Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

MSc in Electronic Information Engineering with Strand in Computational Engineering (M.Sc./P.Grad.Dip./P.Grad.Cert.) Handbook 2024-25

Contents

Notes:

Alternative formats of the handbook can be made available on request.

All students are encouraged to fully familiarise themselves with college rules and general regulations which can be found here:

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

Introduction
MSc in Electronic Information Engineering (M.Sc./P.Grad.Dip./P.Grad.Cert)
MSc in Computational Engineering (M.Sc./P.Grad.Dip./P.Grad.Cert.)

Dear MSc Students,
Welcome to the MSc in Electronic Information Engineering.

It is now well recognised that we are in the next Industrial revolution and the challenge faced by graduates is to succeed in an age of automation. There is no aspect of modern life that is now not altered by information processing engines. Examples include digital assistants (speech recognition and synthesis), automotive (remote sensing and electronic control systems), the economy (quantitative automated trading), entertainment (media streaming and cinema visual effects), health (automated diagnostics and medical imaging), science (computational biology/geography/chemistry/photography) and the digital humanities.

The principles enabling the design of this new wave of products are embodied in the discipline of Information Engineering and this MSc allows graduates to specialise in fundamental theory and applications relating to the generation, distribution, analysis and use of information in engineering and science.

Please take the time, at the beginning of Semester 1, to read the module descriptors and to consider the objectives and learning outcomes of each. The academic year consists of 2 semesters of 11 teaching weeks each and a third summer term for you to concentrate on your project. Please see the link www.tcd.ie/calendar/ for complete information about the year structure.

With 30 credits of this 90 credit programme committed to the Research Project (EE7E02), a major emphasis of the year is on fostering independence and technical creativity in the pursuit of substantial scientific and engineering design goals. Your project work will be research-intensive and informed by specialist knowledge. The advanced technical knowledge gained through formal courses, and the opportunity to work with staff members and their research teams in the Project, together support these aims. The primary assessment is a large-scale dissertation. This ensures that our MSc graduates achieve the highest standards in technical communication, and that they are familiar with international norms in reporting of research. You will be assigned a project and a supervisor during the first few weeks of Semester 1. It is your responsibility to make contact with your supervisor at the beginning of term, to arrange your first meeting.

Please acquaint yourself with the key regulations and organizational aspects of the MSc, which are provided below. If you have any queries or concerns, please contact us. In the meantime, we hope that you will enjoy your studies, and we wish you every success.

Prof. Anil Kokaram

MSc Course Co-ordinator (Electronic and Electrical Engineering)

Course Organisation

This M.Sc. course can be taken as either a full-time one year or part-time two to three year postgraduate course and consists of taught modules worth 60 credits and a project worth 30 credits. A specialism in Computational Engineering is available for students selecting at least 15 ECTS from the Computational Engineering strand. MSc candidates complete a substantial project and submit a report which accounts for 30 credits.

In addition to direct entry to the MSc, parallel Postgraduate Certificate, (30 ECTS), and Postgraduate Diploma (60 ECTS) entry routes are available for direct separate application. For students who successfully complete the postgraduate certificate and postgraduate diploma, there is an option to rescind these awards and apply to complete an MSc. Part-time students may follow the staged award path over 3 years of study with a possible gap of up to one year in between.

Contacts

1. Coordinator: Prof Anil Kokaram

2. Administrative contacts

Course Administrator: Caroline Murphy Email: murphc49@tcd.ie
School of Engineering Manager: Patricia Hughes Email: pahughes@tcd.ie

3. Academic contacts

Staff name	Email	Location
Anil Kokaram	anil.kokaram@tcd.ie	AAP
Anthony Quinn	aquinn@tcd.ie	AAP
Nicola Marchetti	nicola.marchetti@tcd.ie	AAP
Biswajit Basu	basub@tcd.ie	Civil
François Pitié	pitief@tcd.ie	AAP
Naomi Harte	nharte@tcd.ie	AAP
Jimmy Eadie	eadiejj@tcd/.ie	Stack B
Enda Bates	ebates@tcd.ie	Stack B
Fionnuala Conway	conwayfi@tcd.ie	Stack B
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Friedrich Wetterling	friedrich.wetterling@tcd.ie	AAP

3.1 Academic year calendar

Please see the current organisation of the academic year here:
https://www.tcd.ie/calendar/academic-year-structure/

3.2 Teaching weeks

Semester 1: 09 September to 29 November 2024

Semester 2: 20 January to 11 April 2025

3.3 Exam Dates

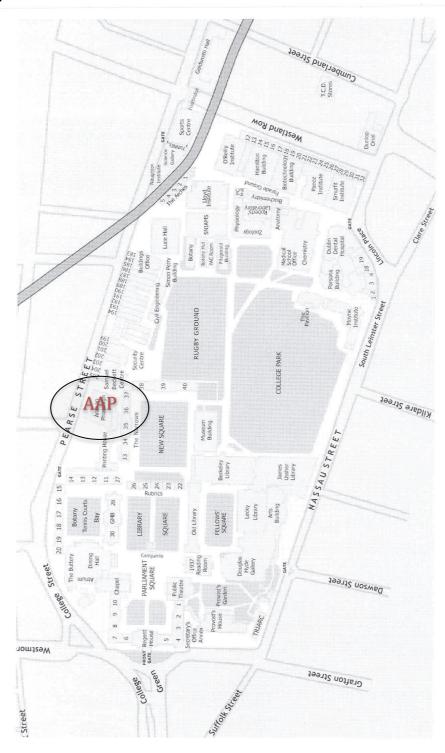|	
Semester 1 examinations:	09 December to 13 December 2024*
	06 January to 10 January 2025
Semester 2 examinations:	21 Apr to 25 Apr 2025*

Reassessment – Semesters 1 and 2: *Note: extra contingency days may be required outside of the formal assessment/reassessment weeks

3.4 Submission dates for projects
3.5 Final Dissertation to be submitted in July 2025.
Coursework submission dates will be communicated by your lecturer

4. Key locations

5. Programme overview

MSc in Electronic Information Engineering 2024-25

The MSc in Electronic Information Engineering (90 Credits) consists of taught modules worth 60 credits and a research project worth 30 credits.

Taught modules only take place in Semester 1 & 2. Students work on their research project throughout the entire academic year ending in August 2025. Each student must take the following compulsory modules:

Module Code	Title	Semester	ECTS
EE7E02	Engineering Research Project	1, 2	30
EE5E2	Research Methods	1	5
EEP55C22	Computational Methods	1	10
EE5C16	Introduction to Deep Learning	1	10

In addition, students must choose 35 credits of optional modules, with no more than 15 credits in Semester 1 and no more than 25 credits in semester 2. Two possible combinations of optional modules are 5C1 (10), 5M05 (5), 5M08 (5) (for those interested in speech/language/video) and 5C7 (5), 5M09 (5), 5M05 (5), 5C1 (10) (for those interested in a slightly greater concentration on communications).

The availability of modules, or combinations of modules, is subject to Departmental resources, timetabling constraints and student numbers. In addition to the above compulsory modules, students must choose modules to make up a total of 25 credits from the following list: (students must take 10 extra credits in each Semester).

Module Code	Title	Semester	ECTS
EEP55C05	DIGITAL SIGNAL PROCESSING	1	5
MEP55B21	NEURAL SIGNAL ANALYSIS	1	10
EEP55C27	NEXT GENERATION NETWORKS	1	5
EEP55C28	DIGITAL WIRELESS COMMUNICATIONS	1	5
EEP55C05	DIGITAL SIGNAL PROCESSING	1	5
EEP55C21	CYBER-PHYSICAL SYSTEMS AND CONTROL	1	10
EEP55C09	SELF-ORGANISING TECHNOLOGICAL NETWORKS	1	5
EEP55C24	SIMULATIONS FOR GEOPHYSICAL MODELLING	1	5
EEP55C30	ALGORITHMS FOR QUANTUM COMPUTING	1&2	10
EE5M01	INTEGRATED SYSTEMS DESIGN	1	5
EE5M02	MICRO-ELECTRONIC CIRCUITS	2	5
EE5C01	MOTION PICTURE ENGINEERING	2	10
EEP55M08	DIGITAL IMAGE & VIDEO PROCESSING	2	5
EEMT17	SPATIAL AUDIO	2	5
EEP55C26	OPEN RECONFIGURABLE NETWORKS	2	5
EEMT21	INTRODUCTION TO XR	2	5
EE5C04	SPEECH TECHNOLOGY	2	5
EEP55C23	COMPUTATION FOR TRANSPORT ENGINEERING	2	5

More information and module descriptors can be found at the
https://www.tcd.ie/eleceng/teaching/postgraduate/electronic-information-engineering/course-structure/

https://www.tcd.ie/eleceng/teaching/postgraduate/computational-engineering/course-structure/

Please note that it is critical that students contact their supervisor immediately when assigned a project. It is vital that you start working on your project from the start of semester 1.

Assessments are based on both practical assignments and laboratories as well as written examinations. The written report required for the Master's Projects is assessed by two readers who agree on a final mark. The pass mark for each module is 50% and the overall mark for the programme is the credit weighted average of the mark awarded for each module. Interim module marks are published at the end of each semester. Final results are determined at a Court of Examiners' meeting with the external examiner present. Module assessments and dissertation are subject to external moderation.

To qualify for the award of the MSc degree, students must submit a project report by the prescribed date and achieve a pass mark in the report and pass the taught modules. Students who do not pass more than 10 ECTS of the taught modules (outright or by compensation) on the first sitting will not be allowed to submit the project report. Hence, they will not be eligible for the award of the MSc but may be eligible for the exit award of the P.Grad.Dip. upon completion of 60 ECTS.

To pass the taught modules students must achieve an overall average mark on taught modules of at least 50% and pass taught modules amounting to 60 ECTS credits. In the event a student has failed up to 20 ECTS of taught modules it may be possible to "pass by compensation". To "pass by compensation" a student must (i) achieve an overall credit-weighted average mark of at least 50% AND (ii) achieve a pass mark in taught modules carrying a minimum of 40 ECTS AND (iii) obtain a module mark of at least 40% in any remaining module(s).

Students who have failed the taught modules (by virtue of not achieving the overall average mark of 50% and/or not passing taught modules amounting to 60 ECTS credits) may be re-assessed within the academic year with the agreement of the course coordinator. Re-assessment is only available for failed modules amounting to 20 ECTS where at most 15 ECTS of modules were failed in any one semester and none of these modules could have been compensated.

Different modalities of assessment are permitted in the reassessment session as determined by the programme. The same compensation regulations apply to reassessed modules as outlined above. Module marks for reassessed modules are not capped.

In order to qualify for the award of Masters with Distinction students must as a minimum (i) pass all taught modules and (ii) achieve a final overall average mark (taught modules and dissertation) for the course of at least 70% and iii) achieve a mark of at least 70% in the dissertation.

A distinction cannot be awarded if a candidate has failed any taught module. Compensated modules are considered to be passed in this case.

Students who do not pass the taught modules (either out right or by compensation) will be deemed to have failed overall and may apply to repeat the course. .

P.Grad.Dip (exit award)

A student who does not wish to submit a research project and be considered for the degree of MSc may instead opt to be considered for a Postgraduate Diploma by applying to the Course Coordinator in writing before the end of April.

Where a student achieves a pass, outright or by compensation, in the 60 ECTS of taught modules and has an overall average mark of at least 50% for the taught component but does not reach the required standard in the research project, she or he may be eligible for the award of a Postgraduate Diploma.

To qualify for the award of the P.Grad.Dip, students must pass 60 ECTS of taught modules. Such students may compensate for 20 ECTS (between 40% and 49% only) as long as the overall credit weighted mark across 60 ECTS of taught modules is 50% or over and students have passed outright modules amounting to at least 40 credits.

The Postgraduate Diploma may be awarded with Distinction to candidates who, in addition, achieve an overall average mark of at least 70% across the 60 ECTS modules. In order to qualify for the award of Postgraduate Diploma with Distinction students must as a minimum (i) pass all taught modules and (ii) achieve a final overall average mark (taught modules) of at least 70% . A Postgraduate Diploma with Distinction cannot be awarded if a candidate has failed any taught module. Modules which are compensated are considered as passed in this situation.

Completion of the Electronic Information Engineering Strand

To pass the taught modules students must achieve an overall average mark on taught modules of at least 50% and pass taught modules amounting to 60 ECTS credits. In the event a student has failed up to 20 ECTS of taught modules it may be possible to pass by compensation.

Completion of the Computational Engineering Strand

To complete the Computational Engineering Strand students must pass at least 10 ECTS of modules (out of the 15 ECTS strand components) in the Computational Engineering strand.

6. Health and Safety

We operate a 'safe working environment' policy and we take all practical precautions to ensure that hazards or accidents do not occur. We maintain safety whilst giving you the student very open access to facilities. Thus, safety is also your

personal responsibility, and it is your duty to work in a safe manner. By adopting safe practices, you ensure both your own safety and the safety of others.

Please read the following Safety Documents for working practices in the Departments of Mechanical and Manufacturing Engineering:

https://www.tcd.ie/mecheng/safetystatement/

and in the Department of Electronic and Electrical Engineering:

https://www.tcd.ie/eleceng/safety-statement-/

If you are working in the Department of Electronic and Electrical Engineering please contact Cormac Molloy, Senior Technical Officer at cormac.molloy@tcd.ie

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

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

7. Student Supports

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

7.1 Student Counselling Service

The Student Counselling Service, 3rd Floor, 7-9 South Leinster Street, College.

Opening hours: 9:15 am to 5:10 pm Monday to Friday during lecture term.

Tel: 01 896 1407

Email: student-counselling@tcd.ie

Web: http://www.tcd.ie/Student_Counselling

7.2 College Health Service

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

https://www.tcd.ie/collegehealth/

7.3 Chaplaincy

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

Steve Brunn (Anglican Chaplain): brunns@tcd.ie; Tel: 01 896 1402

Julian Hamilton (Methodist Chaplain): julian.hamilton@tcd.ie; Tel: 01 896 1901

Alan O'Sullivan (Catholic Chaplain): aeosulli@tcd.ie; Tel: 01 896 1260

Peter Sexton (Catholic Chaplain): sextonpe@tcd.ie; Tel: 01 896 1260

Web: https://www.tcd.ie/Chaplaincy/

7.4 Trinity Disability Service
Declan Treanor, Disability Services Coordinator

Room 3055, Arts Building

Email: mdtreanor@tcd.ie

Tel: 01 896 3475

Web: https://www.tcd.ie/disability/

7.5 Niteline
A confidential student support line run by students for students which is open every night of term from 9pm to 2.30am.

Tel: 1800 793 793

Web: https://niteline.ie/

7.6 Students' Union Welfare Officer
House 6, College

Email: welfare@tcdsu.org

Web: https://www.tcdsu.org/welfare-equality

7.7 Maths Help Room

The Maths Help Room offers free assistance to students who are having difficulty with Mathematics, Statistics or related courses. It runs every week of term and at certain times out of term. The Maths help-room is a drop-in centre, where you can bring in a maths or stats question and get some help.

The Help room is in the New Seminar Room in House 20 in the School of Mathematics in the Hamilton Building.

Web: https://www.maths.tcd.ie/outreach/helproom/

7.8 Student Learning Development

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

7.9 Student 2 Student (S2S)

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

7.10 Trinity Careers Service

As a Trinity College Dublin student you have access to information, support and guidance from the professional team of Careers Consultants throughout your time at Trinity and for a year after you graduate. The support offered includes individual career guidance appointments, CV and LinkedIn profile clinics and practice interviews. The Trinity Careers Service and the School of Computer Science and Statistics also hold an annual Careers Fair in October which gives you the opportunity to find out about career prospects in a wide range of companies.

- Visit https://www.tcd.ie/Careers/ for career and job search advice

- Sign into MyCareer to book appointments, find information about vacancies and bursaries, and book your place on upcoming employer events.

- Follow the service on Instagram for career news and advice @trinity.careers.service

7.11 Co-curricular activities

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

Trinity College also has a huge range of sports clubs which are governed by the Dublin University Athletic Club (DUCAC). See https://www.tcd.ie/sport/ for more details.

7.12 Trinity College Students' Union

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

8 General Regulations

8.1 Attendance requirements

Please note that attendance at lectures, tutorials and laboratory sessions is mandatory as is the submission of all work subject to continuous assessment. With regard to online teaching, attendance is mandatory at live lectures, tutorial and labs. Pre-recorded lectures should be viewed at the allocated slot on the timetable. Students who prove lacking in any of these elements may be issued with a Non-Satisfactory form and asked for an explanation for their poor attendance or performance. Students who do not provide a satisfactory

explanation can be prevented from sitting the annual examinations.

The following is an extract from the College Calendar outlining the College policy on attendance and related issues:

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

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

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

21 Students who in any term have been unable, through illness or other unavoidable cause, to attend the prescribed lectures satisfactorily, may be granted credit for the

term by the Senior Lecturer and must perform such supplementary exercises as the Senior Lecturer may require. The onus for informing the Senior Lecturer of illness rests with individual students who should make themselves familiar with the general and more detailed school or course regulations regarding absence from lectures or examinations through illness.

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

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

Non-satisfactory attendance

24 All students must fulfil the course requirements of the school or department, as appropriate, with regard to attendance. Where specific requirements are not stated, students may be deemed non-satisfactory if they miss more than a third of their course of study in any term. Calendar 2020-21 33

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

8.2 Absence from examinations

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

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

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

(a) For illness: medical certificates must state that the student is unfit to sit examinations/ complete assessments and specify the date(s) of the illness and the date(s) on which the student is not fit to sit examinations/complete assessments. Medical certificates must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.

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

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

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

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

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

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

8.3 Plagiarism

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

Plagiarism is a serious offence within College and the College's policy on plagiarism is set out in a central online repository hosted by the Library which is located at https://libguides.tcd.ie/plagiarism/about This repository contains information on

what plagiarism is and how to avoid it, the College Calendar entry on plagiarism and a matrix explaining the   different levels of plagiarism outlined in the Calendar entry and the sanctions applied.

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

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at:
http://www.tcd.ie/calendar

I have also completed the Online Tutorial on avoiding plagiarism 'Ready, Steady,   Write', located at https://libguides.tcd.ie/academic-integrity/ready-steady-write Plagiarism detection software such as "Turnitin" and Blackboard's "SafeAssign" may be used to assist in automatic plagiarism detection. Students are encouraged to assess their own work for plagiarism prior to submission using this or other software.

8.4 University regulations, policies and procedures
Academic Policies - https://www.tcd.ie/teaching-learning/academic-policies/

Student Complaints Procedure - https://www.tcd.ie/about/policies/university-policies/complaints-procedure/

Dignity and Respect Policy - https://www.tcd.ie/hr/dignity-and-respect/students/

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

9. General Information
9.1 Feedback and evaluation
The Staff/Student Liaison Committee meets once a semester to discuss matters of

interest and concern to students and staff. It comprises class representatives from

each year. A programme level survey is issued online to students towards the end

of semester 2.

9.2 European Credit Transfer System (ECTS)
The European Credit Transfer and Accumulation System (ECTS) is an academic

credit system based on the estimated student workload required to achieve the

objectives of a module or programme of study. It is designed to enable

academic recognition for periods of study, to facilitate student mobility and credit

accumulation and transfer. The ECTS is the recommended credit system for

higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student effort or workload

required for that module, based on factors such as the number of contact hours,

the number and length of written or verbally presented assessment exercises,

class preparation and private study time, laboratory classes, examinations,

clinical attendance, professional training placements, and so on as

appropriate. There is no intrinsic relationship between the credit volume of

a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student effort, so a 5- credit module will be designed to require 100-125 hours of student effort including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

9.3 Guidelines on Grades

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

Guidelines on Grades for Essays and Examination Answers

Mark Range	Criteria
90-100	IDEAL ANSWER: showing insight and originality and wide knowledge. Logical, accurate and concise presentation. Evidence of reading and thought beyond course content. Contains particularly apt examples. Links materials from lectures, practicals and seminars where appropriate.
80-89	OUTSTANDING ANSWER: falls short of the 'ideal' answer either on aspects of presentation or on evidence of reading and thought beyond the course. Examples, layout and details are all sound.
70-79	MAINLY OUTSTANDING ANSWER: falls short on presentation and reading or thought beyond the course but retains insight and originality typical of first class work.
65-69	VERY COMPREHENSIVE ANSWER: good understanding of concepts supported by broad knowledge of subject. Notable for synthesis of information rather than originality. Sometimes with evidence of outside reading. Mostly accurate and logical with appropriate examples. Occasionally a lapse in detail.
60-64	LESS COMPREHENSIVE ANSWER: mostly confined to good recall of coursework. Some synthesis of information or ideas. Accurate and logical within a limited scope. Some lapses in detail tolerated.
55-59	SOUND BUT INCOMPLETE ANSWER: based on coursework alone but suffers from a significant omission, error or misunderstanding. Usually lacks synthesis of information or ideas. Mainly logical and accurate within its limited scope and with lapses in detail.
50-54	INCOMPLETE ANSWER: suffers from significant omissions, errors and misunderstandings, but still with understanding of main concepts and showing sound knowledge. Several lapses in detail.
45-49	WEAK ANSWER: limited understanding and knowledge of subject. Serious omissions, errors and misunderstandings, so that answer is no more than adequate.

40-44	VERY WEAK ANSWER: a poor answer, lacking substance but giving some relevant information. Information given may not be in context or well explained but will contain passages and words which indicate a marginally adequate understanding.
35-39	MARGINAL FAIL: inadequate answer, with no substance or understanding, but with a vague knowledge relevant to the question.
30-34	CLEAR FAILURE: some attempt made to write something relevant to the question. Errors serious but not absurd. Could also be a sound answer to the misinterpretation of a question.
0-29	UTTER FAILURE: with little hint of knowledge. Errors serious and absurd. Could also be a trivial response to the misinterpretation of a question.

Guidelines on Marking Projects/Dissertation Assessment

Mark Range	Criteria
90-100	Exceptional project report showing broad understanding of the project area and exceptional knowledge of the relevant literature. Exemplary presentation and analysis of results, logical organisation and ability to critically evaluate and discuss results coupled with insight and novelty/originality. Overall, an exemplary project report of publishable quality (e.g., peer reviewed scientific journal/patent application).
80-89	An excellent project report clearly showing evidence of wide reading far above that of an average student, with excellent presentation and in-depth analysis of results. Clearly demonstrates an ability to critically evaluate and discuss research findings in the context of relevant literature. Obvious demonstration of insight and novelty/originality. An excellently executed report overall of publishable quality (e.g., short peer reviewed conference paper such as IEEE) with very minor shortcomings in some aspects.

70-79	A very good project report showing evidence of wide reading, with clear presentation and thorough analysis of results and an ability to critically evaluate and discuss research findings in the context of relevant literature. Clear indication of some insight and novelty/originality. A very competent and well-presented report overall but falling short of excellence in some aspects. Sufficient quality and breadth of work similar to the requirements for an abstract at an international scientific conference.
60-69	A good project report which shows a reasonably good understanding of the problem and some knowledge of the relevant literature. Mostly sound presentation and analysis of results but with occasional lapses. Some relevant interpretation and critical evaluation of results, though somewhat limited in scope. General standard of presentation and organisation adequate to good.
50-59	A moderately good project report which shows some understanding of the problem but limited knowledge and appreciation of the relevant literature. Presentation, analysis and interpretation of the results at a basic level and showing little or no novelty/originality or critical evaluation. Insufficient attention to organisation and presentation of the report.
40-49	A weak project report showing only limited understanding of the problem and superficial knowledge of the relevant literature. Results presented in a confused or inappropriate manner and incomplete or erroneous analysis. Discussion and interpretation of result severely limited, including some basic misapprehensions, and lacking any novelty/originality or critical evaluation. General standard of presentation poor.
20-39	An unsatisfactory project containing substantial errors and omissions. Very limited understanding, or in some cases misunderstanding of the problem and very restricted and superficial appreciation of the relevant literature. Very poor, confused and, in some cases, incomplete presentation of the results and limited analysis of the results including some serious errors. Severely limited discussion and interpretation of the results revealing little or no ability to relate experimental results to the existing literature. Very poor overall standard of presentation.

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

9.4 Emergency procedure

In the event of an emergency, **dial Security Services on extension 1999.**

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

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (in Case of Emergency).