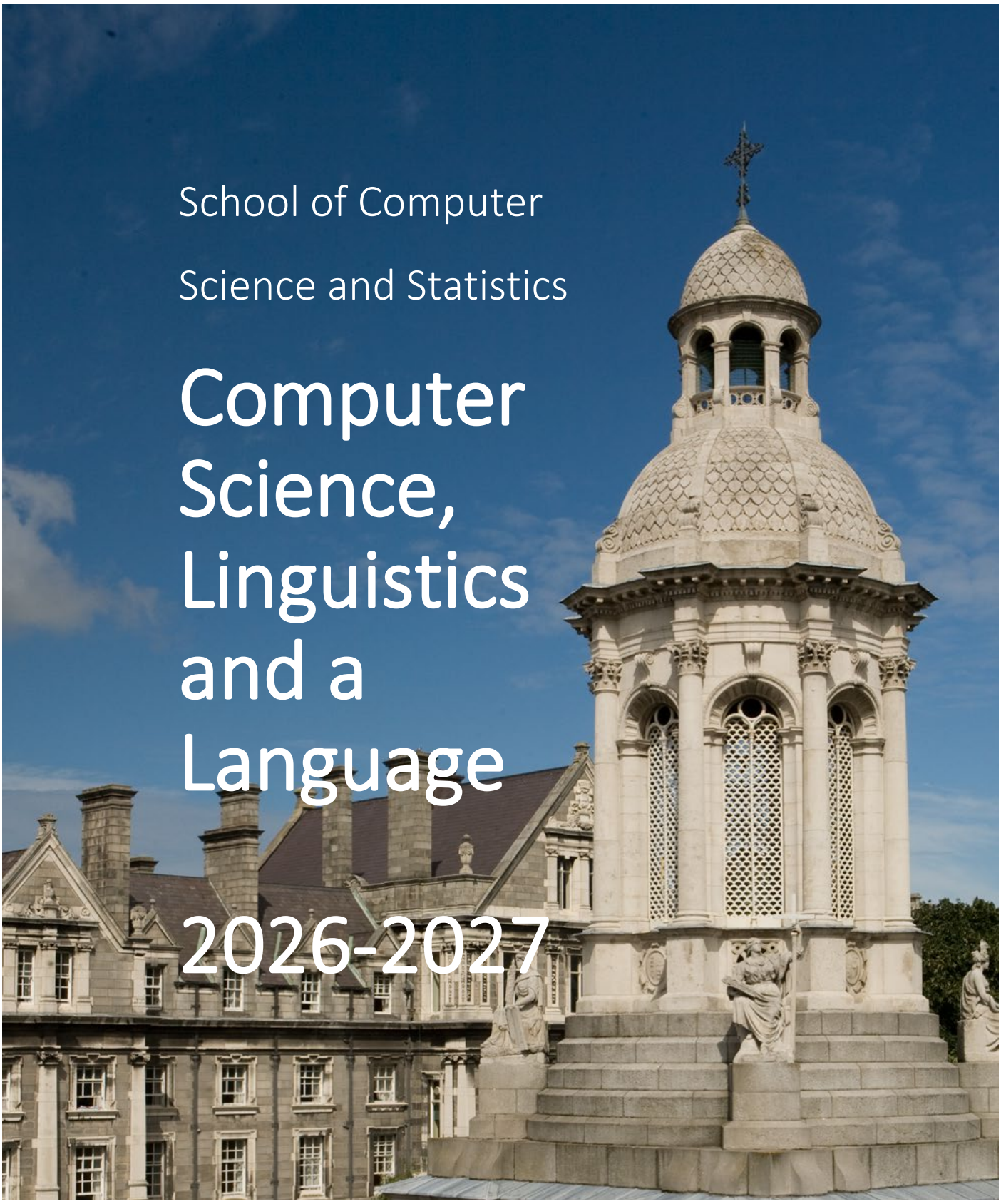
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



School of Computer Science and Statistics

Computer Science, Linguistics and a Language

2026-2027

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1. General Course Information

Since 1985, a four-year honours degree course has been offered jointly by what is now the school of Computer Science and Statistics, several language departments and the School of Linguistics, Speech and Communication Sciences. This is the Computer Science, Linguistics and a Language (CSLL) programme.

The languages offered are French, Spanish and Irish. Approximately 50% of time is given to the study of Computer Science. The study and mastery of a particular language is allocated approximately 25% of time. The Linguistics part refers to the science of language in general, with its subfield of computational linguistics, and approximately 25% of time is given to this. Though notionally separate, this is a multidisciplinary programme, and the 3 areas have a lot of areas of overlap. This is most obvious in the computational linguistics area but there are other areas of connection, such as the indispensable use of the notions of recursion and substructure in both computer science and linguistics, or the shared focus on pronunciation and word-order in language-mastery and linguistics.

The CSLL program seeks to foster a wide range of attributes and capabilities in its graduates. The computer science part seeks to equip graduates with a full mastery of the techniques involved in creating computing software, understanding how the computer applications seen today truly work and possessed of an ability to participate in the ongoing process of developing new software for new arenas.

This cannot be equated with `simply' learning a programming language but involves honing a set of skills relating to rigorous systematic analysis of problems and systems and methodical development of solutions. The parts of CSLL dedicated to a particular language aim to give students a truly high level of competence, one commensurate with the possibility of making this a major part of their future careers.

Linguistics, or the scientific study of language, is possibly the part most remote from a student's likely experience prior to university. Quite surprising regularities and complex systems have been discovered as people have looked at languages in a scientific fashion, concerning for example the acoustic building blocks of languages, or the kinds of mechanism needed to precisely distinguish actual sentences from random word sequences, and many others. Students will be become acquainted with this body of knowledge and by its nature this fosters further talents concerning forensic conceptual analysis and literate expression of ideas, alongside the nuanced understanding of a foreign language and culture and skills in numeracy and algorithmic thinking deriving from the other areas.

Computational linguistics is especially concerned with the use of computers in new technologies related to language. There has been a great increase in the relevance of such technologies, as exemplified by machine translation or speech recognizers and an aim is to enable graduates to also contribute to this area of computer applications.

The rest of this handbook will explain in detail the structure of the CSLL program. In essence, throughout the programme the three above-mentioned areas (computer science, a particular language, linguistics) are studied, and in roughly a 50:25:25 proportion. Typically, the students spend their third year as an Erasmus exchange student attending courses at another European University. At that university, and by dint of their location, they continue their study of their language of focus and continue to take modules in the other parts of CSLL, namely Computer Science and Linguistics. We have a specific network of exchange agreements with partner institutions which allows for this.

As a matter of study style, we like as much as possible to encourage students to exhibit and develop their individual knowledge and skills through projects. This happens in 1st and 2nd year modules, in their year abroad, during which students are expected to do a project on the linguistic properties of their language, and in their fourth year when a whole module is designated as a Final Year Project. The subject area of this project can come from any of the contributing disciplines or combine more than one (as for example a computational linguistics

project almost certainly will). This, along with the fact that there are optional modules in the final year from across the contributing disciplines means that there is some scope for the balance to depart from the 50:25:25 split in the preceding years.

Graduates have gone to direct employment in a wide variety of careers, for example as software engineers generally, as developers in labs for research and development in speech and language, as technical project managers in multinationals, as people especially capable in a particular language in foreign diplomacy or the European Patent Office once. Graduates have also gone to further research-oriented courses in linguistics and computational linguistics. About this and much else please see also the course web pages teaching. https://teaching.scss.tcd.ie/computer-science-linguistics-and-a-language/ and https://www.tcd.ie/scss/courses/undergraduate/

As an inherently interdisciplinary program, CSLL could be said to combine `arts' and `sciences', though we might prefer to call this pursuing interesting, useful and intriguing skills and knowledge wherever they are to be found. Those involved hope and believe its subject matter is diverse and stimulating. This multidisciplinarity brings with it perhaps some challenges absent from a single-subject program, but that makes it correspondingly more rewarding.

1.1 Introduction

This part of the Handbook contains information which will be of most relevance to new students. Returning students would do well to have a re-read of this part, as well as the rest of the handbook, as year-on-year there are changes, usually small, but occasionally more significant.

Besides the information contained in this document, you should also read the School Handbook, containing much information which is not specific to the CSLL programme, and the following urls from the participating departments should also be consulted:

• CSLL teaching pages: https://teaching.scss.tcd.ie/computer-science-linguistics-and-a-language/

• Computer Science teaching pages: https://teaching.scss.tcd.ie/integrated-computer-science/

• Linguistics: www.tcd.ie/slscs/clcs

• French: www.tcd.ie/French

• Spanish: www.tcd.ie/Hispanic_Studies

• Irish: www.tcd.ie/Irish

1.2 Contact Details

The CSLL Course Director is Dr Tim Fernando. His office is in the basement of the O'Reilly Institute, LG17. His e-mail address is Tim.Fernando@tcd.ie, and his college telephone extension number is 3800.The executive officer is Ms. Luiza Tortora.

Staff Name	Role/Title	Contact 1	Office Location

Gregory O'Hare	Head of School		
Kenneth Dawson-Howe	DUTL	scss-dutl@tcd.ie	O'Reilly Institute (ORI)
Tim Fernando	Course Director	tim.fernando@tcd.ie	O'Reilly Institute (ORI)
Carmen Sanjulián	Spanish Coordinator	carmens@tcd.ie	Department of Spanish (Arts Building)
Rachel Hoare	JF & French Coordinator	RMHOARE@tcd.ie	Department of French (Arts Building)
Mícheál Hoyne	Irish Coordinator	MHOYNE@tcd.ie	Department of Irish (Arts Building)
Valentina Colasanti	Linguistics Coordinator	Valentina.Colasanti@tcd.ie	(Arts Building)
Martin Emms	JS & Science Coordinator	Martin.Emms@tcd.ie	O'Reilly Institute (ORI)
Luiza Tortora	Executive Officer	Teaching-Unit@rt.scss.tcd.ie	O'Reilly Institute (ORI)

1.3 Key Locations

The School of Computer Science and Statistics is based in the O'Reilly Institute (ORI). More information can be found at the link below:

https://www.tcd.ie/scss/contact/

Academic Registry office is located in the Watts Building. More information can be found in the link below:

https://tcd.ie/academicregistry/

The IT Services office is based on the Ground Floor of the Áras An Phiarsaigh building. More information can be found at the link below:

Printing, Scanning, Copying - IT Services | Trinity College Dublin

More information on the school libraries can be found at the link below:

The Library of Trinity College Dublin - Trinity College Dublin

More information on Equality, Diversity and Inclusion can be found at the link below:

Religion - Equality, Diversity and Inclusion | Trinity College Dublin

References/Sources:

Interactive College Map

Blackboard

Academic Registry

1.4 Key Dates

Reference/Source:

Academic Year Structure

1.5 Timetable

Reference/Source:

My TCD

1.6 Internships/Placements for Credit

An industry/research lab placement is an integral part of the four-year programme. For more information about internships, please visit https://www.tcd.ie/scss/industry/undergraduate-internships/ or contact Eimear Morhan (internships@scss.tcd.ie)

Reference/Source:

Internships and Placements Policy

1.7 Study Abroad/Erasmus

For further information regarding study abroad please see the link below and the Undergraduate School Handbook ()

https://www.tcd.ie/scss/study-abroad/outbound-students/

2. SCHOLARSHIPS AND PRIZES

2.1 Foundation Scholarships

Foundation scholarship is a longstanding College institution. A special set of `Schol' exams will be held just before the 2nd semester in Year 2. Sufficiently excellent performance in these exams leads to being official designated a Scholar, which is very prestigious, and is also rewarded with certain privileges, of note being free accommodation and meals on campus.

The `Schol' exams are not just an early version of the later summer exams but strive to find if candidates have a non-superficial understanding of concepts from all modules, across both years of their study.

Attempting the scholarship examination is highly recommended, as even if you are unsuccessful there is a great dividend in deepened understanding simply through preparing for them.

Please consult the following for fuller details: www.tcd.ie/academicregistry/exams/scholarship and www.tcd.ie/academicregistry/exams/assets/local/schol2018/ComputerScienceandLanguage.pdf1

As mentioned in the School Handbook there are also several prizes based on excellent performance in the yearly examinations, some by this School and some by other individual participating departments. To find out more about these you might want to look at:

www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

www.tcd.ie/academicregistry/exams/assets/local/gold-medal-criteria.pdf

www.tcd.ie/calendar/undergraduate-studies/prizes-and-other-awards.pdf

Reference/Source:

Calendar Part II, D 10: Foundation and Non-Foundation Scholarships

2.2 Prizes, Medals and Other Scholarships

Gold Medals:

Gold medals are awarded by the Board to candidates of the first class who have shown exceptional merit (and for this programme that means achieving an overall average of 75% or above in their BA(Mod) degree result). See tep-gold-medals-criteria.pdf for more details.

Computer Science Prizes

The following prizes are listed in the University Calendar for the Computer Science programme.

The Professor John G. Byrne Prize

This prize was established in 2014 with funds provided by Alumni of the School in honour of Professor John G. Byrne, Chair of Computer Science 1973–2003, and Head of the Department of Computer Science from its founding in 1969 to 1987 and from 1990 to 2001. In celebration of excellence, the prize is awarded annually to the student who achieves the highest overall result in the Masters Year of the Computer Science course provided the result is at Distinction level. Value, €1,024.

The Victor W. Graham Prize

This prize, founded in 1986 from funds subscribed by friends and pupils to mark Mr V. W. Graham's retirement, is awarded to the Year 1 student in the moderatorship in computer science course who obtains the highest mark in the summer examination in pure mathematics. Value, €750.

The Ludgate Prize

This prize was instituted in 1991 in memory of Percy E. Ludgate, an Irish designer of an analytical engine. It is awarded to the student who submits the best project in Year 4 of the moderatorship in computer science. Value, €127.

The William Nurock Prize

This prize was founded in 1938 by a bequest from William Nurock. The conditions for the award of the prize were changed in 1984 and in 2021. It is now awarded annually to the student obtaining the highest result in the moderatorship in computer science, providing that such students also attain gold medal standard. Value, €1,000.

3. ACADEMIC WRITING

3.1 The Use and Referencing of Generative AI

> *Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per Library guidelines on acknowledging and reference GenAI. From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.*

Reference/Source

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research

Library guidelines on acknowledging and reference GenAI.

3.2 Academic Integrity and Referencing Guide

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement. Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct can be found in the Curriculum Glossary.

Students should normally submit assessments and/or examinations done in co-operation with other students only when the co-operation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be academic misconduct. 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 plagiarized, or that any other academic misconduct has taken place.

Further information on academic misconduct procedures and how to avoid academic misconduct can be found at the links below:

Reference/Source

Calendar Part II, B: General Regulations & Information, 'Academic Integrity'

College Statement on Academic Integrity

Academic Integrity Policy

Library Guides - Academic Integrity

Coversheet Declaration

3.3 Research Ethics

Any research project that involves human participation conducted through this course (for example, a questionnaire or survey, or system user-evaluation, etc.) must have independent review by a Research Ethics Committee before its commencement.

Individual applications are considered on their own merits. A basic principle is that prospective participants should be fully informed about the research and its implications for them as participants, with time to reflect on the possibility for participation prior to being asked to sign an informed consent form. Informing prospective participants fully includes declaring potential conflicts of interest that the researcher may have in conducting the research, detailing how participants may withdraw data associated with their participation from further analysis within the study, explaining the preservation of their anonymity within the study, warning them about potential consequences of discovery during the study of issues that would necessarily have precedence over assurances of anonymity, and so on. The online system, with further information and guidelines, can be found here: Research Ethics in SCSS - School of Computer Science and Statistics | Trinity College Dublin

It takes time to prepare an application for research ethics approval, to have the application considered, and to respond to feedback on the application where issues are raised. You should plan in your work for the time it takes to obtain research ethics approval. Retrospective approval will not be granted.

Please also note, research conducted in the School of Computer Science and Statistics should be undertaken with cognisance of the TCD Guidelines for Good Research Practice; see Policy-on-Good-Research-Practice_1.1.pdf

Reference/Source
Research Ethics

Policy on Good Research Practice

Ethics Policy

4. TEACHING AND LEARNING

4.1 Programme Architecture

Modules are described by year following the traditional College system, where Junior Freshman refers to first year; Senior Freshman, to second year, Junior Sophister, to third year; Senior Sophister, to the fourth and final year. Trinity's prior academic year structure has undergone some changes in response to Covid-19 and its current form appears in www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf.

Whereas previously all years followed the same academic year structure, the structure for Yrs 2/3/4 differs from the structure for Yr 1.

Yrs 2/3/4: There is a pre-Christmas Semester 1, of 12 weeks, a mid-point week of which is designated as a Study Week. During this week you may anticipate allocating time for reading and other forms of research towards projects due once the reading week ends. There is a post-Christmas Semester 2, similar of 12 weeks, also with a mid-point Study Week.

There will be an examination session after the end of teaching in Semester 1, during which modules with teaching in Semester 1 may have examinations. Following a little after the end of teaching in Semester 2, there will be a further examination session, concerning modules with teaching in Semester 2 and possibly also those with teaching in Semester 1. It is a possibility for a module to span Semesters 1 & 2 and have only examinations at the end of Semester 2.

Yr 1: The pre-Christmas Semester 1 will start 2 weeks later than for other students. As noted in the SCSS Handbook, the last teaching week for SCSS modules will be the same as that for other years and so will amount to a Semester 1 of 10 weeks. Potentially other participating schools may schedule teaching in the subsequent 2 weeks, but as of this writing this cannot be confirmed. During the curtailed Semester 1 it is still planned to designate a mid-point week as a Study Week. Semester 2 will then unfold in the same as for Yrs 2/3/4.

Historically there was a division into three terms, Michaelmas (MT), Hilary (HT) and Trinity (TT) and the custom persists of designating the teaching weeks of Semester 1 as being in `Michaelmas term' and those of Semester 2 as being in `Hilary term'. It may be necessary to know this to decipher timetable information and communications with staff.

Reference/Source

Trinity Pathways

4.2 Programme Structure

A listing of the modules taken in each year is given below. The fullest details can be found via Integrated Computer Science – Teaching and Learning

Junior Freshman

Computer Science

Module Title	Module Code	ECTS Weighting
Mathematics I	CSU12001	5
Mathematics II	CSU12002	5
Introduction to Programming I	CSU11011	5
Introduction to Programming II	CSU11012	5
Introduction to Computing I	CSU11021	5
Programming Project	CSU11013	5

Linguistics

Module Title	Module Code	ECTS Weighting
Syntax I	LIU11009	5
Semantics I	LIU11011	5
Phonetics and Phonology	LIU11003	5

Language

French/Spanish/Irish (15 ECTS)

Module Title	Module Code	ECTS Weighting
Irish (Ceart agus labhairt na teanga)	IRU1144Y	10
Irish (Éire agus an Ghaeilge san Eoraip)	IRU11411	5
Spanish I (First Year Spanish)	SPU11011	5
Spanish II (non-beginners)	SPU11012	5
Introduction to Spanish and Latin American Culture	SPU11031	5
Introduction to Modern Spain	SPU11041	5
Written Language MT	FRU11001	5
Written Language HT	FRU11002	5

Frech and Francophone Cultures MT	FRU11021	5

Senior Freshman

Computer Science

Module Title	Module Code	ECTS Weighting
Discrete Mathematics	MAU22C00	10
Algorithms and Data Structures I	CSU22011	5
Algorithms and Data Structures II	CSU22012	5
Intermediate Programming	CSU22061	5
Natural Language Processing	CSU22062	5

Linguistics

Module Title	Module Code	ECTS Weighting
Syntax and Semantics	LIU22001	5
Computational Morphology and Statistics	LIU22002	5
Speech Science and Phonetics	LIU22003	5

Language

French/Spanish/Irish

Module Title	Module Code	ECTS Weighting
Irish (Ceart agus labhairt na teanga)	IRU2244Y	10
Irish (Gaidhlig)	IRU22432	5
Spanish (Second Year Spanish II)	SPU22112	5
Second Year Spanish	SPU2254Y	10
Contemporary Spanish Life and Culture II	SPU22012	5
Oral and Written French MT	FRU22001	5
Oral and Written French HT	FRU22002	5
The Diversity of the French-Speaking World	FRU22092	5

Junior Sophister

For CSLL students whose language is French, it is a requirement to spend no less than two months in another country with the primary language of choice, and unless there are extremely exceptional circumstances, they will spend the entire Junior Sophister year abroad at another European University. At these partner universities modules will continue to be taken in Computer Science and Linguistics. CSLL students whose language is Irish must spend two months in the Gaeltacht and may spend their Junior Sophister year in TCD or in a Scottish university. In exceptional circumstances (for example a need to repeat the Junior Sophister year) students do a JS year at Trinity, taking the modules described in the rest of this section.

Computer Science

There is a certain amount of flexibility in the amounts of credits taken across the 3 components, accompanied by a certain amount of optionality in modules chosen. In CS 20 - 30 credits are taken, in the chosen language 15 - 20 and in Linguistics 15.
Option choices must be made in such a way that 30 ECTS are taken in each semester.
In CS 20 - 30 ECTS-worth of modules of modules will be taken. 20 ECTS are in the following mandatory modules:

Module Title	Module Code	ECTS Weighting
Symbolic Programming	CSU34011	5
Computer Networks	CSU33031	5
Artificial Intelligence I	CSU33061	5
Information Management II	CSU34041	5

5 - 10 ECTS will be chosen from a range of optional CS modules, including:

Module Title	Module Code	ECTS Weighting
Advanced Computer Networks	CSU33032	5
Compiler Design I	CSU33071	5
Computational Mathematics	CSU33081	5
Introduction to Functional Programming	CSU34016	5

Linguistics

In linguistics 15 ECTS will be chosen comprised of the following 3 theoretical and applied linguistics modules:

Module Title	Module Code	ECTS Weighting
Second Language Acquisition	LIU33007	5
Historical Linguistics	LIU33010	5
Phonetics II	LIU33011	5

Language

French/Spanish/Irish

In the chosen language 15 - 20 ECTS of modules will be taken, some mandatory and some optional.

The details vary from language to language and from year to year. Please refer to the individual language departments to get the latest information. In 20-21 across the languages the modules offered were as indicated below.

French 15-20 ECTS from

Module Title	Module Code	ECTS Weighting
JS French Written Languages 3 MT	FRU33001	5
JS French Written Languages 3 HT	FRU33002	5
JS Oral & Written Language Skills 3 MT	FRU33011	5
JS Oral & Written Language Skills 3 HT	FRU33012	5

Irish the following 15 ECTS

Module Title	Module Code	ECTS Weighting
Gaeilge na hAlban	IRU33411 or IRU33412	5
Ceart & Labhairt na Teanga S1 & S2	IRU33441 & IRU33442	5

Senior Sophister

In Senior Sophister, there are mandatory courses across all components, as before, and additionally, elective ones. Options are chosen from the year's currently available suite of options, amounting to 10 ECTS.
Also, a Final Year Project is undertaken (worth 20 ECTS).

Computer Science

For a total of 30 ECTS per semester, choose 5/10 ECTS for Semester 1 from

Module Title	Module Code	ECTS Weighting
Fuzzy Logic and Control Systems	CSU44001	5
Internet Applications	CSU44000	5
Human Factors	CSU44051	5
Computer Graphics	CSU44052	5
Advanced Computational Linguistics	CSU44062	5

Knowledge Representation and Automata	CSU44060	5
Entrepreneurship & High-Tech Venture Creation	CSU44081	5
Information Management & Data Engineering	CSU44D01	5
Final Year Project	CSU44099	20

Students taking GRU44001: please note Central Timetabling have been unable to resolve its clash with CSU44051/CSU44001; please choose another module from CSU44D01, CSU44052, CSU44062.

Linguistics

Module Title	Module Code	ECTS Weighting
Speech Analysis and Synthesis	LIU44001	5
Computational Linguistics	LIU44002	5

Language

French/Irish/Spanish

Module Title	Module Code	ECTS Weighting
Irish (Ceapadoireacht)	IRU4440Y	10
Oral & Written Language A (Advanced Writing Skills) MT	FRU44101	5
Oral & Written Language A (Resume) HT	FRU44102	5
Oral & Written Language B (Advanced Writing Skills) HT	FRU44302	5
Final Year Spanish (TJH)	SPU4414Y	10
The Politics and Poetics of Food in Mexican and Chicanx Culture	SPU44221	5
Don Quijote: Cervantes's Epic Comedy	SPU44192	5
Spanish Medieval Literature	SPU44072	5

4.3 Module Descriptors

The school reserves the right to amend the list of available modules and to withdraw and add modules.

Timetabling may restrict the availability of modules to individual students.

Reference/Source:

My TCD

4.4 Registration

Reference/Source:

My TCD

4.5 Coursework Requirements

Admission Requirements

Leaving Certificate: H4 Mathematics

H3 In French or Spanish or Irish

Advanced GCE (A Level): Grade C Mathematics

Grade C If presenting French or Spanish

Grade B If presenting Irish

International Baccalaureate: HL Grade 5 Mathematics

HL Grade 5 If presenting French or Spanish

HL Grade 6 If presenting Irish

Students choose one language from French, Spanish and Irish.

Students must present one of the above grades in their chosen language.

English Language Requirements

All applicants to Trinity are required to provide official evidence of proficiency in the English language. Applicants to this course are required to meet Band B (Standard Entry) English language requirements. For more details of qualifications that meet Band B, see the English Language Requirements page here.

Reference/Source:

Student Learning Development

Accessible Information Policy

4.6 Capstone Project

The Capstone project — though defined differently by different subjects — is the common element across all degree exit routes and is weighed at 20 ECTS. It requires a significant level of independent research by the student.

The Capstone should:

- be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across the four years of study
- result in the production of a significant piece of original work by the student
- provide students with the opportunity to demonstrate their attainment of the four graduate attributes: to think independently, to communicate effectively, to develop continuously and to act responsibly.

Students should refer to School and College policies and procedures with regards to research guidelines and ethical practices.

Reference/Source:

Capstone website

Policy on Good Research Practice

4.7 Marking Scale

All undergraduate programmes will be required to provide clear grade descriptors representing a pass (Regulation 3: Progression Threshold).

Years 1-4	
Grade	**Mark**
I	70%-100%
II.I	60%-69%
II.2	50%-59%
III	40%-49%

Reference/Source:

Calendar II, Part B: General Regulations and Information

4.8 Attendance Requirements

Attendance at all lectures, tutorials and language classes is compulsory for students in all years. In the case of absence of more than three consecutive days, a medical certificate or other relevant supporting evidence should be provided to the appropriate lecturer(s).
Reference/Source:

Calendar Part II, B: General Regulations and Information, 'Attendance'

4.9 Absence from Examinations

Students who in any term have been unable, through illness or other unavoidable cause, to attend the prescribed lectures satisfactorily, as determined by the relevant school, department or programme, may be granted credit for the term by the Senior Lecturer and must perform such supplementary exercises as the Senior Lecturer may require. Such requests will only be considered in extraordinary circumstances and should be made by the student's tutor to the Senior Lecturer (via student cases) and only after consulting the general and more detailed school or course regulations regarding absence from lectures or examinations through illness.

Reference/Source:

Calendar Part II, B: General Regulations and Information, 'Absence'

Academic Policies

4.10 External Examiner

Professor Tony Veale is the External Examiner for Computer Science, Linguistics and Language.

Reference/Source:

Procedure for the Transfer to External Examiners of Students' Assessed Work

4.11 Progression Regulations

Each module is assigned a European Credit Transfer System (ECTS) rating, such that in total a single year's modules amount to 60 ECTS altogether. `Progression' is the Trinity term for meeting the academic requirements to move from one year into the next: to pass in other words.

Relating to each module there are initial examinations. Marks achieved on modules are weighted by their ECTS rating and a credit-weighted average of at least 40% must be achieved.

Usually, the mark on each individual module is also at least 40%, though technically there are provisions for a marginally lower mark to be tolerated on a small number of ECTS. A student meeting these requirements may

progress to the next year (or graduate). There is an opportunity via so-called supplemental examinations (in August) to meet these requirements after an initial failure.

However, regulatory details aside, do not aim to merely pass the year. There is too much work involved within and across departments for such a low expectation to yield a successful overall strategy.

Aim high. Aim for first class marks. Aim for Schol in your SF year. If you do aim high, putting in an appropriate high standard of effort, you are far more likely to find success than if you try to maintain nothing more than a passing level standard.

Reference:/Sources:

Calendar Part II, B: General Regulations & Information

Calendar Part II, C: Specific Regulations

4.12 Graduate Attributes

Since the course began in 1985, graduates have moved on to careers that reflect CSLL's diversity. Graduates are qualified to work as language specialists, in the language and speech technology sector, as information technologists or software specialists in any of the IT, banking, translation, publishing or multimedia sectors. Some work as software engineers. Some have careers in professional translation, others in education. About 65% of graduates work in software engineering (often language oriented), whether in a mainly English-speaking country, or in a country where the language of the degree focus is the native language. About 25% pursue research careers and several graduates now hold academic staff positions in Ireland and abroad. Another 10% move into technical translation. Some are employed in government services, e.g. the European Patent Office and the Irish Diplomatic Corps.

4.13 Student Feedback and Evaluation

The school will conduct student surveys of modules on a regular basis (at least once every three years) typically around the middle of the semester and will provide feedback on the results of these surveys as soon as practical. It will also facilitate student formation with the class representatives towards the end of each semester.

References/Sources:

Student Evaluation and Feedback

Student Partnership Policy

Procedure for the Conduct of Focus Groups for Student Feedback on Modules and Programmes