit to sit examinations/complete assessments.

Medical certificates must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.

(b) For other grave cause: appropriate evidence must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.

53 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.

54 Where an examination/assessment has been completed, retrospective withdrawal will not be granted by the Senior Lecturer nor will medical certificates be accepted in explanation for poor performance.

55 If protracted illness prevents a student from taking the prescribed assessment components, so that they cannot rise into the next class, they may withdraw from College for a period of convalescence, provided that appropriate medical certificates are submitted to the Senior Lecturer. If the student returns to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class. See §26 on fitness to study and §28 fitness to practise, if relevant.

56 Where the effects of a disability prevent a student from taking the prescribed assessment components, so that they cannot rise into the next class, the Senior Lecturer may permit the student to withdraw from College for a period of time provided that appropriate evidence has been submitted to the Disability Service. If they return to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class.

57 The nature of non-standard examination accommodations, and their appropriateness for individual students, will be approved by the Senior Lecturer in line with the Council-approved policy on reasonable accommodations. Any reports provided by the College's Disability Service, Health Service or Student Counselling Service will be strictly confidential.

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](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

Dignity and Respect Policy - <https://www.tcd.ie/equality/policy/dignity-respect-policy/>

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

Mark Range	Criteria
90-100	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.

80-89	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 sound.
70-79	MAINLY OUTSTANDING ANSWER; falls short on presentation and reading or thought beyond the course but retains insight and originality typical of first class work.
65-69	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.
60-64	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 tolerated.
55-59	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.
50-54	INCOMPLETE ANSWER; suffers from significant omissions, errors and misunderstandings, but still with understanding of main concepts and showing sound knowledge. Several lapses in detail.
45-49	WEAK ANSWER; limited understanding and knowledge of subject. Serious omissions, errors and misunderstandings, so that answer is no more than adequate.
40-44	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.
35-39	MARGINAL FAIL; inadequate answer, with no substance or understanding, but with a vague knowledge relevant to the question.
30-34	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.

0-29	UTTER FAILURE; with little hint of knowledge. Errors serious and absurd. Could also be a trivial response to the misinterpretation of a question.
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Guidelines on Marking Projects/Dissertation Assessment

Mark Range	Criteria
90-100	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. Overall an exemplary project report of publishable quality (e.g. peer reviewed scientific journal/patent application).
80-89	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) with very minor shortcomings in some aspects.
70-79	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 and breadth of work similar to the requirements for an abstract at an international scientific conference.
60-69	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

50-59	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 and presentation of the
40-49	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.
20-39	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.
0-19	A very poor project report containing every conceivable error and fault. Showing virtually no understanding or appreciation of the problem and of the literature pertaining to it. Chaotic presentation of results, and in some cases incompletely presented and virtually non-existent or inappropriate or plainly wrong analysis. Discussion and interpretation seriously confused or wholly erroneous revealing basic misapprehensions.

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).