A Note on this Handbook

This handbook applies to all students in the Department of Clinical Speech and Language Studies. It provides a guide to important information regarding the Department and coursework and what is expected of you on this programme, as well as the academic and personal supports available to you. Please check http://mymodule.tcd.ie/ for more detailed information on modules and clinical work.

The information provided is accurate at time of preparation. Any necessary revisions will be notified to students in writing, through email, and will be posted on the relevant Student Notice Board, located in the Student Preparation Area. **It is the responsibility of each student to regularly check their own email and noticeboards for updates or changes, etc.**

Remember, at registration you will receive a copy of the **Calendar Regulations** that govern your course for this year. **Please note** that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the provisions of the General Regulations will prevail.

---

*The Department gratefully acknowledges the support of the HEA Strategic Skills Initiative Fund.*
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of Welcome</td>
<td>1</td>
</tr>
<tr>
<td>Tutor Information</td>
<td>2</td>
</tr>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Staff Information / Contacts</td>
<td>4</td>
</tr>
<tr>
<td>Student Information System (SITS)</td>
<td>6</td>
</tr>
<tr>
<td>General Department Information</td>
<td>7</td>
</tr>
<tr>
<td>Student Representation</td>
<td>7</td>
</tr>
<tr>
<td>Fitness to Practice Committee</td>
<td>8</td>
</tr>
<tr>
<td>Dignity and Respect Policy</td>
<td>8</td>
</tr>
<tr>
<td>Department Facilities</td>
<td>9</td>
</tr>
<tr>
<td>Scholarship &amp; Department Awards</td>
<td>10</td>
</tr>
<tr>
<td>Programme Overview</td>
<td>12</td>
</tr>
<tr>
<td>Programme Structure</td>
<td>12</td>
</tr>
<tr>
<td>European Credit Transfer System (ECTS)</td>
<td>13</td>
</tr>
<tr>
<td>Programme Outcomes</td>
<td>13</td>
</tr>
<tr>
<td>Programme Regulations</td>
<td></td>
</tr>
<tr>
<td>Attendance regulations</td>
<td>14</td>
</tr>
<tr>
<td>Practice Placements</td>
<td>15</td>
</tr>
<tr>
<td>Code of Ethics</td>
<td>16</td>
</tr>
<tr>
<td>Professional Development Logs</td>
<td>17</td>
</tr>
<tr>
<td>Garda/Police Vetting</td>
<td>17</td>
</tr>
<tr>
<td>Health</td>
<td>17</td>
</tr>
<tr>
<td>Academic Progress</td>
<td>18</td>
</tr>
<tr>
<td>General Information on Assessment</td>
<td></td>
</tr>
<tr>
<td>Procedures for submission of Assignments</td>
<td>19</td>
</tr>
<tr>
<td>Examinations</td>
<td>20</td>
</tr>
<tr>
<td>Conduct of Examinations</td>
<td>21</td>
</tr>
<tr>
<td>Access to Scripts and discussion of performance at exams</td>
<td>22</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>23</td>
</tr>
<tr>
<td>Brief guide to Reference and Bibliography</td>
<td>25</td>
</tr>
<tr>
<td>Information on Student Supports</td>
<td>26</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>28</td>
</tr>
<tr>
<td>Sample Forms</td>
<td></td>
</tr>
<tr>
<td>Assignment Submission Form</td>
<td>31</td>
</tr>
<tr>
<td>Application Form for late submission of coursework</td>
<td>32</td>
</tr>
<tr>
<td>Sample Assignment Feedback Form</td>
<td>33</td>
</tr>
<tr>
<td>Essay Marking Criteria</td>
<td>34</td>
</tr>
<tr>
<td>Sample Essay Evaluation Form</td>
<td>36</td>
</tr>
<tr>
<td>Sample copy of front page of Examination Booklet</td>
<td>37</td>
</tr>
</tbody>
</table>
Dear Student,

Welcome (or welcome back) to the Department of Clinical Speech & Language Studies. I would like to extend a special warm welcome to our incoming JF students. I hope you are all ready for a busy but exciting academic year ahead.

We are fortunate in having a cohort of students who are typically bright, enthusiastic and who have potential to make a strong and valuable contribution to the profession of Speech and Language Therapy. Core to our teaching philosophy in the Department is responding to and supporting the curious mind. We are here to nurture that curiosity, by continuing to expose all of our students to a deep, rich, stimulating and enjoyable learning environment. Our teaching team is energetic, committed and highly motivated, with each staff member supported by his/her own strong research and clinical background. At all times, we strive to give our students the best educational experience we can offer, an experience that is not only of a high standard, but one which contributes to the objective of life-long learning and enquiry.

Over the year ahead, please don’t be afraid to look to others for support when you need it. Remember that your Tutors, and we in the Department, are here to support you and your learning in a spirit of cooperation and mutual respect.

Finally, in this my first year as the new Head of Discipline, I wish each and every one of you the very best of luck with your studies in the months ahead.

Dr Margaret Walshe,
Head of Discipline,
Department of Clinical Speech & Language Studies.
September, 2017.
TUTOR INFORMATION

Your Tutor

Undergraduate students are assigned a College Tutor when they are admitted to College. On registering you should have received a handbook describing the role of the tutor, please refer to this for general information relating to the role of the Tutor.

What is a Tutor?

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/her care. Whilst the Tutor may be one of your lecturers, the role of College 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.

For example, you would contact your Tutor for help and advice on issues such as: course choices; exam results; family conflicts; bereavement; financial difficulties; taking a year out, and other issues. Please note however, that the Tutor is not a supervisor of studies.

Students are advised to check the Student Information System to identify their own College Tutor who has been assigned to them. For further information please refer to:

https://www.tcd.ie/Senior_Tutor/your-tutor/

CONTACT INFORMATION FOR YOUR TUTOR (complete the information below for your own record):

Tutor Name: ________________________________________________________________

Direct phone number: ________________________________________________________

Mobile phone number: _______________________________________________________

E-MAIL: _________________________________________________________________
INTRODUCTION

The Department of Clinical Speech and Language Studies (CSLS) is one of three components of the School of Linguistic, Speech & Communication Sciences, in the Faculty of Arts, Humanities and Social Sciences. The overall Head of School is Dr. Martine Smith.

Each unit within the School is led by a Head of Discipline/Department, as listed below. The School also has three Directors, addressing the areas of Undergraduate and Postgraduate Teaching and Learning, as well as Research. Student involvement is encouraged across all levels of School activities.

Postal Address / Contact information: Department of Clinical Speech and Language Studies, 7 – 9 South Leinster Street, Dublin 2

The main contact for the department is through Reception Office:

Phone 01 -896 1496

OPENING HOURS

Access to 7-9 South Leinster Street is regulated by outside security services.

During Lecture Term, the student preparation area and other areas on the ground floor are open to students at the following times only:

Monday – Thursday  8.30 a.m. – 5 p.m.
Friday            9 a.m. – 5 p.m.

Lectures may be scheduled in the teaching room on the first floor (Room 103-104) after that time, as noted in student timetables. Students are responsible for removing their belongings from all ground floor rooms before the lock-up time please.

Please ensure you read the Safety Information included in this handbook and familiarise yourself with safety procedures within the building.

Outside normal lecture term, and particularly over the summer months, restricted opening hours apply. Students are advised to arrange prior appointments with staff, and to check whether they may be able to access any equipment required, before coming to the Department during these periods.

The building is closed to students at weekends and Bank Holidays.
### STAFF INFORMATION / CONTACTS

**Head of School**
Dr. Martine Smith

**Directors**

**Teaching and Learning (Undergraduate)**
Dr. Pauline Sloane

**Teaching and Learning (Postgraduate)**
Dr. Lorna Carson

**Research**
Prof. Lorraine Leeson

**Heads of Discipline**

**Clinical Speech and Language Studies**
Dr. Margaret Walshe

Centre for Language & Communication Studies
and Centre for Deaf Studies
Dr. Christer Gobl

Members of staff can be consulted individually, or at the regular staff meetings that Class Representatives may attend. Each member of staff has many different responsibilities, and it can often be difficult to meet with a student unless an appointment has been pre-arranged. Effective time management is a life skill that will stand you in good stead throughout your student and professional career. Some questions are more easily answered if you check through the various handbooks you have been given (or the relevant web pages/Blackboard etc.), before trying to consult with a staff member in person.

Often email is the most efficient and effective way of making an appointment with individual members of staff. Contact information is as follows (all offices are at 7–9 South Leinster Street unless otherwise stated):

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact numbers</th>
<th>E-mail address</th>
<th>Room No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Margaret Walshe</td>
<td>01 896 2382</td>
<td><a href="mailto:walshema@tcd.ie">walshema@tcd.ie</a></td>
<td>107</td>
</tr>
<tr>
<td><strong>Head of Discipline</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Pauline Sloane</td>
<td>01 896 1494</td>
<td><a href="mailto:psloane@tcd.ie">psloane@tcd.ie</a></td>
<td>109</td>
</tr>
<tr>
<td>Dr. Martine Smith</td>
<td>01 896 2027</td>
<td><a href="mailto:mmssmith@tcd.ie">mmssmith@tcd.ie</a></td>
<td>106</td>
</tr>
<tr>
<td>Dr. Caroline Jagoe</td>
<td>01 896 4029</td>
<td><a href="mailto:cjagoe@tcd.ie">cjagoe@tcd.ie</a></td>
<td>101</td>
</tr>
<tr>
<td>Dr. Irene Walsh (on leave for Michaelmas Term 2017)</td>
<td>01 896 2382</td>
<td><a href="mailto:ipwalsh@tcd.ie">ipwalsh@tcd.ie</a></td>
<td>102</td>
</tr>
<tr>
<td>Dr. Kathleen McTiernan</td>
<td>01 896 2947</td>
<td><a href="mailto:kathleen.mctiernan@tcd.ie">kathleen.mctiernan@tcd.ie</a></td>
<td>110</td>
</tr>
<tr>
<td>Dr. Julie Regan (on leave).</td>
<td>01 896 1492</td>
<td><a href="mailto:reganju@tcd.ie">reganju@tcd.ie</a></td>
<td>108</td>
</tr>
<tr>
<td>Dr. Francesca La Morgia</td>
<td>01 896 4370</td>
<td><a href="mailto:flamorgi@tcd.ie">flamorgi@tcd.ie</a></td>
<td>124</td>
</tr>
<tr>
<td>Duana Quigley (Practice Education Co-ordinator)</td>
<td>01 896 1336</td>
<td><a href="mailto:QUIGLED1@tcd.ie">QUIGLED1@tcd.ie</a></td>
<td>103</td>
</tr>
<tr>
<td>Sarah Ryan</td>
<td>01 896 1588</td>
<td><a href="mailto:ryans39@tcd.ie">ryans39@tcd.ie</a></td>
<td>105</td>
</tr>
<tr>
<td>Katie Griffin</td>
<td>01 896 1496</td>
<td><a href="mailto:cslssec@tcd.ie">cslssec@tcd.ie</a></td>
<td>Reception</td>
</tr>
</tbody>
</table>
MEMBERS OF STAFF

**Dr. Irene Walsh.** Associate Professor in Speech and Language Pathology; lectures on discourse analysis, developmental language disorder and language and communication disorders associated with mental health disorders. Research interests include: discourse analysis in clinical/non-clinical interactions and in the media; language and communication disorders associated with mental health disorders; professional education and identity.

**Dr. Martine Smith.** Head of School; Associate Professor in Speech and Language Pathology; lectures on developmental speech and language disabilities, and augmentative communication. Main research interests are in augmentative and alternative communication (AAC), language acquisition in atypical circumstances and language-literacy connections.

**Dr Pauline Sloane.** Director of Teaching and Learning (Undergraduate); Associate Professor in Speech and Language Pathology; lectures on pre-clinical skills, voice and vocal health problems; assessment and intervention. Special interest in vocal health problems and related disorders such as reflux, cough and irritable larynx syndrome.

**Dr. Margaret Walshe.** Head of Discipline and Associate Professor in Speech and Language Pathology; Co Director of Taught Postgraduate Program; lectures on acquired motor speech disorders, dysphagia, research methods and evidence based practice within the postgraduate courses. Main research interests include evidence-based practice; outcome measurement in communication impairment and dysphagia.

**Dr. Kathleen McTiernan.** Assistant Professor in Psychology; lectures on social and developmental psychology; cognitive neuropsychology; research design, methodology and statistics and counselling. Dr. McTiernan also coordinates the Sophister projects. Main research interests include ADHD; education, learning and wellbeing; communication disorders and linked psychosocial issues.

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

**Dr. Julie Regan.** Assistant Professor in Speech and Language Pathology. Assisting with coordination of taught MSc (Dysphagia). Lectures on dysphagia assessment, dysphagia instrumentation and advanced videofluoroscopy analysis on taught MSc (Dysphagia). Lectures on Adult Neurology at undergraduate level. Research interests include instrumental dysphagia evaluations and management of adult dysphagia.

**Dr. Francesca La Morgia.** Assistant Professor in Clinical Speech & Language Studies (Part-time); teaches Research Methods and Statistics within the MSc in Clinical Speech and Language Studies. Main research interests include child language development and bilingualism.

**Sarah Ryan** Executive Officer.

**Katie Griffin** Executive Officer/Receptionist.

In addition to the full time members of staff, some lecturers from other Departments in College contribute to the courses given in the Department, as do practising Speech and Language Therapists and other professionals.

In Junior Freshman year, students also attend courses given by the Departments of Anatomy and Physiology and Centre for Language and Communication Studies in different locations across College. Information is included in the notes and on the timetables for the relevant year.
N.B. Keep the Executive Officer (Sarah Ryan) and your Tutor informed of your up-to-date address and contact number. Notify the Student Records Office if you change address. Do not use the Department’s address for your personal mail.

Roles and Responsibilities:

1. The Director of Teaching & Learning (Undergraduate) has responsibility for, for example, course development and promotion; articulating the position of the School in student cases and - together with the Head of School and Heads of Discipline - ensuring adequate teaching infrastructure and examination of modules.

2. The Head of Discipline acts as the contact person for student representatives in relation to year-relevant academic queries. These queries may also be brought to staff meetings by the student representatives (e.g. specific queries in relation to curriculum content, timetabling, examination and assessment issues), as appropriate.

3. The Module co-ordinator acts as the contact person for student representatives in relation to module-relevant academic queries, monitors student attendance, through reports submitted by individual lecturers from attendance taken at PBL group meetings, lectures, seminars and tutorials and liaises directly with the Head of Discipline (Dr Margaret Walshe) and Director of Undergraduate Teaching and Learning (Dr Pauline Sloane), as necessary.

4. Co-Ordinators

   Junior & Senior Freshman: Dr. Kathleen McTiernan

   Junior & Senior Sophister: Dr. Caroline Jagoe

STUDENT INFORMATION SYSTEM (SITS)

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

Over the last few years, College has invested in a brand new student information system which is accessible to all staff and students via the web portal my.tcd.ie <https://my.tcd.ie/>.

This means that almost all communications from College are sent to you via your online portal which will give you access to an ‘intray’ containing your messages. You will also be able to view your timetables online, both for your teaching and for your examinations. All fee invoices/payments, student levies and commencement fees are issued online and all payments are carried out online. You will be able to view your personal details in the new system – some sections of which you will be able to edit yourself. End of year examination results will be communicated to you via the online portal.
GENERAL DEPARTMENT INFORMATION

The Department of Clinical Speech and Language Studies is the longest-established course in Speech and Language Therapy in Ireland. Currently the Department offers a four-year honors degree leading to a BSc Clinical Speech & Language Studies, as well as a suite of taught MSc and Postgraduate Diploma courses, covering a range of specialist topics including child language, acquired language disorders and dysphagia. In addition, postgraduate students pursue research degrees (MSc and PhD), under the supervision of staff within the Department.

Student representation
Student representation is welcomed at many different levels within the Department and the School. Two student representatives should be elected by your class at the beginning of each academic year.

• **Departmental meetings:** Each year group is entitled to elect **TWO** class representatives to attend departmental meetings, held twice each term. At this forum, representatives are invited to contribute to discussions on matters relevant to undergraduate education within the Department, and to raise any concerns on behalf of their year group. **Students are asked to advise Sarah Ryan (of the elected representatives as soon as possible).**

• **Clinical Forum meetings:** Clinical Forum meetings are held each term to discuss any matters relating to the clinical education programme that may arise during the academic year. Students are invited to nominate two representatives (who need not be the class representatives) to present their views at these meetings. One meeting is scheduled each term attended by two student representatives from each year and two staff members. There is no obligation to attend but SF, JS and SS years are encouraged to ensure they are represented. To facilitate discussion, students should submit items for discussion to Sarah Ryan (at least two days prior to the meeting).

• **School Committee meetings:** Two student representatives are entitled to represent the student body at the School Committee meeting, held on the last Tuesday of each term, one representative of the Freshman students (JF & SF) and one representative of the Sophister students (JS & SS). **Students are asked to advise Sarah Ryan (of the elected representatives as soon as possible), so that their names can be forwarded to the School Committee.**

• **School Executive meetings:** One representative of the Sophister students is entitled to represent undergraduate students at meetings of the School Executive.

• **Individual meetings with staff:** Students who are asked to meet with staff for feedback on performance within the programme are welcome to invite a **peer or their College Tutor** to accompany them as an observer. Where there are other participants involved in the meeting, procedures to address confidentially must be agreed at the start of the meeting.

• **Please note** that all students must behave in a courteous and professional manner towards all staff, which extends to all interactions including e-mail or phone correspondence.
Fitness to Practice Committee: Clinical education is a vital component of educational programmes that enable health care students to achieve both academic and professional qualifications on graduation. The achievement of these outcomes is dependent on partnerships between the Higher Education Institutions (HEIs), Health Service Executive (HSE) and the health service agencies at managerial level, but is more keenly dependent on good working partnerships between those directly involved in delivering learning opportunities to students in colleges and clinics. It is important to remember that at all times in this process, clients’ and patients’ interests and safety take precedence over students’ education.

The School Fitness to Practice Committee is convened as required, at the request of a Head of Discipline, to consider matters of concern in relation to professional practice. This committee is appointed by the School Executive Committee, with representation from two members from within the School and one member from a non-Faculty School, where Fitness to Practice is a requirement of the course. Students called to appear before the Fitness to Practice Committee are entitled to be represented by their tutor. A copy of the School’s Fitness to Practice document is available on http://mymodule.tcd.ie/.

Dignity and Respect Policy
Trinity College strives to create an environment that is supportive and conducive to work and study. The Department of Clinical Speech and Language Studies promotes, and is committed to, supporting a collegial environment for its staff, students and other community members, which is free from discrimination, bullying, harassment and sexual harassment.

The College Dignity and Respect Policy, developed in partnership with the College group of trade unions, has a strong preventative focus and highlights that staff and students have a duty to maintain an environment in which the dignity of everyone is respected. Our goal is to ensure that all interactions with staff and students reflect respect for the individuals involved. This policy extends to outside clinical settings where students may be placed.

The Trinity College policy includes practical advice on tackling communication breakdowns or interpersonal disputes. The policy also sets out a framework for complaint resolution using informal and formal procedures and through the use of mediation. The policy also contains useful information on support sources for all parties to a complaint.

- For the full up-to-date accessible viewing policy, go to: www.tcd.ie/about/policies/respect.php
Dignity and Respect Policy brochure (PDF1.6MB)
DEPARTMENT FACILITIES

There are a number of departmental facilities, as outlined below. Students are reminded of the extensive library and computer facilities provided across the campus.

Students' Preparation Area
Room 006, Ground Floor, may be used by students for work in connection with the course - studying, preparing clinical materials etc. Materials left after the end of term will be removed. Please ensure that this room is kept clean and tidy, and remove any food or drink items as you leave.

Computers
Students may use the computer facilities in the Department for course work only. **Printing facilities are not available in the Department for general work.** Three computers are situated in Student Preparation Room as well as in the two clinic rooms (Room 002 and Room 004) and three seminar rooms (Rooms 005/ 103/ 104).

Clinic Rooms
The clinic rooms 002 and 004 (ground floor) may be booked for PBL tutorial groups by students. Sarah (Reception) keeps the room booking sheets and all bookings must be made through her. **Students may not bring food or drinks (other than water) into the clinic rooms.**

Lectures
Lectures are given in shared teaching space within College and within the Department (7 – 9 South Leinster Street) where appropriate - see your notice board. Lectures begin on the hour and end at 10 minutes to the hour. **Students may not bring food or drinks (other than water) into the lecture rooms.**

Students are reminded that the use of mobile phones during lectures / clinics is strictly prohibited. **Phones must be switched off in lecture / clinic rooms.** Students who are using mobile phones to keep time, or as stopwatches must ensure that the phone call function is not active, unless explicitly requested by the Placement Educator.

Notice Boards
Each Year Group has a special notice board in the Student Preparation Area. These should be consulted often for information about timetable, placements, supervision etc. Notes for individual students from staff may be left on notice boards; please check regularly. **Please do not use these notice boards for personal messages etc.**

Tests and clinical equipment
Tests and clinical equipment may be borrowed for use on-site only and booked out in the Test/Equipment Booking Diary. Please treat all tests and clinical equipment with the utmost care as they are extremely expensive to replace, given their specialist nature. **All tests and clinical equipment must be returned immediately after use. Please ensure all components of the test are returned in the folder (e.g. test manual, booklet, sample test form etc.). Incomplete tests should be returned to Katie Griffin with a note indicating missing component(s).**
The Foundation Scholarship

Foundation Scholars are elected annually on the results of examinations held at the beginning of Hilary Term. **Students take the examination in their Senior Freshman (second year) in College, having completed 3 semesters of course work.** In addition to the prestige of being a scholar of TCD, other specific privileges that students are entitled to are (For further information contact your College Tutor)
(a) Commons free of charge (Commons is the traditional evening meal served in the College Dining Hall)
(b) rooms free of charge
(c) remission of fees for post-graduate study

For more details consult: [https://www.tcd.ie/academicregistry/exams/scholarship/](https://www.tcd.ie/academicregistry/exams/scholarship/)

This academic year the Foundation Scholarship Examinations will be scheduled to begin on **Monday 8th January 2018** (although it may be necessary to schedule some examinations in the preceding week).

**Candidates intending to present for the Foundation Scholarship examinations must complete the online application form. Online applications will be accepted from 9.00am on Monday 1 November to 5.00pm on Monday 13 November 2017. No applications will be accepted after this date/time. Applicants must be fully registered for their course of study in the current academic year by the application closing date.**

**Foundation Scholarship Papers**

1) Nature and Assessment of Disorders of Speech, Voice and Fluency
2) Linguistics and Psychology (3 hours)
3) General Paper (2 hours)

1. **Nature and Assessment of Disorders of Speech; Voice and Fluency (3 hours)**
   - strong and clear understanding of models of speech processing
   - the ability to critically evaluate contrasting models of speech processing and apply insights from such comparisons to explicate specific categories of speech disorders
   - the ability to describe a theoretical basis for a range of speech disorders and formulate and rationalise an assessment and differential diagnosis process in light of that theoretical foundation
   - strong and clear understanding of the nature of voice and fluency disorders
   - the ability to critically discuss possible aetiologies of voice disorders and/or the associated factors related to fluency disorders
   - the ability to describe a theoretical basis for voice and fluency disorders, and to formulate and rationalise an assessment and differential diagnosis process in light of that theoretical foundation

2) **Linguistics and Psychology (3 hours)**
   - an exceptional understanding of models of Social Psychology and Lifespan Development and
   - a scholarly level of critical analysis of the contrasting theoretical models.
   - critical insight into the problem of first language acquisition and universal features of the human mind
   - skill in reviewing and suggesting applications from research into the nature of social and individual bilingualism in children
   - the ability to analyse child language data in order to demonstrate principles that arise within universal, cross-linguistic, or language-specific perspectives.

3) **General Paper (2 hours)**
   - The ability to critically discuss, in a scholarly manner, the discipline of speech and language therapy, as related to
   - common theories of interpersonal communication
   - the nature of communication breakdown
   - the principles of assessment and evaluation in communication disorders
   - the foundations of the therapeutic process
DEPARTMENT AWARDS AND PRIZES

BEGGS LEASK PRIZE
This prize was first awarded in 1994 to mark the twenty-fifth year of education of speech and language therapists in Ireland. It was founded by Rebecca Beggs Leask, who as Deputy Director assisted the Director, Dr Marie de Montfort Supple, in initiating the education of Speech and Language Therapists in Ireland in 1969. It is awarded annually to the Senior Sophister student who presents the best research project.

IASLT STUDENT PRIZE
This prize is awarded annually to the Junior Freshman student who achieves the highest mark overall. This award is presented by the Irish Association of Speech and Language Therapists (IASLT) and is awarded in honour of Dr Marie de Montfort, the founder of the programme.

THE FOUNDER’S PRIZE
This prize is awarded annually to the Junior Sophister student who achieves the best overall mark in the end of year examinations. The Founder’s prize is funded by a stipend donated by the founder of the former School of Clinical Speech and Language Studies, and the former Director of the School, Dr Marie de Montfort Supple.

NORA DAWSON MARIAKIS PRIZE
This prize is awarded annually to the Junior Sophister student who achieves the highest mark in the clinical practice module. The award is funded by the class of 1972 (D.C.S.T.), in memory of the pioneering lecturer and clinician, Nora Dawson Mariakis.

OTWAY-FREEMAN AWARD
This prize is awarded annually to the Senior Sophister student who achieves the highest mark in the clinical practice module.

QUATERCENTENARY PRIZE
This prize is awarded annually to the Senior Sophister student who achieves the highest overall marks in the year.

THE TAVISTOCK TRUST FOR APHASIA STUDENT PRIZE
This prize is awarded by The Tavistock Trust for Aphasia (UK) to Universities in Ireland and UK that have courses in Speech and Language Therapy. The prize is to the value of £300 and is awarded in the Senior Sophister year for students who demonstrate excellence in scholarly work in the area of Aphasia. Students are invited to submit an essay on a predetermined topic within Aphasia (word length to be specified). The award will be available to a successful SS student from 2017.

WALKER PRIZE
This prize is awarded annually to the student acquiring the highest grade in speech and language pathology in the Senior Freshman year.
PROGRAMME OVERVIEW

The professional honors degree course in Clinical Speech and Language Studies provides recognition to practise as a Speech & Language Therapist in Ireland. Successful graduates are eligible to apply for membership of the Irish Association of Speech & Language Therapists (IASLT) and the Royal College of Speech & Language Therapists (RCSLT), as well as for registration with the Health & Care Professions Council (HCPC) in the UK. The undergraduate programme received full professional accreditation from the IASLT in 2015. CORU, the Health and Social Care Professional Council opened its registration board for speech and language therapists on October 31st, 2014. The undergraduate programme at Trinity has been granted Qualification and Programme Approval.

Graduates of the programme are eligible to apply for registration with CORU. (see http://www.coru.ie/en/about_us/what_is_coru).

Given that students are bound by a professional code of ethics when on clinical placement, students are expected to apply for student membership of IASLT prior to their first clinical placement. Students are also advised to consult CORU’s Code of Ethics (see: http://coru.ie/uploads/documents/SLTRB_Code_of_Professional_Conduct_and_Ethics_2014.pdf)

Programme structure

Students are required to successfully complete all modules within the programme, including Broad Curriculum options. Students who are successful in their Junior Sophister examinations may be permitted to graduate with the ordinary B.A. degree if they choose not to complete the four-year degree course. The ordinary B.A. degree does not carry a license to practise as a Speech & Language Therapist.

To progress to the Senior Sophister year, students must achieve an overall credit-weighted mark of at least 40 per cent (grade III) in each module and accumulate 60 credits in their Junior Sophister year. Students may choose, at the beginning of their Junior Sophister year, to opt for a non-clinical route. Such students may substitute the Linguistics Project (Module code LI4036 – 10 credits) for the Clinical Skills module. Students who successfully pass all modules in the non-clinical route or students who otherwise successfully pass the Junior Sophister year and choose not to proceed to the Senior Sophister year, may be permitted to graduate with the ordinary B.A. degree.

Students who have been unsuccessful in the examinations of the Senior Sophister year of the B.Sc. degree may nevertheless be allowed the ordinary B.A. degree on their answering in the Senior Sophister examination, provided that a special recommendation to that effect is made by the Court of Examiners.

Except by permission of the University Council, on the recommendation of the Executive Committee of the School, the ordinary degree of B.A. may be conferred only on candidates who have spent at least three years in the University. The ordinary B.A. degree does not carry a license to practise and graduates with this degree are not eligible to register with the Health and Social Care Professionals Council (CORU).

Socrates opportunities

The Department has strong links with a range of European partners and has participated in a Thematic Network for many years. This network affords students the opportunity to participate in an Intensive Programme (IP) of study over a 1-week period, typically in the latter half of August every year. Participation in this activity is contingent on the student body participating in one fundraising event each year. In addition, the Department supports student exchange agreements, where appropriate recognition of academic work can be facilitated. Dr Pauline Sloane is the Departmental Coordinator for all Socrates-related activities.

---

1 Senior Freshman Students

Students who find at the end of the SF year or early in the JS year, that their interests and abilities do not lie in clinical practice, may opt for the non-clinical route. Students are strongly advised to discuss the option with their Tutor and the Head of Discipline in a timely fashion - before making the decision to opt for the non-clinical route.
European Credit Transfer System (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

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

In College, 1 ECTS unit is defined as 20-25 hours of student input. Therefore, a 10-credit module is designed to require 200-250 hours of student input, including class contact time and assessments. The College norm for full-time study over one academic year, at undergraduate level, is 60 credits. The Trinity academic year comprises 40 weeks from the start of Michaelmas Term to the end of the Annual Examination period. ECTS credits are awarded to a student only upon successful completion of the course year. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

Programme outcomes

The following programme outcomes for the degree B.Sc.in Clinical Speech & Language Studies have been developed referencing: (i) discipline-specific competencies (the National Clinical Competencies developed by the Therapy Advisory Unit of the Department of Health and Children and ratified by the IASLT; (ii) institutional level descriptors (TCD Calendar, Part 1); national descriptors (the NQAI National Qualifications Framework), Level 8; and European requirements (the 'Dublin Descriptors'). The outcomes comprise both discipline-specific and generic competencies and attributes.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>TCD</th>
<th>NQAI Level 8</th>
<th>Dublin Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates will critically interpret, reflect upon and apply the evolving theoretical knowledge base in communication and swallowing and their associated disorders, and relate this body of knowledge to evidence-based clinical decision-making.</td>
<td>1, 2</td>
<td>a, b</td>
<td>1, 2</td>
</tr>
<tr>
<td>2. Graduates will be able to apply relevant principles of assessment, diagnosis and intervention within their clinical practice</td>
<td>3</td>
<td>b, c, d</td>
<td>2</td>
</tr>
<tr>
<td>3. Graduates will demonstrate effective communication skills with the full range of relevant stakeholders, in their clinical practice, in their professional liaisons and in the larger community.</td>
<td>7</td>
<td>g</td>
<td>4</td>
</tr>
<tr>
<td>4. Graduates will demonstrate a commitment to ethical action and social responsibility in their professional practice</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Graduates will demonstrate the ability to work both as self-directed autonomous professionals, and collaboratively with the full range of stakeholder groups.</td>
<td>5,6</td>
<td>f</td>
<td></td>
</tr>
<tr>
<td>6. Graduates will be able to apply core principles of research design and implementation, with some degree of autonomy.</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>7. Graduates will demonstrate skills required to sustain intellectual interest and critical thinking as professionals through application of scientific literacy skills in the pursuit of lifelong learning.</td>
<td>8</td>
<td>e, h</td>
<td>5</td>
</tr>
</tbody>
</table>
PROGRAMME REGULATIONS

Attendance at all lectures, seminars, tutorials, clinical placements, workshops and practicals is compulsory for all students in accordance with College regulations.

(a) Lectures: A signed attendance record will be kept for lectures for each group of students. A penalty will be applied for unexcused absence from lectures, seminars, tutorials and workshops, including clinical placements and PBL tutorials. In the case of attendance at lectures, any student who is absent without excuse, for three or more hours of any module, regardless of module size, will have a penalty 5 marks deducted from exam paper or CA assignment as applicable for that module, even where such a penalty results in a fail grade being returned for that student. Excused absences include only those absences involving medical certification, tutor notification or as agreed in writing, between individual staff and student on a case-by-case basis. Students who are identified as signing in for students who are not present will have a 10 mark penalty applied for each instance of infringement and may be reported to the Junior Dean.

(b) Attendance at tutorials, including PBL tutorials is compulsory. Any student who is absent without excuse, for two or more hours of any tutored PBL element of a module, regardless of module size, will have a penalty 10 marks deduction applied to their continuous assessment mark for that PBL assignment. Students who miss more than 25% of tutored PBL slots, for whatever reason, are excluded from participating in the assessment associated with the PBL process and will be set an alternative assignment.

(c) College stipulates that students from all years may be deemed unsatisfactory if they miss more than one third of the lectures in any course in any term. Attendance records are maintained for each course. It is your responsibility to ensure your attendance is accurately recorded.

Students may be deemed to be non-satisfactory if they fail to fulfil course work and attendance requirements. Students may be deemed non-satisfactory if they miss more than one third of a required component course/module in any term. The Director of Teaching and Learning (Undergraduate) may report such students to the Senior Lecturer as being non-satisfactory for that term. In the first instance, the report is sent by the Director of Teaching and Learning (Undergraduate) to the student’s Tutor, who will normally interview, or otherwise contact, the student and respond on the student's behalf to the Director of Teaching and Learning (Undergraduate), detailing any mitigating circumstances surrounding the student’s non-satisfactory performance. On the specific written recommendation of the Director of Teaching and Learning (Undergraduate) to the Senior Lecturer, a student returned as non-satisfactory for both the Michaelmas and Hilary terms may be refused permission to take their annual examinations and may be required by the Senior Lecturer to repeat their year. Further details, and a copy of the Report on a Non-Satisfactory Student, can be viewed at http://www.tcd.ie/undergraduate-studies/academic-progress/attendance-course-work.php
Practice Placements

The undergraduate education programme aims to provide students with learning opportunities to develop the required knowledge base over the four-year course. The clinical education programme has been developed in association with the profession, the professional association and the HSE. The programme links to the other strands of the course by providing opportunities to develop and acquire the professional knowledge, skills, attributes and attitudes required becoming a competent practitioner.

Students will be assigned to a number of practice placements in a range of service settings during the undergraduate programme. These are arranged through the Department. **Students may not, under any circumstances, make independent arrangements because of insurance implications.**

**Attendance at all clinical placements is compulsory.** In the event of an emergency or illness, the supervising clinician (i.e. Practice Educator) and the Practice Education Coordinator must be informed as soon as possible. Where applicable, medical certificates covering the duration of absence from the clinical placement should be submitted to the student’s College Tutor. Students may be required to retrieve clinical placement days lost through illness.

Supervision of clinical practicum both on college premises and in HSE clinics in 2nd, 3rd and 4th year is undertaken by Speech and Language Therapists who may be members of staff, Regional Placement Facilitators, Placement Tutors or therapists undertaking the role of Practice Educator. Practice Educators take responsibility for providing students with learning opportunities in clinical settings. They provide guidance for students on professional conduct, policies and procedures in the health service agencies in which they work as well as supervising, monitoring and evaluating the student’s clinical work. Students should download a copy of the **Guidelines for Good Practice in Practice Education** (Therapy Project Office 2008) [http://www.hse.ie/eng/staff/Leadership_Education_Development/healthsocialcareprofs/Projectoffice/goodpracticeguidelinesforpred.html](http://www.hse.ie/eng/staff/Leadership_Education_Development/healthsocialcareprofs/Projectoffice/goodpracticeguidelinesforpred.html) and endeavour to comply fully with the guidelines throughout the clinical education programme. Students are advised to download the **Practice Education Handbook** each year from the departmental website.

**Punctual attendance at clinics is compulsory.** In the event of an emergency or illness, the supervising clinician (Practice Educator) must be given adequate notice of students’ inability to attend before the appointed time.

Students are expected to take responsibility for their behaviour as student Speech and Language Therapists by complying with all legal and professional guidelines.

Please also note:

**Students may not undertake assessments or provide therapy except under the supervision of a suitably qualified Speech and Language Therapist at any stage of the undergraduate education programme.**

**Students may not under any circumstances accept remuneration for clinical work.**
Code of Ethics

Students are expected to join the Irish Association of Speech & Language Therapists (IASLT) and to be familiar with their Code of Ethics. Students are also advised to consult CORU’s Code of Ethics (see: http://coru.ie/uploads/documents/SLTRB_Code_of_Professional_Conduct_and_Ethics_2014.pdf) and with Guidance on conduct and ethics for students (HCPC UK) (extracts below but read the document in full at http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf):

- You should always act in the best interests of your service users.
- You should respect the confidentiality of your service users.
- You should keep high standards of personal conduct.
- You should provide any important information about your conduct, competence or health to your education provider.
- You should limit your study or stop studying if your performance or judgement is affected by your health.
- You should keep your professional knowledge and skills up to date.
- You should act within the limits of your knowledge and skills.
- You should communicate effectively with service users and your education provider and placement providers.
- You should get ‘informed consent’ from service users to carry out any intervention, except in emergencies.
- You should keep accurate records on service users.
- You should behave honestly.
- You should make sure that your behaviour does not damage public confidence in your profession.

Students are expected to take responsibility for their own learning during all stages of the clinical programme by:

- Acquiring an adequate knowledge base for placements.
- Working actively to develop professional knowledge, skills and attitudes.
- Reflecting on developing professional knowledge and skills.
- Practicing honest self-evaluation of performance and professional behaviour.
- Identifying learning needs.
- Communicating needs to clinical educators.
- Accepting feedback from clinical educators and modifying behaviour if requested.
- Respecting client, clinical educators, co-workers and the service.

Students on the clinical education programme must adhere to the Professional Code of Ethics and should be professional in all dealings with clients, clinical educators and co-workers. Professional ethics and standards of conduct in relation to clinical practice must be observed throughout the course. A student may be required to defer clinical practice, including any practical examination, if the Head of Discipline, on the recommendation of the Practice Education Co-ordinator determines that such a deferral is necessary on professional grounds (https://www.tcd.ie/undergraduate-studies/academic-progress/)

See Clinical handbook on http://mymodule.tcd.ie/ for detailed information on Clinical Education.
Professional Development Logs
Students are required to chart their professional development using the departmental Professional Development Logs (PDL). Students are required to submit both qualitative (completed PDL activities) and quantitative evidence (completed certified hours forms) of clinical learning throughout the programme.

Students should use the Professional Development Log to record relevant preclinical and clinical learning experiences and to retain evidence that they have achieved the necessary learning outcomes. Learning experiences include all activities related to professional clinical development and are not confined to direct client observation/therapy sessions. Clinical logs are kept by the student as a learning tool to reflect on experiences, identify learning that has occurred and set future learning goals. Students should have their clinical logs at all clinical workshops and tutorials where they may be used in discussion and learning reviews.

Clinical Forum Meetings – see page 7 for further information

GARDA / POLICE VETTING
Students on courses with clinical or other professional placements or on courses that will bring them into professional contact with children and/or vulnerable adults, will be required to undergo vetting by the Garda Síochána through the Garda Central Vetting Unit, or other relevant police force prior to registration. If, as a result of the outcome of these vetting procedures, a student is deemed unsuitable to attend clinical or other professional placements, he/she may be required to withdraw from his/her course of study. Please see the University Calendar for further information.

If you lived outside Ireland for a consecutive period of 6 months or more, then police clearance will be required from the country or countries in which you resided. These documents should be returned to the Admissions Office with your completed Garda Vetting form. You should keep copies of all these clearance forms in case you need them for future employment.

Students are reminded at clinical briefings that they should inform the tutor/head of discipline if they have committed any acts which could jeopardise their status as vetted on entry.

HEALTH
https://www.tcd.ie/study/eu/undergraduate/admission-requirements/infectious-diseases/

Immunisation: Failure to be appropriately immunised may preclude attendance at some clinics.

Immunisation against Rubella: All students are urged to ensure that they are immune to rubella. Arrangements can be made through the Student Health Service for students to check their status and be immunised where necessary.

Immunisation against TB: All students in Health Sciences should be immunised against tuberculosis. A BCG programme is organised annually through the Faculty of Health Sciences office. Students should contact the Student Health Service if immunisation is required.

Hepatitis B: All students in the Department must be immunised against Hepatitis B. Information on vaccination requirements is made available to all students on application, and students are required to act in accord with the appropriate regulations and procedures to maintain appropriate health and safety standards.

First Aid: All Freshman students are encouraged to take a course in First Aid, in their own time. The following Agencies offer First Aid courses: St. John’s Ambulance Brigade of Ireland, 29 Upper Leeson Street, Dublin 4, Telephone: 6688077 and Order of Malta – Ireland, St. John’s House, 32 Clyde Road, Dublin 4, Telephone: 01 6140035.
ACADEMIC PROGRESS

Off-book students. Extract from University Calendar 2016-17

63 Students must pursue their undergraduate course continuously unless they are permitted by the Senior Lecturer to interrupt it, normally for a period of one year, either by going ‘off-books’ or by intermitting their studies for extra-curricular reasons.

64 Students wishing to interrupt their course and go ‘off-books’ should apply through their tutor to the Senior Lecturer. Such permission will only be granted to students who have completed the academic exercises of their class, i.e. are already entitled to join the class above on their return to College. In exceptional circumstances the Senior Lecturer, after consultation with the head(s) of school(s) or department(s) or course director as appropriate, may permit students who are not in good standing to go ‘off-books’, where to do so in the judgement of the Senior Lecturer is in the best interests of the students. During the period of interruption students are not required to keep their names on the College books, and do not pay an annual fee or a replacement fee. Junior Fresh students who seek to discontinue their course before 1 February will normally be required to withdraw (see §69 below).

65 Students who have been permitted to go off the books may return to College as detailed below, depending on the circumstance of their going off the books.

1. (a) Junior Fresh students with permission from the Senior Lecturer to go off the books after 1 February and be re-admitted to the same course of study at a specified date must apply for re-admission before 1 August by completing a special application form, obtainable from the Study at Trinity website at https://www.tcd.ie/study/eu/undergraduate/apply/readmission or from the Academic Registry directly.

2. (b) Students who for reasons of ill-health have allowed their names to go off the books can only be re-admitted, even in the current academic year, at the discretion of the Senior Lecturer. Such students will be required to submit to the Senior Lecturer before 1 August a certificate of fitness from a medical referee, nominated by the Senior Lecturer, as evidence that they can continue their studies.

3. (c) Students with permission from the Senior Lecturer to go off the books for an academic year and sit examinations in that year must pay an examination fee of €382. Off-books students with permission to take examinations are advised to consult with their school, department or course office before the end of Michaelmas term to confirm their examination and/or assessment requirements while off-books. Such students are not required to apply for re-admission and should register for the following academic year as set out in the general regulations concerning registration.

4. (d) Students with permission from the Senior Lecturer to go off the books for one or more academic year(s) for reasons other than medical are not required to apply for re-admission and are expected to register for the academic year that they are due to return to College as set out in the general regulations concerning registration.

66 A requirement to undertake a period of professional re-orientation may apply in the case of certain undergraduate courses which have clinical or practice components and which are subject to accreditation by external professional bodies. Students who have been off-books, with the permission of the Senior Lecturer, may be required to complete a course of professional re-orientation before proceeding to the next year of their course. Such professional re-orientation courses may not be repeated in the event of non-satisfactory completion, and the student will be required to withdraw from their course.

Students must register for the academic year and pay a professional re-orientation fee but will not be liable for the student contribution and related levies.

https://www.tcd.ie/academicregistry/assets/local/ See also the University Calendar for further information
GENERAL INFORMATION ON ASSESSMENT

Procedures for Submission of Continuous Assessment Assignments

All continuous assessment assignments MUST be submitted by 12 noon on the due date and signed in at the Reception desk. Students are required to keep an electronic copy of ALL work submitted for assessment. An Assignment Submission Form must be completed and signed by student when submitting assignments (see p.31 for copy of Assignment Submission Form).

For all assignments, students may be required to upload an electronic version of the assignment to TurnItIn, a plagiarism detection system. Students will be advised by individual lecturers where this applies.

Students must follow College Guidelines on avoiding plagiarism found at http://tcd-ie.libguides.com/plagiarism

See also COMPULSORY ONLINE TUTORIAL at http://tcd-ie.libguides.com/plagiarism/ready-steady-write.

and extract from Calendar 2017-2018, pg. 23 of this handbook.

In all instances, students must also submit hardcopy versions and sign them in at Reception.

When submitting assessment work by email, students must use their College username and e-mail account; submission of material for assessment will not be accepted from external e-mail addresses.

Deadlines can only be changed by direct consultation with the staff member concerned, IN ADVANCE of the submission date. It is the student’s responsibility to ensure that agreement regarding any extension of a deadline has been reached with the relevant staff member and must have completed and submitted the Application Form For Late Submission of Coursework (see p.32 for copy of this form).

In the event of late submission of an assignment, without such agreement, a penalty will apply. Marks will be reduced in accordance with the extent of the delay with 5 marks being deducted if the assignment is up to one week late and 10 marks will be deducted if the assignment is between one and two weeks late. Assignments will not be accepted, without agreement, more than 14 days after the submission date. Receipt of assignments after this time, will normally result in a fail (zero) mark being recorded. Agreement to submit after this time must be made in consultation with the student’s College Tutor and can only be allowed on the basis of illness (medical certificate required) or similar personal circumstances.

Students are required to submit all Continuous Assessment (CA) components. Failure to do so may result in a student being returned as “Absent” and “Excluded” from College.

Students are required to perform satisfactorily in each type of activity. Compensation within a module may be permitted at the discretion of the Court of Examiners. Students who are unsuccessful in their annual examinations may be required to resubmit continuous assessment or project work, to sit a formal supplemental examination paper, or to be re-assessed in clinical practice, as appropriate.

All failed COMPULSORY components MAY be resubmitted ONCE but mark will be capped at 40% provided assignment is a pass standard. Resubmission will be before the written annual exams commence. Failing a resubmitted assignment will result in a fail mark being entered into SITS and require resubmission in supplemental period.
In line with College policy, the Department is keen to ensure that Continuous Assessment components are included where possible and appropriate across all courses taken as part of the Degree programme. The Department recognises that feedback on performance plays an important educational role in relation to continuous assessment. To this end, every effort will be made to return continuous assessment assignments to students within a timely fashion. College policy requires that all assignments will be returned within 20 working days of submission. If there is likely to be a delay in meeting this deadline, students will be advised by the relevant lecturer. Feedback, including information regarding the grade awarded to the assignment will be returned to the student, either on an inserted sheet, or written directly onto the assignment. In all instances, in order to protect student confidentiality, such information will be included at the back of the assignment, so that it is not visible to other students. Students who submit assignments without a complete bibliography or other essential components will not receive feedback about their grade, until after submission of the missing information.

In the event of illness, the relevant lecturer or College Tutor should be contacted in advance of the due date where possible; otherwise a certificate is needed to vouch for the illness (or in case of bereavement, etc.) and extensions will ordinarily be granted only to cover days covered by the certificate. Medical certificates should be submitted to your College Tutor.

(d) Week numbers: In line with practice across College, dates for assignments are noted according to the week of the academic year, rather than the week of the specific teaching term. Week 1 of Michaelmas Term equates with week 5 of the academic year, week 1 of Hilary Term with week 21. Please ensure that you check carefully for the dates of submission

EXAMINATIONS

(i) Examination Results: These will be on the relevant notice boards when available and on the mytcd portal. Students will not be given results by phoning the Department under any circumstances.

(ii) Breakdown of Results: Students can obtain a breakdown of their results through the mytcd portal, or through the Department, either in person, by prior appointment, with the Head of Discipline (walshema@tcd.ie) or the Director of Teaching and Learning (Undergraduate) (psloane@tcd.ie). Results will not be released by any member of staff to anyone other than the student, in order to conform with the Data Protection Act. Students are also invited to review their scripts and discuss their examination performance. Normally, students are advised of a day and time when scripts can be reviewed. Please note that resource constraints mean that student requests to review scripts, outside the designated times, may not be accommodated.

(iii) Assessment marks: Marks disclosed during the course of the year for prescribed assessments are subject to moderation by internal and, where appropriate, external examiners, and as such are to be considered provisional until the end-of-year results are confirmed by the Court of Examiners

(iv) Anonymous marking: A sample of a completed front cover of an anonymous examination booklet is included in this handbook. Please familiarise yourselves with all the details in advance of your examinations.
Assessment and Examinations: The following institutional marking scale applies across College:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>70-100%</td>
</tr>
<tr>
<td>II.1</td>
<td>60-69%</td>
</tr>
<tr>
<td>II.2</td>
<td>50-59%</td>
</tr>
<tr>
<td>III</td>
<td>40-49%</td>
</tr>
<tr>
<td>F1</td>
<td>30-39%</td>
</tr>
<tr>
<td>F2</td>
<td>0-29%</td>
</tr>
</tbody>
</table>

This marking scale is used within the department for both continuous assessment and examination purposes. Marks in the F2 band are usually deemed non-compensatable.

Please check individual module information for specific requirements in relation to successful completion of exams and assessment components.

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

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

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

Conduct of examinations https://www.tcd.ie/academicregistry/assets/local/

Conduct of examinations

43 Except as provided for below, candidates for examination are forbidden during an examination to do or to attempt to do, any of the following: to have in their possession or consult or use any books, papers, notes, memoranda, mobile phones or written or electronic material of any nature, or to copy from or exchange information with other persons, or in any way to make use of any information improperly obtained.

44 Where the examination is of such a nature that materials are provided to the candidates, or where the candidates are allowed by the rules of that examination to have materials in their possession, then candidates may of course make use of such materials, but only of such materials, and the general prohibition above continues to apply in respect of any and all other materials.

45 Where candidates have the prior written permission of the examiner(s), of the Senior Lecturer, or of the Disability Officer, to have materials in their possession during an examination, then candidates may of course make use of such materials, but only of such materials, and the general prohibition above continues to apply in respect of any and all other materials.

46 Where candidates are allowed to bring personal belongings into the examination venues upon condition that such belongings are stored in an area – such as the back of the venue – away from the area in which the candidates are sitting their examinations, then candidates may bring personal belongings into the hall, provided that they are placed in the indicated area and are not returned to by the candidates until they have finished their examinations and are leaving the hall.

47 Any breach of this regulation is regarded as a major offence for which a student may be expelled from the University (see Conduct and College Regulations).

48 Students must not leave the hall before the time specified for the examination has elapsed, except by leave of the invigilator.

49 Examinations or other exercises which are part of continuous assessment are subject to the same rules as other College examinations. Where submitted work is part of a procedure of assessment, plagiarism is similarly regarded as a major offence and is liable to similar penalties (see §§82-91).
Access to scripts and discussion of performance at exams

https://www.tcd.ie/academicregistry/assets/local/

51 Access to scripts and discussion of performance

(i) All students have a right to discuss their examination and assessment performance with the appropriate members of staff as arranged for by the director of teaching and learning (undergraduate) or the head of department as appropriate. This right is basic to the educational process.

(ii) Students are entitled to view their scripts when discussing their examinations and assessment performance.

(iii) Students’ examination performance cannot be discussed with them until after the publication of the examination results.

(iv) To obtain access to the breakdown of results, a student or his/her tutor should make a request to the director of teaching and learning (undergraduate), course co-ordinator or appropriate member of staff.

(v) Examination scripts are retained by schools and departments for thirteen months from the date of the meeting of the court of examiners which moderates the marks in question and may not be available for consultation after this time period.

52 Re-check/re-mark of examination scripts

(i) Having received information about their results and having discussed these and their performance with the director of teaching and learning (undergraduate) or the head of department and/or the appropriate staff, students may ask that their results be reconsidered if they have reason to believe:

   (a) that the grade is incorrect because of an error in calculation of results;

   (b) that the examination paper specific to the student’s course contained questions on subjects which were not part of the course prescribed for the examination; or

   (c) that bias was shown by an examiner in marking the script.

(ii) In the case of (a) above, the request should be made through the student’s tutor to the director of teaching and learning (undergraduate) or course co-ordinator as appropriate.

(iii) In the case of (b) and/or (c) above, the request should be made through the student’s tutor to the Senior Lecturer. In submitting such a case for reconsideration of results, students should state under which of (b) and/or (c) the request is being made.

(iv) Once an examination result has been published it cannot be amended without the permission of the Senior Lecturer.

(v) Requests for re-check or re-mark should be made as soon as possible after discussion of results and performance and no later than twelve months from the date of the meeting of the court of examiners which moderated the marks in question.

(vi) Any student who makes a request for re-check or re-mark that could have implications for their degree result is advised not to proceed with degree conferral until the outcome of the request has been confirmed.
Plagiarism

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at http://tcd-ie.libguides.com/plagiarism

We ask you to take the following steps:

(iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration;

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

See below for calendar entry UG: Calendar Part II, General Regulations, Academic Progress, Paragraphs 82 and following pages.

82 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement. Plagiarism is the act of presenting the work or ideas of others as one’s own, without due acknowledgement. Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism. Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

83 Examples of Plagiarism.

Plagiarism can arise from actions such as:
(a) copying another student’s work;
(b) enlisting another person or persons to complete an assignment on the student’s behalf;
(c) procuring, whether with payment or otherwise, the work or ideas of another;
(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:
(i) fail to distinguish between their own ideas and those of others;
(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

84 Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism. When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

85 Self plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

86 Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to
undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on http://tcd-ie.libguides.com/plagiarism.

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

88 If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

89 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

91 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.
Citation and references: why bother?

During the course of your academic career, you will write many papers that rely on the work of other people. When you rely on this work — whether you quote someone directly, give their words approximately (also known as paraphrasing), or present knowledge from another source that is not generally known — you must give credit to that source for the text which you are quoting or for the information which you are using. In order to make the process of giving credit clear and efficient, academic writers in different disciplines have evolved a consensus on the form and style for citing other work. The basic principle of citation in academic papers is that the writer should cite sources in order to enable the reader to find the material that has been quoted or otherwise used. The reader may want this information for many different reasons: to find out more information, to check the accuracy of quotations, to form an opinion for or against that of the original source, and so on. Whatever the reason, the essential principle of citation in academic writing is simply that:

- any use of text, or of knowledge that is not generally known, which is not your own must have a citation in your paper which will identify the original source of the material you are using.

To use material written by someone else without giving proper citation is a form of plagiarism, and is a very serious academic offence (see entry on plagiarism).

Students must follow the formal conventions for citing the work of others. These conventions can be complex. A comprehensive guide to the conventions has been developed by Dr Jeff Kallen. This document is available as a PDF or Word file on [http://mymodule.tcd.ie/](http://mymodule.tcd.ie/) Administration files and as hard copy for reference at reception. Please ensure that you consult this document carefully.

**Academic Skills for Successful Learning** is a module designed by Student Learning Development which is available to all students from [http://mymodule.tcd.ie/](http://mymodule.tcd.ie/)

Students who submit work without appropriate bibliographies will not have their marks released, and students who fail to acknowledge relevant sources within their assignments may find themselves in breach of plagiarism guidelines.
INFORMATION ON STUDENT SUPPORTS

A wide range of academic resources is available to students, including exceptional library facilities, as well as support from ISS, CAPSL and Student Counselling. As noted, a small number of specific resources are provided within the department. If there are specific resources you come across through your work either in College or in your clinical practice, that you feel would be of benefit to the student body, please let us know and your recommendation will be reviewed by staff.

ACADEMIC SKILLS FOR SUCCESSFUL LEARNING

This module is an online resource designed by Student Learning Development and is available to all students via Blackboard, http://mymodule.tcd.ie/

ACCOMMODATION http://www.tcd.ie/accommodation/StudentsandStaff/Students/

The Accommodation Office, West Chapel, may be able to help you to find lodgings. They sometimes have information about self-catering accommodation, but this is limited. Rooms in College are normally only granted to Sophister students. Rooms in Trinity Hall may be applied for through the Warden, Trinity Hall. The Students Union sometimes can help too.

CAPSL, Student Learning Services: http://www.tcd.ie/CAPSL/learning_development/

CAREERS ADVISORY SERVICE: http://www.tcd.ie/Careers/students/

Careers Advisory Service offers advice and information to help students and graduates plan their future. Vacancies, presentations and seminar listings are posted regularly.

COLLEGE HEALTH SERVICE: Telephone: 8961556 http://www.tcd.ie/College_Health/

The College Health Service is available to all registered students. It take a holistic approach to Student Health and in addition to providing on campus, primary health care for all full-time students it focuses on the psychological and occupational aspects of Student Health and Health Education. Student consultations are free of charge with modest charges for additional services. Absolute confidentiality is maintained. All medical records are retained in the Health Centre and do not form part of the University's Student Records. Information is only given to third parties with the patient’s consent.

The Health Centre is open normal office hours during term and non-term time. The hours of attendance for students are as follows: 10.30 a.m. - 1.00 p.m. 2.00 p.m. - 4.40 p.m. Emergency appointments available at 9:30am and 2pm. If demand is heavy, lists may be closed early. Consultations are normally by prior appointment only.

DUBDOC (OUT OF HOURS DOCTORS COOPERATIVE)

Outside office hours in cases of emergency, students should contact DUBDOC 6pm - 10pm weekdays, 11am - 7pm weekends and Bank Holidays. The telephone number for this service is 4545607. This service is based in St. James Hospital. Students (with the exception of Non Irish E.U. Students or Students with Medical Cards) will be responsible for any fees incurred for consultation or home visits.

House Calls: Outside these hours, please telephone the Contactors Bureau at 8300244, who will send a doctor on request. Students (with the exception of Medical Card Holders) will be responsible for any fees incurred.
DISABILITY SERVICE:  http://www.tcd.ie/disability/

The Disability Service aims to provide appropriate advice, support and information to help students and staff with disabilities. Students with disabilities are encouraged to register with the Disability Service in order to seek supports and facilitate participation in their course, as soon as possible. Students on professional courses who do not disclose a disability cannot avail of reasonable accommodations while on practice placement, and cannot claim that they have been discriminated against (on grounds of disability), if they have not disclosed a disability. For further information, or to discuss the supports that are available to students with disabilities, contact the Disability Service at: "http://www.tcd.ie/disability"

INFORMATION SYSTEMS SERVICES: http://isservices.tcd.ie/

SENIOR TUTOR'S OFFICE: http://www.tcd.ie/Senior_Tutor/

Your Tutor

Undergraduate students are assigned a tutor when they are admitted to College. The tutor, who is a member of the teaching staff, takes a personal interest in the students’ progress, represents the students before the College authorities, and will give confidential advice on courses, discipline, examinations, fees and other matters. On registering you should have received a handbook describing the role of the tutor, please refer to this for general information relating to the role of the Tutor. The tutor is not a supervisor of studies. Students are advised to check the Student Information System to identify their tutor.

For role of tutor see handbook you received on registration

STUDENT COUNSELLING: http://www.tcd.ie/Student_Counselling/

This website aims to provide you with information on the support options available to you if you are experiencing either personal and/or academic/study concerns. Please avail of these services if you are having difficulties. The services are free and confidential to registered Trinity College students.

S2S STUDENT 2 STUDENT

From the moment you arrive in College right the way through to your end of year exams Student 2 Student (S2S) is here to make sure your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You’ll meet your two S2S mentors in Freshers’ Week and they’ll make sure you know other people in your course before your classes even start. They’ll keep in regular touch with you throughout your first year and invite you to events on and off campus. They’ll also give you useful information about your course and what to look out for. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that’s worrying you. S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat. S2S is supported by the Senior Tutor’s Office and the Student Counselling Service.

http://student2student.tcd.ie, E-mail: student2student@tcd.ie, Phone: + 353 1 896 2438
STUDENT LEARNING AND DEVELOPMENT: http://www.tcd.ie/Student_Counselling/student-learning/individuals.php

The learning support team at the Student Counselling Service offers one-to-one appointments to students that may cover study and organisational strategies, academic writing skills, managing examinations, presentation skills and other topics related to academic study. If you would like to make an appointment with one of the learning support psychologists please call in to 7-9 South Leinster Street (3rd Floor). Alternatively you can call 896 1407 or email student.learning@tcd.ie to make an appointment.

STUDENTS’ UNION http://www.tcdsu.org/

The Students’ Union is the only representative body for all students in the College. It represents students’ interests both inside and outside College and it provides student services. The offices of the Union are in No 6, College, as are the student shop and the employment bureau.

HEALTH AND SAFETY

Health & Safety Officer for the Department is

Sarah Ryan, She should be consulted if you have any concerns in this regard. All accidents or other safety problems should be reported to her.

Security

Security within the building relies on EVERYONE ensuring that access is restricted to those with legitimate reason for being on the premises.

Please ensure:

i) that you do not let anyone into the department unless he or she is known to you

ii) that all visitors to the department see the secretary at reception

iii) that you report any security concerns to the security staff at the front desk.

Emergency details

In the event of an incident requiring emergency assistance, the fire/emergency services or medical assistance: Contact the Security Desk (ext. no 4335) or University Central Security Control Room (Ext No 1999) using the nearest telephone or 01 8961999 if using a mobile phone. Extension 1317 will also contact the Control Room.

First Aid

During normal office hours emergency medical attention can be obtained from the Student Health Services by contacting ext. 1556.

First Aid Personnel

Should the medical services providers in the Student Health Centre be unavailable then the emergency services can be contacted on extension 1999.
Fire Procedure
If you discover a fire, sound the alarm by breaking the nearest break glass unit.

**ON HEARING THE FIRE ALARM:**
1. Leave by your nearest available exit.
2. Report to your designated assembly point
• DO NOT TAKE ANY PERSONAL RISKS
• DO NOT RETURN TO THE BUILDING FOR ANY REASON UNTIL AUTHORISED TO DO SO BY THE SENIOR FIRE OFFICER OR OTHER AUTHORISED PERSON AND UNTIL THE FIRE ALARM HAS BEEN SWITCHED OFF

Fire Assembly Point
The Assembly point for the Department of Clinical Speech & Language Studies is located **ON SOUTH LEINSTER STREET BY THE LANEWAY WHICH IS SITUATED TO THE LEFT OF THE ENTRANCE ON EXITING BUILDING**

Fire Hazards
a) In accord with health and safety legislation, smoking is **not** permitted on the premises.

b) Fire alarms have been installed in South Leinster Street. Fire drills are held from time to time. Fast and safe evacuation of the premises by students, staff and clients is essential in the event of an emergency.

c) Please familiarise yourself with the location of the recommended escape routes on your arrival in the Department. Please remember to check escape routes for both the ground floor and the first floor.

**STUDENTS ALSO MUST SIGN FIRE SAFETY NOTICE HELD AT RECEPTION**
SAMPLE FORMS

1  Assignment Submission Form
2  Application Form for Late Submission of Coursework
3  Sample Assignment Feedback Form
4  Essay Marking Criteria
5  Sample Essay Evaluation Form
6  Sample copy of front page of Examination Booklet
DEPARTMENT OF CLINICAL SPEECH & LANGUAGE STUDIES, TCD
Assignment Submission Form

<table>
<thead>
<tr>
<th>Student Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number</td>
<td></td>
</tr>
<tr>
<td>Assessment Title</td>
<td></td>
</tr>
<tr>
<td>Module Code</td>
<td></td>
</tr>
<tr>
<td>Module Title</td>
<td></td>
</tr>
<tr>
<td>Module Co-ordinator</td>
<td></td>
</tr>
<tr>
<td>Staff member responsible for assignment</td>
<td></td>
</tr>
<tr>
<td>Date Due</td>
<td></td>
</tr>
<tr>
<td>Date Submitted</td>
<td></td>
</tr>
</tbody>
</table>

A SIGNED COPY OF THIS FORM MUST ACCOMPANY ALL SUBMISSIONS FOR ASSESSMENT. STUDENTS SHOULD KEEP A COPY OF ALL WORK SUBMITTED.

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

**Note:** There are penalties for the late submission of assessments. For further information please see **Student Handbook** and **Permission for Late Submission** form.

**Plagiarism:**
- ☐ I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at [http://www.tcd.ie/calendar](http://www.tcd.ie/calendar)


**Declaration of Authorship**
- ☐ I declare that all material in this assessment is my own work except where there is clear acknowledgement and appropriate reference to the work of others.

Signed: ________________________________  Date: _______________________

General Handbook 2017-2018 31
APPLICATION FORM FOR LATE SUBMISSION OF COURSEWORK

Requests for extensions of deadlines should be sought in advance of submission dates.

<table>
<thead>
<tr>
<th>SECTION A: TO BE COMPLETED BY STUDENT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
</tr>
<tr>
<td>Student No:</td>
</tr>
<tr>
<td>Student Contact details:</td>
</tr>
<tr>
<td>Tutor:</td>
</tr>
<tr>
<td>Module Code:</td>
</tr>
<tr>
<td>Module Title:</td>
</tr>
<tr>
<td>Assessment component:</td>
</tr>
<tr>
<td>Due Date for submission:</td>
</tr>
<tr>
<td>Module Co-ordinator:</td>
</tr>
<tr>
<td>Requested New date for submission:</td>
</tr>
<tr>
<td>State reason for extension request:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SECTION B: TO BE COMPLETED BY STAFF MEMBER RESPONSIBILITY FOR ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permission Granted: Yes ☐ No ☐</td>
</tr>
<tr>
<td>Penalty (please tick one) Yes ☐ No ☐</td>
</tr>
<tr>
<td>(if yes state penalty to be applied using department policy on late submission)</td>
</tr>
<tr>
<td>Agreed new submission date:</td>
</tr>
<tr>
<td>Reason for decision / comments (give details)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff member Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Staff member responsibility for assignment may, on receipt of a student request for an extension to a submission deadline decide to:
- Refuse permission for extension (giving reasons);
- Grant permission or extension with no penalty or
- Grant permission or extension with a penalty, as guided by the department’s policy for late submissions

Student must complete Section A of this form. It is the student’s responsibility to ask appropriate Staff Member to complete Section B. The Staff Member will return the form to the student. Students must then notify the Department office of the new submission date (if granted) and should attach the original completed form to their coursework when submitting. Students and staff should retain a copy of this completed form for their records.
**DEPARTMENT OF CLINICAL SPEECH AND LANGUAGE STUDIES**

**SAMPLE ASSIGNMENT FEEDBACK FORM**

**MODULE:**

**MODULE CO-ORDINATOR:**

**STUDENT NAME:**

**STUDENT NUMBER:**

The headings below identify the key elements against which your work is assessed

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II.1</th>
<th>II.2</th>
<th>III</th>
<th>F1</th>
<th>F2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of data set provided to drive clinical decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of literature &amp; evidence of reading to support points made</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge &amp; understanding of core content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy &amp; analysis of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of core principled argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of critical thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Originality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance to learning outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure &amp; organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation &amp; style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referencing within text and list of references</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Marker’s comments:**

To help improve your future work you are recommended to:

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow more carefully the guidelines for assignment given</td>
<td>Carefully proof read your assignment before submission</td>
</tr>
<tr>
<td>Ensure your work reflects the assignment brief and module learning outcomes</td>
<td>Pay particular attention to: spelling/punctuation/sentence construction/paragraphs/coherence</td>
</tr>
<tr>
<td>Read more widely</td>
<td>Follow College’s referencing guidelines</td>
</tr>
<tr>
<td>Arrange to meet course lecturer</td>
<td>Note adjustment of marks for late submission</td>
</tr>
</tbody>
</table>

**Overall Grade:**

**Marker:**

**Date:**

**Moderator (if appropriate):**

**Date:**
ESSAY MARKING CRITERIA

FIRST (70% +)

UPPER FIRST (I, a First 85%+)
- Depth of Reading: Evidence of comprehensive reading above expectations
- Structure of Argument: Scholarly, extremely well developed core argument
- Discussion and Interpretation: Superior and original engagement with conceptual issues
- Use of Evidence: Rigorous use of sound theoretical knowledge base.
- Organisation and Formatting: Very clear and imaginative; excellent use of illustrations (if appropriate);
- Academic Referencing: Exemplary use of academic referencing throughout.

LOWER FIRST (I, a First) 70-84%
- Depth of Reading: Detailed, accurate, relevant and wide-ranging reading
- Structure of Argument: Rigorously argued, logical, easy to follow.
- Discussion and Interpretation: Extensive evidence of independent thought and critical analysis
- Use of Evidence: Key points supported with evidence, critically evaluated; exemplary awareness of key issues.
- Organisation and Formatting: Clear, imaginative; excellent use of illustrations (if appropriate);
- Academic Referencing: Exemplary use of academic referencing throughout.

UPPER SECOND (II.1) (60-69%)
- Depth of Reading: Detailed, accurate, relevant reading
- Structure of Argument: Directly addresses question.
- Discussion and Interpretation: Attempts to go beyond the ideas presented in secondary literature.
- Use of Evidence: Most points illustrated with relevant evidence.
- Organisation and Formatting: Generally clear, good use of illustrations (if appropriate)
- Academic Referencing: Very good use of academic referencing but with some minor errors.

LOWER SECOND (II.2) (50-59%)
- Depth of Reading: Generally accurate and relevant, but perhaps some gaps and/or irrelevant material; narrower reading base overall.
- Structure of Argument: Not always clear or logical; may be overly influenced by secondary literature rather than the requirements of the topic. Addresses some aspects of question.
- Discussion and Interpretation: Little attempt to go beyond or criticise secondary literature.
- Use of Evidence: Some illustrative material but not necessarily well selected and not critically evaluated.
- Organisation and Formatting: Some organisation and presentation errors but generally competent.
- Academic Referencing: A reasonable attempt at using the conventions of academic citation but some inconsistencies or errors.
THIRD (III) (40-49%)

- **Depth of Reading:** Little evidence of wider reading beyond lecture notes or course content.
- **Structure:** Argument underdeveloped and not entirely clear. Answers a closely related question.
- **Discussion and Interpretation:** Fairly superficial and generally derivative and uncritical.
- **Use of Evidence:** Some mentioned, but not integrated into presentation or evaluated.
- **Organisation and Formatting:** Not always clear or easy to follow.
- **Academic Referencing:** Inconsistent evidence of attributing content to source and little evidence of a sound grasp of the conventions of academic citation.

Please note:
(i) Errors in factual content relevant to life-threatening information will result in an automatic fail.
(ii) Any plagiarism offence evident in the submitted piece of work may result in a fail mark
(see [http://tcd-ie.libguides.com/plagiarism](http://tcd-ie.libguides.com/plagiarism))

FAIL I (30-40%)

- **Depth of Reading:** Extremely limited reading base, with many errors and gaps.
- **Structure of Argument:** Of incidental relevance only. Argument completely lacking structure.
- **Discussion and Interpretation:** Entirely derivative, generally superficial.
- **Use of Evidence:** Little or no evidence discussed.
- **Organisation and Formatting:** Clumsy, disjointed, difficult to follow.
- **Academic Referencing:** Very poor and executed with many errors; failure to attribute content to source.

FAIL II (Below 30%)

- **Depth of Reading:** Little evidence of knowledge of the topic, with no evidence of core reading.
- **Structure of Argument:** Muddled, incoherent.
- **Discussion and Interpretation:** Serious conceptual errors.
- **Use of Evidence:** Incorrect use of evidence.
- **Organisation and Formatting:** Disorganised and poorly formatted.
- **Academic Referencing:** Incomplete or entirely absent.

**WORD LIMIT**

Word limit for essays ranges from **2,000 – 3,500**. A 5% deduction in marks will be applied for exceeding word limit.
# SAMPLE ESSAY EVALUATION FORM

**STUDENT:** ____________________________________________

**COURSE:** ____________________________________________

**LECTURER:** __________________________________________

**DATE:** ____________________________________________

<table>
<thead>
<tr>
<th><strong>Depth of Reading</strong></th>
<th>GOOD</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound, relevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sketchy, irrelevant, incorrect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Structure of Argument</strong></th>
<th>GOOD</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherent, logical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Muddled, fragmentary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Discussion and Interpretation</strong></th>
<th>GOOD</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophisticated, original</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Superficial, narrow, derivative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Use of Evidence</strong></th>
<th>GOOD</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary use of primary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Few sources, poorly chosen or secondary sources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Organisation and Formatting</strong></th>
<th>GOOD</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imaginative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disjointed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Academic Referencing</strong></th>
<th>GOOD</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Absent or poorly executed</td>
</tr>
</tbody>
</table>

**Best features of essay:**

**Suggestions for improvement:**

**Mark:** ________

Signed: ________________________________ Internal Assessor 1 / 2

Date: ________________________________

*General Handbook 2017-2018*