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GLOSSARY

SLSCS  School of Linguistic Speech and Communication Sciences
CSLS  Clinical Speech and Language Studies
CLCS  Centre for Language and Communication Studies
CDS  Centre for Deaf Studies
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.

Alternative forms of this handbook can be made available on request.
Letter of Welcome

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 co-operation and mutual respect.

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 2018
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 and the Head of Discipline is Dr Margaret Walshe.

Each unit within the School is led by a Head of Discipline/Department, as listed on p. 7. 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**

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**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 – Friday**

9.00 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, role and contact details

**STAFF INFORMATION / CONTACTS**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School (SLSCS)</td>
<td>Dr. Martine Smith</td>
</tr>
<tr>
<td>Director of Teaching and Learning (Undergraduate)</td>
<td>Dr. Pauline Sloane</td>
</tr>
<tr>
<td>Teaching and Learning (Postgraduate)</td>
<td>Prof John Saeed</td>
</tr>
<tr>
<td>Director of Research</td>
<td>Dr. Irene Walshe</td>
</tr>
<tr>
<td>Heads of Discipline CSLS</td>
<td>Dr. Margaret Walshe</td>
</tr>
<tr>
<td>Head of Discipline CLCS</td>
<td>Dr. Christer Gobl</td>
</tr>
</tbody>
</table>

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>Head of Discipline</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:mmsmith@tcd.ie">mmsmith@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>Ciaran Kenny</td>
<td>01 896 4370</td>
<td><a href="mailto:ckenney9@tcd.ie">ckenney9@tcd.ie</a></td>
<td>124</td>
</tr>
<tr>
<td>Dr. Irene Walsh</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</td>
<td>01 896 1492</td>
<td><a href="mailto:juregan@tcd.ie">juregan@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>Dr. 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:csllsec@tcd.ie">csllsec@tcd.ie</a></td>
<td>Reception</td>
</tr>
</tbody>
</table>
MEMBERS OF STAFF

Dr. Margaret Walsh. 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. Irene Walsh. Associate Professor in Speech and Language Pathology and Director of Research SLSCS; 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 in disorders of voice. Special interest in vocal health problems and related disorders such as reflux, cough and irritable larynx syndrome and psychogenic voice disorders.

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; lectures on dysphagia, dysarthria and adult neurology. Postgraduate MSc supervision and PhD supervision in the field of dysphagia. Research areas in adult dysphagia, focusing on the instrumental evaluation of swallowing, with a focus on videofluoroscopy, endoscopy, the functional lumen imaging probe (FLIP) and high resolution manometry. Main research interests are in neurogenic and oesophageal dysphagia and the efficacy of swallow rehabilitation in both populations.

Ciaran Kenny. Assistant Professor in Speech Pathology. Co-ordinator of Taught M.Sc Programme. Background in computational linguistics, with an interest in applications of technology to clinical assessment and therapy. Clinical and research interests in voice and swallowing disorders including: voice diagnostics, laryngopharyngeal reflux, dysphagia within oncology and palliative care populations.
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.

Dr. Duana Quigley, Practice Education Co-Ordinator. Co-ordinates student clinical placements, delivers clinical tutorials in collaboration with Practice Tutors, and lectures on Ethics and Professional Studies and Reflective Studies. Main clinical and research interests are in the areas of language enrichment for children, both preventative and targeted, and inter-professional practice between speech and language therapists and educators.

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.

Please 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.
GENERAL INFORMATION-

Student Support and Services

It is really important that you are aware of the student support services that are available to you during your time in College. The Student Support Services have put together a Student Services booklet so that you can see at a glance, the services that can help smooth your path through College. You are encouraged to access whatever service or help you need and whenever you need it. As the name suggest, these are your services, so don’t be afraid to use them.

www.tcd.ie/studentservices

Senior Tutor and Tutorial Service

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/
Mature Student Office

The Mature Student Office in Trinity College is part of the Trinity Access Programmes (TAP). The Mature Student Office provides advice and support to both prospective and current undergraduate mature students.

Contact Details;

Telephone: (01) 896 4708 or
Email mature.student.officer@tcd.ie

Co- Curricular Activities

Student life extends far beyond the classroom. Joining a society or sports club will help you take advantage of everything College has to offer to create the “Trinity Experience”. Whether you are a recreational athlete or an elite competitor, there is a club to suit you. Choose from over 50 sports clubs in a range of disciplines.

If you are not into sport, Trinity has over 120 Societies which attract dynamic members from all over College. From arts, culture, politics and debating to voluntary work, advocacy and music, you are sure to find your niche.

Membership of these clubs and societies will provide you with an opportunity to integrate your knowledge, skills and competencies, acquired through the taught curriculum with what you have learned in the lecture room.

Web; http://www.trinitysocieties.ie

Dublin University Central Athletic Club - DUCAC

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. DUCAC is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. An Executive Committee and other sub-committees oversee the business affairs of DUCAC, including the Pavilion Bar. DUCAC receives funding from the Capitation Committee at the University and supplements its income with a percentage of profits from the Pavilion Bar.
**Student Representation Structures**

**STUDENT INFORMATION SYSTEM (SITS)**

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

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

This means that almost all communications from College are sent to you via your online portal which will give you access to an ‘in tray’ 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.

**Student Representation**

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**: A Clinical Forum is held each term to discuss any matters relating to the practice 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, EO (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.

College Student Representation Structures

Trinity College values student representation and input at all levels of the College’s committee and decision-making structures. The Students’ Union and Graduate Students’ Union take responsibility for electing and appointing representatives for each level. These elected representatives have responsibility for raising the issues affecting their constituency with the relevant College authorities.

Web: https://www.tcdsu.org

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 (https://www.tcd.ie/equality/policy/dignity-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, have 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 inter-personal 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.

See also: [https://www.tcd.ie/about/policies/Student%20Complaints%20Procedure.php](https://www.tcd.ie/about/policies/Student%20Complaints%20Procedure.php)

**Data Protection**
As a student in the University you may be collecting and storing personal information as part of your job role, studies or research. You have a responsibility to ensure that the data is stored and processed appropriately and securely. So as you can protect the data entrusted to you, follow the top 10 tips below:

**Top 10 Tips for Data Protection**

1. Become familiar with Trinity’s Data Protection policy and procedures. These can be accessed on the website at [www.tcd.ie/Info_Compliance/data-protection](http://www.tcd.ie/Info_Compliance/data-protection)
2. Complete Trinity’s Data Protection training, either in person or via podcast.
3. Do not retain excess data, only record the precise data that you need
4. Keep data up-to-date and accurate
5. Keep data safe and secure: keep offices/filing cabinets locked, password protect your computer or other computing devices, update the software on them regularly and use antivirus software to keep them free from threats. See [www.tcd.ie/itservices](http://www.tcd.ie/itservices) for further information
6. Remembering passwords can be difficult but passwords are often the sole keys to accessing your information and are fundamental to your security. Passwords need to be long, complex, unique and not easy to guess, so no dictionary words, names or dates of birth.
7. Back up digital files regularly and securely, use encryption where appropriate to protect the data from unauthorised access.
8. Do not disclose personal data to a third party, even at the request of the data subject’s family or friends, without the data subject’s consent.
9. Regularly review the data you hold and dispose of data you no longer need by confidential shredding or deletion. Don't forget your deleted items folder and recycle bin, and take appropriate steps to clear hard drives on computers, tablets and phones before disposal
10. Take extra care with sensitive data such as medical or financial information, and only store sensitive data on laptops or devices which are password-protected and have suitable encryption software in place.

Remember [IT Services](http://www.tcd.ie/itservices) are always available to advise you on how to manage data securely. We can advise on encryption techniques, evaluate IT partners’ products and services or review your current arrangements and advise on any improvements that may be necessary.
Code of Professional Conduct and 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 Professional Conduct and 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 practice education 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.
- Adhere to the Code of Professional Conduct and Ethics at all times.
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/)

Health and Safety

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

Security services provide a 24 hour service to the College community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of emergency.

Should you require any emergency or rescues services on campus, you must contact Security Services. This includes personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In case of emergency).

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

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.

All students must read and sign the Departmental Health and Safety Statement.

The statement is available for reading and signing at Reception

TEACHING AND LEARNING

Graduate Attributes

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

The four Trinity Graduate Attributes are:

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

Why are the Graduate Attributes important?

The Trinity Graduate Attributes will enhance your personal, professional and intellectual development. They will also help to prepare you for lifelong learning and for the challenges of living and working in an increasingly complex and changing world.

The Graduate Attributes will enhance your employability. Whilst your degree remains fundamental, also being able to demonstrate these Graduate Attributes will help you to differentiate yourself as they encapsulate the kinds of transversal skills and abilities, which employers are looking for.

How will I develop these Graduate Attributes?

Many of the Graduate Attributes are ‘slow learned’, in other words, you will develop them over the four or five years of your programme of study.

They are embedded in the curriculum and in assessments, for example, through undertaking independent research for your final year project, giving presentations and engaging in group work.

You will also develop them through the co-curricular and extra-curricular activities. If you help to run a club or society you will be improving your leadership skills, or if you play a sport you are building your communication and team-work skills.
GENERAL PROGRAMME INFORMATION

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 code of professional conduct and ethics when on clinical placement, students are advised to consult CORU’s Code of Professional Conduct and Ethics (see: http://coru.ie/uploads/documents/SLTB_Code_of_Professional_Conduct_and_Ethics_2014.pdf)

Programme Structure and Workload

Students are required to successfully complete all modules within the programme. 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 and provided that a special recommendation to that effect is made by the Court of Examiners. 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).

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 who successfully pass 60 ECTS in the Junior Sophister year and who do not wish to take the Senior Sophister year, may be permitted to graduate with the ordinary B.A. degree. This however is a non-clinical degree and on graduation will not be eligible to apply for registration to practise as a Speech & Language Therapist.

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 the Speech Language Pathology –International (SLP-IN), a week long Summer School for SLT students, 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 and Dr Duana Quigley are the co-ordinators for the Intensive Programme.

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.

The European norm for full time study over one academic year is 60 credits. 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.

Timetables are available to students to access from the mytcd.ie portal and a hardcopy will also be provided.
Programme Learning 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.

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

1. Understand their scope of practice, their own role and the role of other professionals in healthcare and educational settings.

2. Think independently, critically interpret, reflect upon and apply the evolving knowledge base in communication, swallowing disorders and associated disorders and relate this knowledge to evidence-based clinical decision-making.

3. Understand the values and principles of team dynamics within clinical practice and apply relevant principles to the planning and delivery of assessment, diagnosis and intervention.

4. Communicate effectively, in all media, with the full range of relevant stakeholders, in clinical practice, in professional liaisons and with the wider community.

5. Demonstrate professional autonomy, accountability, responsibility and a commitment to ethical action and social responsibility in professional practice.

6. Demonstrate an ability to work as self-directed autonomous professionals, whilst working professionally and respectfully with others.

7. Think independently and critically and apply core principles of research design and implementation, with some degree of autonomy.

8. Develop continuously, personally and professionally and demonstrate the skills required to sustain intellectual interest and critical thinking.
National Student Clinical Competency Evaluation (SCCE) (2015 revised)

Developing competencies covering all areas of clinical practice including feeding, eating, drinking and swallowing impairments (FEDS) are evaluated using a national form. The SCCE form is completed by the student and Practice Educators prior to the mid and end of placement meetings. The mid and end of placement evaluations provide developmental feedback for students. Students can use mid and end of placement feedback to set learning objectives and complete future learning plans.

Below are the 20 national clinical competencies and the 10 professional conduct competencies:

**CLINICAL COMPETENCIES:**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Collects and collates relevant client-related information systematically from case history, interviews and health records.</td>
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<td>2</td>
<td>Applies theory to practice in the selection of formal and informal assessment procedures and tools appropriate to clients’ needs, abilities and cultural background.</td>
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<td>3</td>
<td>Administers records and scores a range of assessments accurately.</td>
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<td>4</td>
<td>Analyses, interprets and evaluates assessment findings using the professional knowledge base and client information.</td>
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<td>5</td>
<td>Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge.</td>
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<td>6</td>
<td>Makes appropriate recommendations for management based on a holistic client profile.</td>
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<td>7</td>
<td>Demonstrates understanding of the indicators and procedures for onward referral.</td>
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<td>8</td>
<td>Reports assessment findings orally in an appropriate professional manner to client / carer and team members.</td>
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<td>9</td>
<td>Presents accurate written client reports conforming to professional and legal guidelines and appropriate to the needs of all recipients.</td>
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<td>10</td>
<td>Demonstrates the ability to provide clients and carers with information in appropriate formats to facilitate decision making and informed consent.</td>
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<td>11</td>
<td>Demonstrates the ability to consult and collaborate with clients / carers when developing management plans.</td>
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<td>12</td>
<td>Determines care pathway for clients based on client needs, service resources and the professional evidence base.</td>
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<td>13</td>
<td>Recognizes the roles of other team members and consults and collaborates appropriately to develop and implement client management plans.</td>
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<td>14</td>
<td>Writes holistic management plans incorporating short and long term goals in session, episode and discharge plans.</td>
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<td>15</td>
<td>Maintains precise and concise therapy records, carries out administrative tasks and maintains service records.</td>
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<td>16</td>
<td>Implements therapy using theoretically grounded, evidence based techniques and resources.</td>
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<td>17</td>
<td>Introduces, presents and closes all clinical sessions clearly in a client-centred manner.</td>
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<td>18</td>
<td>Demonstrates appropriate communication and therapeutic skills during all interactions including:</td>
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<td>• Observes, listens and responds to client/carer.</td>
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<td>• Uses appropriate vocabulary and syntax.</td>
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<td></td>
<td>• Uses appropriate intonation, volume and rate.</td>
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<td></td>
<td>• Uses appropriate modelling, expansions and recasting. Uses appropriate and varied prompts and cues.</td>
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<td>19</td>
<td>Provides appropriate verbal and non-verbal feedback and direction to client / carer / team member on performance during a clinical interaction.</td>
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<td>20</td>
<td>Continuously evaluates intervention efficacy and modifies intervention and discharge plans as required.</td>
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# PROFESSIONAL CONDUCT

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<tr>
<td>1.</td>
<td>Behaves with honesty and integrity before, during and after practice placements in all placement-related matters.</td>
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<td>2.</td>
<td>Demonstrates respect for the rights and dignity of all through professional communication with clients, families and relevant professions.</td>
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<td>3.</td>
<td>Carries out duties in a professional and ethical manner complying with professional codes of conduct and ethics.</td>
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<td>4.</td>
<td>Manages health and well-being to ensure both performance and judgement are appropriate for practice.</td>
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<td>5.</td>
<td>Demonstrates respect for the supervisory process by seeking and responding to feedback.</td>
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<td>6.</td>
<td>Engages in reflection and reflective practice; critically self-appraising and working to develop own professional competencies.</td>
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<td>7.</td>
<td>Demonstrates effective time management i.e. meeting deadlines and punctuality.</td>
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<td>8.</td>
<td>Adheres to all legislation related to data protection, confidentiality and informed consent</td>
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<td>9.</td>
<td>Adheres to placement provider’s policies, procedures, protocols and guidelines in areas such as health and safety, infection control, record keeping, risk management, etc.</td>
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<td>10.</td>
<td>Presents an appropriate personal appearance conforming and adhering to all practice placement policies regarding dress code, jewellery and cosmetics.</td>
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**CORU DOMAINS**

The following are the standards of proficiency as set out by CORU. These are the standards required of graduates for the safe and effective practice of speech and language therapy.

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<thead>
<tr>
<th>Standard of Proficiency Specific Indicators</th>
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<td>Graduates will</td>
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**DOMAIN 1: PROFESSIONAL AUTONOMY AND ACCOUNTABILITY**

**1.1 Practise within the legal and ethical boundaries of their profession to the highest standard.**

- **a)** Act in the best interest of service users at all times and within the boundaries of their professional proficiencies.
- **b)** Respect and, so far as possible, uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process.
- **c)** Provide and articulate professional and ethical practice.
- **d)** Practise in accordance with current legislation applicable to the work of their profession.
- **e)** Contribute to the development of effective, ethical and equitable policy and practise, regarding issues addressed by their profession.
- **f)** Understand the implications of duty of care for service users and professionals.
- **g)** Understand the principles of professional regulation and the provisions of the Speech and Language Therapists Registration Board Code of Professional Conduct and Ethics.
- **h)** Manage themselves, their practise and that of others in accordance with the Speech and Language Therapists Registration Board Code of Professional Conduct and Ethics.

**1.2 Practise in a non-discriminatory way**

- **a)** Acknowledge and respect the differences in beliefs and cultural practices of individuals or groups.
- **b)** Promote equality and respect, without prejudice, and practise in a culturally competent, non-discriminatory and inclusive manner.
- **c)** Assist in the promotion and implementation of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers with particular reference to the grounds of gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community other ethnic groups and socio-economic status.
1.3 **Understand the importance of and be able to maintain confidentiality.**

- a) Respect the confidentiality of service users and use information only for the purpose for which it was given.
- b) Understand confidentiality within a team setting.
- c) Understand the limits of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse.
- d) Be aware of data protection, freedom of information and other relevant legislation.
- e) Understand the potential conflict that can arise between confidentiality and whistle-blowing.

1.4 **Understand the importance of and be able to obtain informed consent.**

- a) Demonstrate competence in gaining informed consent to carry out assessments or provide treatment/interventions.
- b) Understand issues associated with informed consent with individuals with lack of capacity.
- c) Maintain accurate records relating to consent.
- d) Respect the rights of the service user.

1.5 **Be able to exercise a professional duty of care/service**

- a) Recognise personal responsibility for one’s actions and be able to justify reasons for professional decisions made.
- b) Understand the need to maintain the highest standards of personal/professional conduct.

1.6 **Be able to practise as an autonomous professional, exercising their own professional judgment.**

- a) Know the limits of their practice and know when to seek advice or refer to another professional.
- b) Recognise the need for consultation and/or supervision.
- c) Be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the situation.
- d) Be able to initiate appropriate resolution of problems and be able to exercise personal initiative.
- e) Recognise that they are personally responsible for and must be able to justify their decisions.

1.7 **Recognise the need for effective self-management of workload and resources and be able to practise accordingly.**
a) Understand the demands that are placed on the professional practitioner in a given field and the skills required to practise effectively with the workload and available resources.

1.8 Understand the obligation to maintain fitness to practise.

a) Understand the need to practise safely and effectively within their scope of practice.

b) Understand the importance of maintaining their physical and mental health.

c) Understand the importance of keeping skills and knowledge up to date over a lifetime of practice.

**DOMAIN 2: INTERPERSONAL AND PROFESSIONAL RELATIONSHIPS**

Standard of Proficiency Specific Indicators

Graduates will

2.1 Work, in partnership, with service users and their relatives/carers, and other professionals.

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<tr>
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<th>Demonstrate capacity to build and sustain professional relationships as both independent practitioner and collaboratively as a member of a team.</th>
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<th>Demonstrate capacity to engage service users and carers in assessment and treatment to meet their needs and goals.</th>
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<th>Recognise and understand the concepts of power and authority in relationship with service users.</th>
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<th>Be able to make appropriate referrals.</th>
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2.2 Contribute effectively to work undertaken as part of whatever their context.

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<th>Demonstrate professional collaboration, consultation and decision making.</th>
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<th>Demonstrate an understanding that relationships with colleagues can impact on service delivery and therefore should be based on mutual respect and trust.</th>
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### DOMAIN 3: EFFECTIVE COMMUNICATION

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#### 3.1 Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion.

- **a)** Be aware of, understand and modify communication to address the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community, other ethnic groups and socio-economic status.

- **b)** Be able to select, move between and use appropriate forms of verbal and non-verbal communication, including listening skills, with service users and others.

- **c)** Demonstrate the ability to produce clear, concise and objective written communication and reports that are appropriate for the intended readers.

- **d)** Demonstrate an appropriate use of information technology relevant for speech and language therapy practice.

- **e)** Understand the importance of and demonstrate effective communication with other colleagues (inter-disciplinary communication).

- **f)** Understand the need to provide service users (or people acting on their behalf) with the information necessary in an appropriate format to enable them to make informed decisions.

- **g)** Understand the need to use an appropriate interpreter to assist patients/clients/service users where necessary.

#### 3.2 Understand the need for effective communication throughout the care of the service user

- **a)** Recognise the need to use interpersonal skills to facilitate the active participation of service users.

- **b)** Demonstrate competence in presenting professional judgements and information in a variety of contexts including when conflict and resistance may arise.
### DOMAIN 4: PERSONAL AND PROFESSIONAL DEVELOPMENT

<table>
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#### 4.1 Understand the role of reflective practice in relation to personal and professional development.

- a) Understand the importance of self-awareness and self-reflection.
- b) Be able to reflect critically on personal practice.
- c) Be aware of the relationship between personal life experiences and personal value systems and the impact these can have on one’s decision making or actions.
- d) Understand the role, purpose and function of supervision and the importance of seeking supervision of practice.
- e) Actively avail of opportunities for feedback, mentoring and support from colleagues in order to continuously improve personal practice.
- f) Take responsibility for personal and professional development.
- g) Develop and critically review a personal development plan which takes account of personal and professional needs.
- h) Identify and act on opportunities to advocate for the profession and for the professional development of colleagues.
- i) Understand the role of performance management as part of on-going professional development and effective service delivery.
- j) Understand the role of continuing professional development and demonstrate commitment to life-long learning.
- k) Recognise the need to contribute to policy and development of the profession.
- l) Recognise the contribution and value of research in developing evidence informed practice.

### DOMAIN 5: PROVISION OF QUALITY SERVICES
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<th>Standard of Proficiency Specific Indicators</th>
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<td>Graduates will</td>
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<tr>
<td><strong>5.1 Be able to identify and assess service users’ needs in relation to speech, language communication and swallowing.</strong></td>
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<tr>
<td>a) Be able to gather appropriate information.</td>
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<td>b) Select and use appropriate and specific assessment techniques: undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment.</td>
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<td>c) Identify conditions that require further investigation, making referrals to other professionals as appropriate.</td>
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<td>d) Analyse and critically evaluate the assessment data and information collected.</td>
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<td>e) Determine a diagnosis and probable outcomes for service users.</td>
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<td>f) Provide feedback on assessment findings to service users and relevant others.</td>
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<td><strong>5.2 Formulate and deliver plans and strategies to meet identified needs of service users.</strong></td>
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<tr>
<td>a) Develop appropriate plans, interventions and strategies, according to evidence informed practice, agreed national guidelines, protocols and pathways, in consultation with service users and relevant others.</td>
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<td>b) Establish and document intervention goals, plans and outcome measurements</td>
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<td>c) Identify resources required to implement effective management/intervention plans.</td>
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<td>d) Implement interventions, monitoring progress and modifying intervention approaches appropriately.</td>
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<tr>
<td>e) Document and communicate progress, interventions delivered, outcomes and discharge plans.</td>
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<td><strong>5.3 Use research, reasoning and problem solving skills to determine appropriate action.</strong></td>
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<td>a) Recognise the value of research in the systematic evaluation of practice.</td>
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<td>b) Engage in evidence informed practice, evaluate practice systematically, and participate in audit/review procedures.</td>
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<td>c) Apply knowledge of a range of research and evaluative methodologies, including evidence informed research.</td>
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<td>d) Demonstrate sound clinical/professional decision-making, which can be justified even when made on the basis of limited information.</td>
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<td>e) Demonstrate a logical and systematic approach to problem solving.</td>
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| 5.4     | **Draw on appropriate knowledge and skills in order to make professional judgments.**  
a) Understand the need to adjust/adapt their practice as needed to take account of new developments.  
b) Demonstrate an appropriate level of skill in the use of information technology appropriate for speech and language therapy.  
| 5.5     | **Formulate specific and appropriate management plans including the setting of timescales.**  
a) Understand the requirement to adapt practice to meet the needs of different service user groups, distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors.  
| 5.6     | **Conduct appropriate assessment/diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully.**  
a) Understand the need to maintain the safety of service users.  
b) Empower service users to manage their well-being and recognise the need to provide advice to the patient/client/user on self-treatment where appropriate.  
| 5.7     | **Implement best practice in record management.**  
a) Use and maintain efficient information management systems.  
b) Keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines.  
c) Understand the need to use accepted terminology in making records.  
| 5.8     | **Monitor and review the on-going effectiveness of planned activity and modify it accordingly.**  
a) Gather information, including qualitative and quantitative data that help to evaluate the responses of service users to their interventions.  
b) Evaluate intervention plans using tools and recognised performance/outcome measures. Revise the plans as necessary, in conjunction with the service user as appropriate.  
c) Recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement of programmes.  
d) Recognise important factors and risk management measures, learn from adverse events and be able to disseminate learning.  
e) Make reasoned decisions to initiate, continue, modify or cease interventions/techniques/courses of action and record decisions and reasoning  
| 5.9     | **Be able to evaluate, audit, and review practice.** |
a) Understand the principles of quality assurance and quality improvement.

b) Be aware of the role of audit and review in quality management, including the use of appropriate outcome measures.

c) Monitor and evaluate performance by conducting regular audits and reviews in accordance with national guidelines/best practice and implement improvements based on the findings of these audits and reviews.

d) Participate in quality assurance programmes where appropriate.

e) Understand the value of reflective practice and the need to record the outcome of such reflection.

Recognise the value of case conferences and other methods of review.

DOMAIN 6: KNOWLEDGE, UNDERSTANDING AND SKILLS

Standard of Proficiency Specific Indicators

Graduates will

6.1 Know and understand the key concepts of the bodies of knowledge which are relevant to the profession and demonstrate the ability to apply knowledge to normal and impaired communication at both theoretical and practical levels.

a) Demonstrate a critical understanding of relevant biological sciences, human development, social sciences and other related sciences, together with knowledge of health, disease, disorder and dysfunction, appropriate to their profession

b) Know and understand the principles and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence informed practise.

c) Have knowledge of the roles of other professions in health and social care.

d) Demonstrate an understanding of the theory, concepts and methods pertaining to practice within speech and language therapy.

e) Understand the theoretical basis of and the variety of approaches to assessment/diagnosis and intervention.

f) Demonstrate an understanding of the critical importance of effective communication skills for all aspects of participation in society and for an individual’s quality of life. Demonstrate an understanding of the potential impact of communication impairment on self-fulfilment and autonomy.
g) Demonstrate an understanding of the fundamental role eating/drinking/swallowing can play in social participation and the potential impact of an impairment in eating/drinking on health, quality of life and well being.

h) Demonstrate an understanding of linguistics, including phonetics, language acquisition, sociolinguistics and all levels of normal speech and language processing.

i) Demonstrate an understanding of biomedical and medical sciences as relevant to the development and maintenance of speech, language, communication and swallowing.

j) Demonstrate an understanding of relevant domains of psychology, as relevant to normal and impaired communication, psychological and social wellbeing.

k) Demonstrate an understanding of sociology in relation to the practice of speech and language therapy, sociology, including its application to educational, health and workplace settings and within multi-cultural societies.

l) Demonstrate an understanding of educational philosophy and practice and the relationship between language and literacy.

m) Demonstrate an understanding of therapeutic contexts, models and processes, relevant to the practice of speech and language therapy.

n) Demonstrate an understanding of developmental and acquired disorders of speech, language, communication and swallowing.

o) Demonstrate an awareness of the issues and trends in Irish education, social, health and public policy developments that influence speech and language therapy practice.

p) Demonstrate an awareness of relevant legislation, regulations, national guidelines and standards, findings of enquiries and investigations influencing speech and language therapy practice.

q) Demonstrate an understanding of the concepts, frameworks and guidelines underpinning ethical speech and language therapy practice in diverse socio-economic and cultural contexts.

Recognise a professional responsibility to advocate on behalf of persons with speech, language, communication and swallowing impairments to support full participation in all aspects of society.

6.2 Know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual, groups or communities.

a) Be able to use knowledge of speech and language therapy to assess and manage people with difficulties in the following areas:

- Speech
- Language
• Communication

• Swallowing

6.3 **Have the knowledge and understanding of the skills and elements required to maintain service user, self and staff safety.**

a) Understand systems and impact of complexity on service user care

b) Understand and be able to manage risk.

c) Be able to identify, prevent and manage adverse events and near misses and learn from errors.

d) Understand the importance of communication with service users and staff.

e) Be aware of applicable legislation e.g. health and safety legislation, employment legislation and relevant national guidelines.

f) Establish safe environments for practise, which minimises risks to service users, those treating them and others, including the use of hazard control and particularly infection control.

g) Work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.

h) Undertake appropriate health and safety training.
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. All medical certification must be submitted to Sarah Ryan, Room 105. 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
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 as they may be required for placement sites and 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.

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.

ACADEMIC PROGRESS

Off-book students. Extract from University Calendar 2017-18

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.

See the University Calendar for further information and https://www.tcd.ie/teaching-learning/academic-policies/
GENERAL INFORMATION ON ASSESSMENT AND SUBMISSION OF COURSEWORK

Procedures for Submission of Continuous Assessment Assignments

All continuous assessment assignments MUST be submitted by 12 noon on the due date and a hardcopy signed in at the Reception desk with a soft copy mailed to the academic in charge of the assignment. 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 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. See also guidelines of plagiarism on page 38.

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.

Assignment printing requirements

Assignments should be word-processed and can be printed on one or both sides of the paper, using 1.5 line spacing, with a margin of at least one inch at the top, bottom, left and right of the page. Examiners will pay particular attention to the presentation of assignments, and candidates whose work is deficient in this regard will be penalized.

Title page: Each assignment must begin with a title page that contains the following information (in this order): the student number and name, the relevant module, the degree for which it is submitted (BSc Clinical Speech and Language Studies); the term and year in which it is submitted.

Pagination: All pages must be clearly and sequentially numbered.

Binding: Assignments need not be bound in any formal sense, but all pages must be firmly fixed together, ie. by a strong staple and NOT submitted in plastic folders or pockets. ASSIGNMENTS SHOULD NOT BE SPIRAL BOUND. This is to facilitate return of assignments electronically to students.

References: Every assignment must have appended to it an alphabetical list of references, presented according to the APA or Harvard convention. See TCD website for advice on citation and referencing https://www.tcd.ie/library/assets/pdf/Library%20HITS%202014/Library%20HITS%20Plagiarism%20and%20Citations%202014.pdf

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 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.
Students are required to perform satisfactorily in each type of activity. COMPENSATION WITHIN OR BETWEEN MODULES IS NOT PERMITTED. Students who are unsuccessful in their Michaelmas Term examination session or in the Annual Examination session 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, in the 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.

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) Results from the Michaelmas Term Examinations will be available to students in January but are provisional, until ratified by the Court of Examiners in June.

(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.
External Examiners

<table>
<thead>
<tr>
<th>Speech and Language Pathology</th>
<th>Dr Wendy Cohen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistics</td>
<td>Prof. Martin J. Ball</td>
</tr>
<tr>
<td>Psychology</td>
<td>Prof. Gary Morgan</td>
</tr>
</tbody>
</table>

Progression Regulations

Council approved this Programmes derogation to the General Regulation in College whereby compensation between or within modules is allowed. This means that students are required to perform satisfactorily in each type of activity and that COMPENSATION WITHIN OR BETWEEN MODULES IS NOT PERMITTED. Students who are unsuccessful in their Michaelmas Term examination session or in the Annual Examination session 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, in the Supplemental period.

(v) **Assessment and Examinations Marking Scale:** The following institutional marking scale applies across College:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</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, with the **exception of the Dept of Anatomy**, Faculty of Health Sciences, where the pass mark is 50.

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

(vi) 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).

Absence From Examinations; see Calendar 2018-19, Part II sections 44-50


Access to scripts and discussion of performance at exams

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:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism. You should also familiarize yourself with the 2015-16 Calendar entry on plagiarism located on this website and the sanctions which are applied;


Completing the tutorial is compulsory for all students.

(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
SCHOLARSHIP & DEPARTMENT AWARDS

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/

This academic year the Foundation Scholarship Examinations will be scheduled to begin on Monday 7th January 2019 (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 Tuesday 16th October to 5.00pm on Tuesday 30th October 2018. 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 Fresh 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.

WALKER PRIZE
This prize is awarded annually to the student acquiring the highest grade in speech and language pathology in the Senior Fresh year.
Term Dates

Academic Year Structure 2018/19

Key Dates:

Freshers/Orientation Week: Monday 3 September to Friday 7 September 2018
Study/Review Week: Monday 22 October to Friday 26 October 2018
Revision Week Semester 1: Monday 3 December to Friday 7 December 2018
Scholarship Examinations: Monday 7 January to Friday 11 January 2019
Study/Review Week: Monday 4 March to Friday 8 March 2019
Revision Week Semester 2: Monday 15 April to Friday 19 April 2019
Trinity week: Monday 29 April to Friday 3 May 2019

Formal Assessment weeks

Semester 1 Examinations Saturday 8 December to Friday 14 December 2018
Semester 2 Examinations Tuesday 23 to Saturday 27 April 2019
(and Tuesday 30 April and Thursday 2 May 2019 if required)

1 It may be necessary to hold some Foundation Scholarship examinations in the preceding week.
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. Katie (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 Practice 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 to the correct location 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).
<table>
<thead>
<tr>
<th><strong>Module Code</strong></th>
<th>SLU22001</th>
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<tbody>
<tr>
<td><strong>Module Name</strong></td>
<td>PHONETICS AND PHONOLOGY</td>
</tr>
<tr>
<td><strong>ECTS weighting</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Semester/term taught</strong></td>
<td>Michaelmas term</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>22 direct hours; 100 indicative hours.</td>
</tr>
</tbody>
</table>
| **Module Personnel** | Module Co-ordinators: Dr Margaret Walshe, Dr Irena Yanushevskaya  
Lecturer: Dr Irena Yanushevskaya |
| **Learning Outcomes** | On successful completion of this module, students will be able to:  
(i) Use the symbols of the International Phonetic Alphabet (IPA) and Extensions to the IPA (extIPA) for the transcription of disordered speech.  
(ii) Use the VoQS symbols for the transcription of voice quality.  
(iii) Apply phonetic transcription skills to the analysis of samples of disordered speech. |
| **Module Learning Aims** | The module is designed to familiarise students with the Extensions to the International Phonetic Alphabet (extIPA) and symbols for the transcription of voice quality (VoQS) and to give students practice in their use, along with the IPA, for the transcription of disordered speech. Students are expected to build on the phonetic knowledge and skills acquired in the Junior Fresh year and to develop further skills in the perception and transcription of clinical data. |
| **Module Content** | The principles of phonetic transcription using the IPA are revisited and the extIPA and VoQS notation is introduced. Speech samples representative of a range of speech disorders are transcribed and analysed. The course uses a combination of lecture presentations relating to clinical phonetics, and practical experience in transcribing disordered speech. |
Recommended Reading List

• See also suggested reading on Blackboard.

Assessment Details

Two class tests (50% each) that involve transcription of a disordered speech sample. Test 1 will be scheduled for Teaching Week 6 (Michaelmas Term) and Test 2 in Teaching Week 11 (Michaelmas Term)
Module Code: SLU22002

Module Name: COGNITIVE AND NEUROPSYCHOLOGY

ECTS weighting: 5

Semester/term taught: Hilary term

Contact Hours: 24 hours. 100 indicative hours.

Module Personnel: Module Co-ordinator and Lecturer: Dr. Kathleen McTiernan

Learning Outcomes:
On successful completion of this module, students will be able to:
1. Identify, compare and contrast major theories of contemporary cognitive psychology and neuropsychology [PO 1, 2]
2. Outline and critically evaluate different methodological approaches in cognitive psychology and neuropsychology [PO 2, 8]
3. Reflect on the theoretical and practical importance of cognitive psychology in the clinical practice of speech and language therapy [PO 2, 6]
4. Reflect on the theoretical and practical importance of neuropsychology in the clinical practice of speech and language therapy [PO 2, 6]

Module Learning Aims:
The Cognitive and Neuropsychology module Course aims to provide an in depth exploration of human cognition and the neurological basis of behaviour.

Module Content:
The module content is as follows:
1) normal brain structure and function,
2) overview of neurological disorders
3) neuropsychology and language
4) sensation and perception,
5) the neuropsychology of consciousness
6) thinking and problem solving
7) multiple memory systems, encoding and retrieval processes
<table>
<thead>
<tr>
<th><strong>Recommended Reading List</strong></th>
<th>See blackboard for reading list</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Details</strong></td>
<td>One 2 Hour Exam Paper-(70%)</td>
</tr>
<tr>
<td></td>
<td>One Written assignment-(30%).</td>
</tr>
<tr>
<td></td>
<td>Due 12pm on Tuesday of Teaching Week 8, Hilary Term. Details of the continuous assessment written assignment will be posted on Blackboard.</td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td>SLU22003</td>
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</tr>
<tr>
<td><strong>Module Name</strong></td>
<td>NATURE OF DISORDERS OF SPEECH VOICE FLUENCY AND SWALLOWING</td>
</tr>
<tr>
<td><strong>ECTS weighting</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Semester/term taught</strong></td>
<td>Michaelmas term</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>22 direct hours, 100 indicative hours.</td>
</tr>
</tbody>
</table>
| **Module Personnel** | Module Co-ordinator and Lecturer - Dr. M. Smith  
Lecturers - Dr. P. Sloane,  
Lecturer - Dr. C. Jagoe,  
Lecturer – Dr. J. Regan  
and guest lecturers |
| **Learning Outcomes** | On successful completion of this module, students will be able to:  
1. Describe the factors that may predispose an individual to disorders of speech, voice, fluency and swallowing [PO 2]  
2. Interpret the impact of a disorder of speech, voice, fluency and/or swallowing on an individual, drawing on a biopsychosocial model of health and wellbeing [PO 2]  
3. Describe and interpret the impact of structural, neurological and sensory impairments on speech, voice, fluency and swallowing [PO 2]  
4. Plan appropriate case history enquiry related to data on speech, voice, and fluency disorders and dysphagia [PO 1, 2]  
5. Analyse and synthesize information from case history enquiry in order to formulate a profile of an individual client and inform differential diagnosis. [PO 2] |
| **Module Learning Aims** | This module introduces students to models, principles and techniques relevant to understanding the nature and implications of disorders of speech, voice, fluency, and swallowing, incorporating person-centred approaches within the holistic framework of the ICF |
| **Module Content** | a) Principles of the ICF framework; Implications for assessment of impairment, activity limitations and participation restrictions.  
b) Explanatory theories and the nature of predisposing, precipitating, perpetuating and protective factors associated with disorders of:  
  • fluency  
  • acquired motor speech disorders (dysarthria and apraxia of speech)  
  • developmental speech sound disorders (including phonological and articulatory... |
disorders, and childhood apraxia of speech)

- voice
- dysphagia

c) The nature of multimodal communication and implications for consideration of augmentative and alternative communication

Recommended Reading List
See Blackboard for relevant reading lists.

Assessment Details
Continuous Assessment (100%):
Students will be assessed on 5 continuous assessment assignments related to a case history process across the Michaelmas Term. Each component is equally weighted. The final overall mark for the module will be determined from an average of the four highest marks for each student.
<table>
<thead>
<tr>
<th>Module Code</th>
<th>SLU22004</th>
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</thead>
<tbody>
<tr>
<td>Module Name</td>
<td>ASSESSMENT OF DISORDERS OF SPEECH, VOICE, FLUENCY AND SWALLOWING</td>
</tr>
<tr>
<td>ECTS weighting</td>
<td>10</td>
</tr>
<tr>
<td>Semester/term taught</td>
<td>Michaelmas term</td>
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<tr>
<td>Contact Hours</td>
<td>66 direct hours; 200 indicative hours</td>
</tr>
</tbody>
</table>
| Module Personnel | Module Co-ordinator and Lecturer - Dr. M. Smith  
                  Lecturer - Dr. P. Sloane, Dr. C.Jagoe, Dr. J. Regan and guest lecturers |

### Learning Outcomes

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

1. Critically evaluate the diagnostic process related to disorders of speech, voice, fluency and swallowing [PO 2]
2. Construct and rationalize a plan for assessment that will allow differentiation of factors impacting on activities of speech, voice, fluency and swallowing [PO 2]
3. Construct and rationalize an assessment plan that is maximally efficient, problem-driven and solution focused [PO 2]
4. Analyse and synthesize assessment data related to the activities of speech, voice, fluency and swallowing and interpret this information with reference to information on social participation [PO 2]
5. Identify the opportunities for interdisciplinary working, and the indicators for onward referral, recognising the roles of other professionals and respecting the client and significant others as active and informed partners in all assessment processes and referral decisions [PO 1, 3, 6]
6. Communicate assessment findings appropriately and effectively to relevant stakeholders [PO 4]

### Module Learning Aims

This module introduces students to assessment models, principles and techniques relevant to disorders of speech, voice, fluency, and swallowing as well as to principles of decision-making in assessment of disorders of speech, voice, fluency and swallowing.

### Module Content

- a) Principles of assessment within an EBP framework; Assessment of speech; Theories of speech motor control; Implications for assessment of speech.
- b) Fluency Disorders in children and adults: Diagnostic practice across the range of fluency disorders)
- c) Assessment of Acquired Motor Speech Disorders: (Dysarthria and Apraxia of Speech): Diagnostic practice; Standard, non-standard and perceptual assessment processes and procedures
- d) Assessment of developmental Speech Sound Disorders (SSDs):
  - phonological disorders,
- developmental dysarthria
- developmental verbal dyspraxia/Childhood Apraxia of Speech
- SSD associated with craniofacial anomalies.

e) AAC: principles and practices of assessment; participation model of assessment
f) Voice and its disorders: Diagnostic framework; assessment process and procedures, analysis and evaluation.

**Assessment Details**

**Annual Examination Paper:** One 3-Hour Exam Paper in Michaelmas Term - 4 questions to be answered (70%).

**Continuous Assessment** – Group Product (30%). Due Teaching Week 9, Michaelmas Term (Dr. J. Regan/Dr. M. Smith)
<table>
<thead>
<tr>
<th><strong>Module Code</strong></th>
<th>SLU22005</th>
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<tbody>
<tr>
<td><strong>Module Name</strong></td>
<td>LINGUISTICS</td>
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<tr>
<td><strong>Semester/term taught</strong></td>
<td>Michaelmas term</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>24 hours lectures</td>
</tr>
<tr>
<td><strong>Module Personnel</strong></td>
<td>Dr Jeffrey Kallen (module coordinator) and Dr Francesca La Morgia</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

On successful completion of this module, students should be able to:

1. Demonstrate awareness of universal and language-specific aspects of language acquisition in children
2. Analyse data from child language acquisition at different levels of linguistic structure and use
3. Compare and contrast monolingual and plurilingual language acquisition
4. Apply a critical perspective to the role of speech and language therapists in decision-making concerning the bilingual upbringing of children

**Module Learning Aims**

1. Bilingual language acquisition: language acquisition and bilingualism
2. Contexts of bilingual language acquisition
3. Language universals and cross-linguistic analysis
4. The acquisition of meaning: lexicon and semantics
5. Bilingualism and cognitive development
6. The acquisition of phonology
7. Social issues in language assessment
8. The assessment of bilingual and multilingual children

**Recommended Reading List**

Assessment Details

One class test in analysing phonology (30%)
One essay, maximum of 2,500 words (70%)
Minimum overall Pass Mark is 40%

<table>
<thead>
<tr>
<th><strong>Module Code</strong></th>
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<tbody>
<tr>
<td><strong>Module Name</strong></td>
<td>NATURE OF DISORDERS OF LANGUAGE AND COMMUNICATION</td>
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<tr>
<td><strong>ECTS weighting</strong></td>
<td>5</td>
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<tr>
<td><strong>Semester/term taught</strong></td>
<td>Hilary term</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>22 direct hours, 100 indicative hours</td>
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</table>
| **Module Personnel** | Module Co-ordinator and Lecturer - Dr. C. Jagoe  
Lecturers - Dr. M. Smith, Dr. I.P. Walsh and guest lecturers |

**Learning Outcomes**

1. Describe the nature of the range of developmental and acquired language and communication disorders, demonstrating a deep knowledge of the characteristics of each disorder [PO 2]
2. Interpret the impact of a disorder of language and communication on an individual within their social, vocational and/or academic environments, drawing on a biopsychosocial model of health and wellbeing [PO 2]
3. Understand and critically analyse concepts, models and frameworks of language processing as they relate to disorders of language and communication across the lifespan [PO 2, 7]

**Module Learning Aims**

The aims of this module are to introduce students to the nature of a range of acquired and developmental disorders of language and communication, in the context of biopsychosocial considerations and with reference to models of language processing.

**Module Content**

The following disorders of language and communication will be considered:
- Developmental Language Disorder
- Developmental language disorder and associated conditions
- Intellectual Disability
- Aphasia
- The Dementias
- Traumatic Brain Injury
- Right Hemisphere Damage
Recommended Reading List

See Blackboard for relevant lists

Assessment Details

Continuous Assessment (100%) Essay for submission at 12pm on Wednesday of Teaching Week 7 in Hilary Term.
<table>
<thead>
<tr>
<th><strong>Module Code</strong></th>
<th>SLU22007</th>
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<tbody>
<tr>
<td><strong>Module Name</strong></td>
<td>ASSESSMENT OF DISORDERS OF LANGUAGE AND COMMUNICATION</td>
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<tr>
<td><strong>ECTS weighting</strong></td>
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<tr>
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<td><strong>Contact Hours</strong></td>
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</tr>
<tr>
<td><strong>Module Personnel</strong></td>
<td>Module Co-ordinator and Lecturer - Dr. C. Jagoe Lecturers - Dr. M. Smith, Dr. I.P. Walsh and guest lecturers</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

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

1. Critically evaluate the diagnostic processes related to disorders of language and communication [PO 2, 7]
2. Construct and rationalize a plan for assessment that will consider all factors impacting on language and communication abilities [PO 2]
3. Construct and rationalize a plan for assessment of language and communication that is maximally efficient, problem-driven and solution focused, taking into consideration the interprofessional context of the setting [PO 1, 2, 6]
4. Analyse and synthesize assessment data related to the language and communication abilities and interpret this information with reference to experiences of social participation [PO 1, 2]
5. Identify the opportunities for interdisciplinary working, and the indicators for onward referral, recognising the roles of other professionals and respecting the client and significant others as active and informed partners in all assessment processes and referral decisions [PO 1, 3, 6]
6. Communicate assessment findings appropriately and effectively to relevant stakeholders [PO 4]

**Module Learning Aims**

The aims of this module are to introduce students to person-centred models of assessment, including assessment models, principles and techniques relevant to disorders of language and communication, as well as the core principles of decision-making in assessment of individuals with suspected impairments of language and communication within an interdisciplinary team context.

**Module Content**

The module aims will be addressed in the context of the following disorders of language and communication:
- Developmental Language Disorder
- Developmental language disorder and associated conditions
- Intellectual Disability
- Aphasia
- The Dementias
- Traumatic Brain Injury
<table>
<thead>
<tr>
<th><strong>Recommended Reading List</strong></th>
</tr>
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<tbody>
<tr>
<td>Right Hemisphere Damage</td>
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<tr>
<td>See Blackboard for relevant lists</td>
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</table>

<table>
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<tr>
<th><strong>Assessment Details</strong></th>
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<tbody>
<tr>
<td>One 3-Hour Exam Paper - (60 %)</td>
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<tr>
<td>Irrespective of marks obtained on continuous assessment assignments, students are required to achieve an overall mark of 40% or higher on the Examination paper in order to pass the module.</td>
</tr>
<tr>
<td>Continuous Assessment (40%) – PBL resolution on Wednesday (11am to 1pm) of Teaching Week 10 in Hilary Term.</td>
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<tr>
<td>Module Code</td>
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<tr>
<td>Module Name</td>
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<td>ECTS weighting</td>
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<td>Semester/term taught</td>
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**Contact Hours**
Assessment tutorials and workshops, skills and competency development and practice, PDL Assignments, Placement, Clinical tutorials.
Attendance is compulsory as per General Handbook Guidelines.

**Semester 1:** Clinical tutorials and skills development (4.5 hours x 10 weeks) plus approx. 20 hours skill and competency development and practice.
(Michaelmas Term Teaching Weeks 8-12): Induction day for placement (7 hours)

**Semester 2:** (Hilary Term Teaching Weeks 1-12) Practice Education placement (approx. 100 hours), Clinical tutorials and skill and competency development and practice (approx. 20 hours)

**PLEASE NOTE:** Placements are allocated primarily based on learning needs and gaps in experience to ensure students gain varied opportunities in a multitude of settings and with diverse client groups. Placements cannot be allocated solely on personal preferences or convenience of location. Every effort will be made to match students with suitable placements to maximise learning opportunities and the development of clinical competencies – this may involve travelling to clinical settings outside of the Dublin region.

<table>
<thead>
<tr>
<th>Module Personnel</th>
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</thead>
<tbody>
<tr>
<td>Module Coordinator: Practice Education Coordinator – Dr. D. Quigley</td>
</tr>
<tr>
<td>Regional Placement Facilitators, Practice Tutors, Practice Educators</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
On successful completion of this module, students will be able to:
1. Describe and adhere to clinical policies, procedures, protocols and guidelines on professional conduct, health and safety, infection control, risk management and child protection [PO 1, 5]
2. Demonstrate understanding of the principles underlying client confidentiality and adhere to legal and professional guidelines for record keeping and data protection [PO 1, 5]
3. Demonstrate appropriate professional conduct and clinical competencies, under supervision, when collecting and collating relevant client-related information [PO 5, 6]
4. Demonstrate appropriate professional conduct and clinical competencies, under supervision, when selecting, administering, recording, scoring and interpreting a range of informal and formal assessments [PO 3, 4]
5. Demonstrate appropriate professional conduct and clinical competencies, under supervision, when communicating assessment findings orally and in written format [PO 4]
6. Demonstrate appropriate professional conduct and communication skills during all interactions with clients and families, practice educators and other key stakeholders [PO 4]
7. Engage in reflective practice, applying self-appraisal to develop professional conduct and
### Module Learning Aims

This is a mandatory module for students undertaking the undergraduate speech and language therapy clinical education programme. The clinical workshops in term one allow students to develop knowledge and skills in the areas of assessment and diagnosis to the level of novice clinician. These workshops are followed by a 10-12 day practice education placement during the second term to allow students to consolidate and develop clinical competencies with clients in clinical contexts. The practice education placement also provides students with experience of a range of working practices across a variety of clinical environments. It is recommended students obtain an average of 2 hours direct client work per day during practice education placements in SF year. The remaining clinical time is spent in clinic related activities e.g. administration, material preparation, observation and clinical discussion with the practice educator and other team members. It is intended that those who complete this module should be able to:

- Demonstrate appropriate professional conduct
- Apply knowledge of language, anatomy, neurology and psychology to the assessment of communication skills across a range of client groups and settings
- Apply the principles of assessment to observation, recording, analysis and evaluation of communication and FEDS samples in clinical contexts
- Apply the principles of assessment and intervention to clinical decision making and case management
- Use assessment findings to inform clinical decision making
- Work effectively as speech and language therapy assessors under the direction and guidance of a qualified speech and language therapist
- Understand the principles underlying assessment and diagnosis in speech and language therapy practice
- Understand the principles underlying case and caseload management in speech and language therapy service delivery

### Module Content

The course allows students to develop competency in observing, recording, analysing and evaluation communication and FEDS samples in clinical and non-clinical populations through participation in tutorials, skill and competency development and practice workshops, practice education placement, Professional Development Logs, and OSCEs.

### Recommended Reading List

Available from Blackboard.

### Assessment Details

**Semester 1:**

(a) Objective Structured Clinical Examinations (OSCEs): on-site (50% in total)

Student’s clinical competencies will be assessed based on objective testing through direct observation. OSCE stations will assess professional and clinical competencies including, but not restricted to, skills in relation to case history taking, informal assessments, formal standardised assessments, record keeping and session planning. Each station will be marked as pass or fail. The OSCEs will take place on Friday of Teaching Week 11 in Michaelmas Term.

(b) Certificates from relevant online modules from HSEland to be submitted by end of Teaching Week 12 in Michaelmas Term. Students who fail to submit these certificates will not be permitted to commence their placement. The four certificates required include:

- Hand Hygiene (available from www.hseland.ie)
- Manual Handling (available from www.hseland.ie)
- Children First (available from www.hseland.ie)
Semester 2:
Practice Education Placement: off-site (50% in total)
(a) Continuous Assessment (35%): Practice Educator maps student’s competencies on the National Student Clinical Competency Evaluation Form (SCCEF) Level 1 Novice. The mark should reflect a formal evaluation at the end of the placement on the National Student Clinical Competency Evaluation Forms Level 1 (Novice Level). The mid-placement session can be scheduled between day 5 and day 6 of the placement. Students must be rated on all 10 professional conduct competencies and a minimum of 10 clinical competencies on the National Student Clinical Competency Evaluation Form. Case based clinical discussions can be used to assess competencies if opportunities for direct observation have not arisen in clinical work. In order to pass the placement, all 10 professional conduct competencies must be rated as acceptable and 7 or more clinical competencies must fall within the evident/plus range.
(b) Clinical Exam (15%): Practice Educator maps student’s competencies onto National Student Clinical Competencies based on an evaluation of student conducting an assessment/screening session with a client while on placement. Students are examined with a client with whom they are familiar with, or who is from a client group they have worked with during the placement. The clinical exam takes place towards the end of the placement and has 4 components:
(i) File (File is examined for evidence that competencies in relation to maintaining clinical records are developing, either before or after the session)
(ii) Presentation (Student is required to give a brief oral summary (< 5 mins) of the client e.g. relevant history, diagnosis, previous assessment/therapy)
(iii) Clinical Session (The student is observed working with client by 2 examiners, either separately or in turn)
(iv) Viva (The clinical session is followed by a short viva)
The mark for the clinical exam is based on Level 1: Novice National Student Clinical Competencies. Students must be assessed on a minimum of 7 clinical competencies for the clinical exam. Marks will be evaluated proportionally. In order to pass the clinical exam, 70% of the competencies rated must fall within the evident/plus range.
(c) Professional Development Log (PDL): PDL evaluated for accuracy, completeness, quality of reflective practice and overall presentation. To be submitted on Friday of Teaching Week 12, Hilary Term by 12 noon. This will be marked as Pass or Fail. The PDL must be passed in order to pass the module.
(d) After placement completion:
1. Submission of the summary of certified hours forms to the Department Executive Officer within one week of completing placement. (Pass/Fail) (Note: you must also keep a copy of the certified hours forms for your PDL).
2. Submission of ‘Student Evaluation of Practice Education Placement’ form to the Department Executive Officer within one week of completing placement. (Compulsory submission)
<table>
<thead>
<tr>
<th><strong>Module Code</strong></th>
<th>SLU22009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Name</strong></td>
<td>ETHICS AND PROFESSIONAL STUDIES</td>
</tr>
<tr>
<td><strong>ECTS weighting</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Semester/term taught</strong></td>
<td>Michaelmas term</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>20 direct hours; 100 indicative hours.</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

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

1. Demonstrate understanding of the professional, legal and ethical responsibilities of a Speech and Language Therapist [PO 1, 5]
2. Recognise and adhere to the professional, legal and ethical guidelines for record keeping, informed consent, and data protection [PO 5]
3. Recognise and adhere to the professional, legal, ethical and relevant national guidelines, policies and protocols addressing service quality, health and safety, child welfare, safeguarding vulnerable client groups, and others as appropriate [PO 5]
4. Apply understanding of all relevant guidelines, policies or protocols, including CORU’s Code of Professional Conduct and Ethics for Speech and Language Therapists to practice education experience [PO 1, 5]

**Module Learning Aims**

This module aims to develop knowledge and understanding of professional, legal and ethical guidelines, policies and procedures.

**Module Content**

Content will include, but will not be restricted to, the following topics:

- The basis of ethics in philosophy
- Codes of Ethics (e.g., IASLT, CORU).
- Ethical, professional and legal responsibilities of clinical practice
- Ethical, professional and legal guidelines influences on service policies and service delivery
- Ethical, professional and legal guidelines for the protection of children and vulnerable adults
- Ethical, professional and legal guidelines for processing personal data
- Solving ethical dilemmas, quandaries and conflicts.

**Recommended Reading List**

See Blackboard for relevant reading lists and links.

**Assessment**

Class Test (90 minutes) on Monday of Teaching Week 12, Michaelmas Term (100%)
Appendix

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><strong>Student Name</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Number</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Title</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Module Co-ordinator</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Staff member responsible for assignment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Due</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Submitted</strong></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: ___________________________
APPLICATION FORM FOR LATE SUBMISSION OF COURSEWORK

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.

<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:</td>
</tr>
<tr>
<td>Yes ☐</td>
</tr>
<tr>
<td>No ☐</td>
</tr>
<tr>
<td>Penalty (please tick one)</td>
</tr>
<tr>
<td>Yes ☐</td>
</tr>
<tr>
<td>No ☐</td>
</tr>
<tr>
<td><em>(if yes state penalty to be applied using department policy on late submission)</em></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>
## SAMPLE ASSIGNMENT FEEDBACK FORM

**MODULE:**

**MODULE CO-ORDINATOR:**

**STUDENT NAME:**

**STUDENT NUMBER:**

<table>
<thead>
<tr>
<th>The headings below identify the key elements against which your work is assessed</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>Follow more carefully the guidelines for assignment given</th>
<th>Carefully proof read your assignment before submission</th>
</tr>
</thead>
<tbody>
<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

(I) 70-79%

- **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.

(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.

(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.

(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 (0-29%)
• **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.

<table>
<thead>
<tr>
<th>WORD LIMIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word limit for essays ranges from <strong>2,000 – 3,500</strong>. A 5% deduction in marks will be applied for exceeding word limit.</td>
</tr>
</tbody>
</table>
## SAMPLE ESSAY EVALUATION FORM

**STUDENT:** __________________________________________________________

**COURSE:** __________________________________________________________

**LECTURER:** _________________________________________________________

**DATE:** _____________________________________________________________

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth of Reading</strong></td>
<td></td>
<td>Sketchy, irrelevant, incorrect</td>
</tr>
<tr>
<td>Sound, relevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure of Argument</strong></td>
<td></td>
<td>Muddled, fragmentary</td>
</tr>
<tr>
<td>Coherent, logical</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discussion and Interpretation</strong></td>
<td></td>
<td>Superficial, narrow, derivative</td>
</tr>
<tr>
<td>Sophisticated, original</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Evidence</strong></td>
<td></td>
<td>Few sources, poorly chosen or secondary sources</td>
</tr>
<tr>
<td>Exemplary use of primary</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organisation and Formatting</strong></td>
<td></td>
<td>Disjointed</td>
</tr>
<tr>
<td>Imaginative</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Referencing</strong></td>
<td></td>
<td>Absent or poorly executed</td>
</tr>
<tr>
<td>Exemplary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Best features of essay:**

**Suggestions for improvement:**

**Mark:**

**Signed:** ___________________________ Internal Assessor 1 / 2

**Date:** _____________________________