Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Centre for Innovative Human Systems / School of Psychology

M.Sc/Postgraduate Diploma / Certificate in

Managing Risk and System Change

Academic Year: 2024–2025 (Year 2 Students)

Contents

Handbook Formats

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

General Regulations

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

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

https://www.tcd.ie/calendar/graduate-studies-higher-degrees/

Welcome

We are delighted to welcome you back to the School of Psychology, Trinity College Dublin and to Year 2 of the online M.Sc. in Managing Risk and System Change. You will already be familiar with many aspect of student life in Trinity College Dublin.

Just like your previous online study with us, we would like to reassure you that our lecturing and support team, through their long-standing experience in teaching, research and business practice, will play a very active role in providing a stimulating and highly interactive learning experience.

This handbook will remind you of the key areas that you will need to familiarise yourself with in order to ensure your participation and academic progression in this course. We strongly advise that you do take time to read all sections as we will be referring to this handbook throughout the year.

We are confident, now that you are part of this learning community, that you and your organisations will acquire the theoretical and practical knowledge to tackle real-life operational and management issues efficiently and effectively in order to gain competitive advantage wherever you are based in the world.

We are looking forward to working with you all and wish you all the very best in your studies and future careers.

Regards

Prof. Siobhán Corrigan
Course Director

Mr. Rory Carrick

Administrative Director of Programme Recruitment,
Marketing & Online Learning

Prof. Nick McDonald
Academic Programme Development

1. Contact Details

Contact Name	Position	Contact Details
Professor Siobhán Corrigan	Course Director	siobhan.corrigan@tcd.ie
Professor Nick Mc Donald	Academic Programme Development	nmcdonld@tcd.ie
Mr. Rory Carrick	Administrative Director of Programme Recruitment, Marketing & Online Learning	managingrisk@tcd.ie
Professor Sven Vanneste	Head of School of Psychology	sven.vanneste@tcd.ie
Dr. Frédérique Vallieres	Director of Teaching & Learning (Postgraduate)	fvallier@tcd.ie
Mr. Gerard Morgan	Online Technical Support	helponed@tcd.ie morgang3@tcd.ie
Ms. Paula Hicks	Head of Operations, Business & Finance	phicks@tcd.ie

2. Key Dates

The following dates relate to specific activities and/or submission submissions throughout the academic year. **Please note they are subject to change and in the event of a change you will be notified via your TCD student email address. **All activities listed take place online.**

Date	Item
25th September 2024	Year 2 Kick Off Session & Research Proposal Guidelines
31st October 2024	Submission of initial Research Proposal
11th December 2024	Research Progress Review Workshop – Part I
February 2025	Ethics Application to be Submitted by February 2025 Deadline
31st March 2025	Outline of Literature Review to be Submitted
4th June 2025	Research Progress Review Workshop – Part II
31st August 2025	Dissertation Submission

3. Timetable

A copy of your student timetable will be available on Blackboard in the introduction folder (PS7500). You can access it by logging in at mymodule.tcd.ie. A copy of the timetable will also be emailed to your student account.

Any changes to the timetable throughout the year will be notified to you via email and an updated copy will be added to Blackboard.

The academic year begins in September each year. For this programme the calendar is divided into three terms which are split over two semesters as follows:
Michaelmas (term 1 – September to December) **Semester 1**
Hilary (term 2 – January to Mid-April) **Semester 2**
Trinity (term 3 – Mid-April to May) **Semester 2**

The period in Michaelmas term and Hilary term during which instruction is given is called teaching term. **Please refer to your timetable for specific lecture dates and times.**

No lectures, demonstrations or examinations are held on the following days: Bridgit's Day, St Patrick's Day, Good Friday, Easter Monday, May Monday, June Monday, October Monday, together with the Monday and the afternoon of the Wednesday of Trinity Week. All offices and libraries remain open on Trinity Monday.

4. Studying Online

Online learning is a flexible and effective way to study. It is different to traditional classroom-based learning and as such it requires some different skills. Successful online learners are.

- Organised
- Connected
- Engaged
- Motivated

Developing these skills and building good habits early on will allow you to get the most out of your studies.
The flexibility afforded by online learning does not mean that you can or should let things drift. As you may be working or caring for family alongside your studies, it is crucial that you develop both a weekly and semester schedule that considers both regular and periodic learning requirements of the course as well as the other commitments in your life.

Weekly schedule: this should cover all weekly learning requirements e.g., watching the slides and video, finding and reading reference materials, posting to the blog or

discussion forum. To develop a weekly schedule, you should consider the release of materials and the live tutorials as well as dates by which all weekly learning tasks should be completed. Scheduling these alongside your other commitments in life will help you to find the time to engage with course materials and complete the tasks set out.

Semester schedule: this should consider the periodic learning requirements e.g., the time to research, consider, write, and edit assignments. Pay careful attention to the submission date for assessments as you will be penalised if they are not submitted on time. For many students the time around assessment submission is associated with a high intensity of work so you should aim to reduce other commitments at these times to alleviate the pressure.

We know from experience that documenting your schedule rather than keeping it in your head is very helpful. This will allow you to reschedule tasks you didn't manage to achieve when planned. It can also be helpful to make note of the reasons your schedule slipped e.g., work commitments, too tired, had to help child with homework etc. Some of these reasons may be re-occurring in which case it would make sense to adjust the schedule. Without the physical stimulus of sitting in class a few times a week, online students need to be particularly aware of the sources of distraction when studying. Actively contributing to the online community on your course is also advisable as fellow classmates can help you to benchmark your progress, help you over any learning bumps and share their successful strategies for managing their time and learning.

Below is a set of five skills and habits to develop that will help your learning:

Get organised.

Online learning requires more self-organisation than traditional classroom-based learning. Developing good organisational habits early will help your learning journey.
- Learn how to organise your study time.
  - Have a regular time for studying and stick to it.
  - Become familiar with the syllabus and plan for the work.
  - Review when assignments are due and plan for them.
- Create a specific study place.
  - Preferably a quiet location
  - Avoid games or non-course related web content.
  - Have good lighting and a comfortable environment.
- Be prepared.
  - Work your way through each week's learning materials ensuring that you open each folder.
  - You will get the best value from the live tutorials when you are prepared.

Stay Connected

Online students can sometimes feel a bit isolated. To overcome this, you should stay connected with your fellow students and academics. A healthy online class community will benefit every student on the course.

- Login to the online environment at least three times a week
  - Allows you to stay up to date with announcements.
  - Participate in ongoing discussions.
- Recognise that you are in a class with fellow students.
  - They are a great resource for both learning support and camaraderie.
- Communicate with your peers regularly.
  - Successful online learners are those that communicate with their fellow students online – become a respected contributor to the online discussions.
- Use the communication facilities in the online learning environment.
  - Be polite and respectful online.

Be Engaged

Successful online learning is an active process so be engaged and be heard. If you have questions or problems post these online for discussion.

- Ask questions.
  - The lecturers and support staff are here to help you with your studies, but they need to know when you need help understanding. Use the tutorial at each week to interact in a real time setting with your lecturer. This will provide clarification on any gaps in your knowledge from the week and address any concerns that you might have.
  - If you have a question, it is likely that most of your peers are thinking the same thing. Use the dedicated discussion forum to post questions at the course level. Academics will monitor these forums throughout the course and will be able to address any issues raised there.
- Use the course and College supports outlined in your induction if needed.

Develop the Characteristics of a Successful Online Learner

All great learning should be a transformative experience, but change requires some dedication. Recognise that there will be challenges and prepare to overcome them.

- Be persistent.
- Be self-disciplined.
- Be motivated.

Balance Personal Obligations

We know that many people who take online courses do so because the flexibility allows them to meet their personal commitments such as family or work. Recognise the obligations and commitments you have and plan for them.

- Tell family and friends about your course and how you are going to manage commitments.

- If necessary, negotiate your working schedule to free up time for study.
- Being available to attend the weekly live tutorials, as outlined in your timetable, is particularly important and may require some rearrangement of your work, family, or social commitments.

4.1 Online Student Code of Conduct

As a student in a post-graduate course in Trinity College, you are expected to behave appropriately when communicating and interacting with colleagues and staff. This expectation applies to all students, including those completing their courses online. While the standards set out below will not be onerous for the vast majority of students, those who exhibit inappropriate behaviours when interacting with colleagues and staff are liable to face disciplinary measures.

Two key elements to keep in mind when studying online are netiquette and privacy.

Netiquette

Netiquette is a term coined to describe the commonly accepted norms and behaviours used when communicating in online environments.

At one level, the same rules of regular communication apply when communicating online. By adopting the same respectful manner that you would expect in all communications, you are unlikely to encounter many issues.

That said, it must be recognised that the online environment lacks the face-to-face element of regular discussions and interactions, where people can rely on body language and tone of voice to capture the full meaning. In the online environment, without these visual cues, miscommunications and misunderstandings can occur and some extra care when interacting can be warranted. Netiquette has slowly developed into an informal standard that helps transmit tone and emphasis when online and helps to address many of these communication issues.

Keeping the few simple rules of netiquette in mind will help ensure that what you say will be better understood by those listening and reading.

1. Typing in 'all caps' (all upper-case letters) denotes anger when communicating online. A message delivered in all caps is likely to be read as if sent in an aggressive tone. When possible, refrain from using all caps, even when emphasising certain words in sentences (italics may be used as an alternative for emphasis).
2. Emoticons, also known as emoji's, are commonly used in online communication to transmit the tone in which the message was sent. Emoticons/emoji's can take the form of a series of characters or be little images of faces which aid in the transmission of the sender's facial expression when communicating. For example:

- 'I got a great result in my first assignment. Yay! ☺'
- 'I am unable to attend this evening due to work commitments, sorry. :-('

These can be more useful than it first seems to ensure messages are received in the spirit in which they were sent.

3. Be careful when using irony and sarcasm online. This can be easily misinterpreted by those receiving your message.
4. Conduct debates and discussions in a respectful manner. Do not attempt to provoke personal debates and remember that it's better to reply when calm should you ever feel provoked. If you feel angry it is often best to take a moment to think about what you are posting online. Keep all messages on the topic and aim never to get personal. Healthy disagreement can be very informative and lead to key learning but be constructive in any criticism you give and always aim to be respectful.

Other tips for effective online communication

Some tips for engaging with other students online to have a healthy and engaging online classroom experience include:

- Participate! Interact with other students and don't just 'lurk' in the background. This helps create a community and allows you to better get to know your class. This will be very useful in terms of support as you progress through your course.
- Thank other students for their comments and the time taken to post them.
- Acknowledge other students before disagreeing with them.
- Help other students. Some students may not have as much experience in communicating online.
- Comment using your own perspective (i.e., It is my opinion) rather than being dogmatic ('it is a fact that').
- Quote other messages when replying to them. This helps other students follow the thread of conversation.
- Stay on topic. Don't post irrelevant links, comments, or pictures.
- Read all the comments in the discussion before replying. This helps avoid the same questions or comments being repeated.
- Write full sentences with correct spelling and grammar when communicating with other students and lecturers.
- Remember that online comments will shape how other students and lecturers will perceive you. Think about what you are going to post before submitting.

4.2 Privacy Considerations

Considerations of privacy are critical when completing your course online. Remember the permanence of online communications. It is for that reason and your own protection that we employ a strict line on privacy and anonymity. It is best practice to anonymise all those who you mention in any tasks or assignments that you complete. Please do not mention any real company names or disclose the names of any real

individuals in your course. Be mindful that you do not know the personal histories of all your classmates, and all your academics that may be in view of your communications.

Note that information presented or shared throughout the course, from the academics and fellow students should not be used for any purpose other than the course itself. Do not present other opinions as your own and make sure not to present content shared on the course for any other purpose outside of the course. Those deemed to have transgressed these privacy measures are liable to be disciplined by the School.

A copy of the Trinity College Dublin policy on Virtual Learning Environment's (VLE) can be found here:

https://www.tcd.ie/teaching-learning/academic-policies/

4.3 Non-Disclosure Agreement

A copy of our standard non-disclosure agreement can also be found in the appendix. This document can be used in the event you include any sensitive company information in your assignments. Contact the Course Administrator at email **managingrisk@tcd.ie** for more information.

4.4 Trinity Online / IT Services

Trinity Online, part of our overall IT Services Department, is responsible for the quality and the delivery of the content to the online students. Each online session is supported by a member of the online team to assist with any issues which may arise during the live lectures.

They will also be the point of contact for resolving any issues relating to the online environment that arise throughout the running of the course. Issues that can arise include access to material, connection issues or audio or video issues.

If you experience any technical issues during your online learning, we actively encourage you to log the issue with the online team. This will ensure that the issue is logged, and a solution found for you.

You can contact them by emailing **helponed@tcd.ie**

5. Communication Channels

There will be 2 key modes of communication between the students, lecturing team and course support staff: (i) direct email (using student's TCD email addresses); (ii) communication via Blackboard. The Course staff will always endeavour to ensure

frequent and clear communications and will respond to student queries as quickly as they can. We encourage the students to check their TCD email on a regular basis or forward their student email to an account they regularly check.

Students will also receive email addresses of all students in the class and Blackboard has the facility to create private chat rooms and specific group areas where students can communicate with each other. Students will also be expected to and encouraged to contribute to online discussion forums and post individual blogs when required.

6. General Information

6.1 TCD Library

Trinity College Library is the largest library in Ireland and one of the largest in the world. Its collections of manuscripts and printed books have been built up since the end of the sixteenth century. In addition to the purchases and donations of almost four centuries, since 1801 the Library has had the right to claim all British and Irish publications under the terms of successive Copyright Acts. The book-stock is now over six million volumes and there are extensive collections of manuscripts, maps, and music. If on campus, postgraduate students have access to the 1937 Reading Room, which is reserved for their use and is equipped with computers.

Higher degree postgraduate students may borrow 10 books for one month from the open shelves and closed access areas. They may also borrow, for one week, 4 books from the undergraduate lending collection if no other copies are available. The library also offers several support and training services, details of which can be found here https://www.tcd.ie/Library/support/

6.2 Off Campus Access for Online Students

Our online students are provided with a reading list as part of the programme which includes a list of eBooks (see appendix) available from our library. In addition, access is available to licensed electronic resources (books, databases, and journals) to registered students and staff, irrespective of where they are located.

You will find more information on these services at the following link: http://www.tcd.ie/library/using-library/off-campus.php

Your subject librarian for this course is Ms. Geraldine Fitzgerald who is contactable via email at Geraldine.Fitzgerald@tcd.ie or phone number 00-353-1-896-3322.

6.3 Student Support

The college provides many supports for students. The following sections will give you further information on what is available to you. Please note that all student support facilities are also available to online students while on campus and several services can also be engaged while off campus.

6.3.1   Computing, Email and Printing Facilities

IT Services is responsible for the provision and support of computer systems, networking, and audio-visual services in College. The central point of contact for all services is the IT Services Helpdesk. To report a problem or seek advice, students can send an email to helpdesk@tcd.ie, phone the Helpdesk at +353 1 896 2000 or call-in

person to the ground floor of Áras an Phiarsaigh (same building as the School of Psychology).

Information about IT facilities in College (for example, how to get started with a TCD email account, using the printing system and how to save work in College Computer Rooms) is available on the IT Services website: http://www.tcd.ie/itservices/getting-started/

6.3.2   Photocopying Facilities

If you are on campus and need to access printing facilities, please note the following. The printing, scanning and photocopying service in the IT Services computer rooms and Library is managed by IT Services and the Library and provided by Datapac. Before being able to use the service, you must first credit your print/scan/copy account. You can top up online at www.tcdprint.ie or at any of the Datapac Kiosks located around Trinity. You'll need to touch your student ID card or enter the first 8 digits of your Trinity ID number, and then enter your Datapac PIN. This PIN is sent to your Trinity email address after you complete online registration. http://www.tcdprint.ie/

6.3.3   Group Study Facilities

If you are on campus, group study rooms are available during Library opening hours to registered students in groups of two or more who wish to work together on projects and assignments. One signature and ID number required per booking. http://www.tcd.ie/Library/using-library/study-rooms.php

6.3.4   Student Counselling Service

Student Counselling services (https://www.tcd.ie/Student_Counselling/counselling/) provides information on the support options available to you if you are experiencing either personal and/or academic/study concerns. The services are free and confidential to registered Trinity College students. There are also external support options you may wish to look at https://www.tcd.ie/Student_Counselling/support-services/external-support/

6.3.5   Health Service

The TCD Health Service aims to take a holistic approach to Student Health and in addition to providing on campus, primary health care for all students it focuses on the psychological and occupational aspects of student health and health education. Student consultations are free of charge with modest charges for additional services. The Health Service website (https://www.tcd.ie/collegehealth/) provides facts and information about the healthcare facilities available on campus, as well as information on staying healthy at Trinity.

6.3.6 Disabilities Service

The Disability Service aims to provide appropriate advice, support, and information to help students with disabilities. Students, who require assistance for a disability or specific learning difficulty, should register with the Disability Service. The service is in Room 2054, Arts Building. Students will then be assigned a Disability Officer who will work with them to assess the level of support required. http://www.tcd.ie/disability/

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the Disability Service for reasonable accommodation.

Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step How to apply for Reasonable Accommodations guide.

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Disability Service Contact page.

6.3.7 Postgraduate Advisory Service

What?

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

Why?

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their time at Trinity. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

How?

For an appointment, please e-mail postgrad.support@tcd.ie

Website: https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/

To keep up to date with the supports and events for postgraduate please check out the regular PAS newsletter sent to all postgraduates via email or follow PAS on Instagram @TCDPGAdvisory

6.3.8   Student Societies

The Central Societies Committee (CSC) is the body responsible for student societies in Trinity College. The societies in College cover a huge variety of interests. Students interested in joining a society can do so during Fresher's Week or throughout the year by emailing them – email addresses for all societies are available on the CSC website: http://www.tcd.ie/students/clubs-societies/   An online event guide is also available on the CSC website.

6.4 TCD Students Union

Trinity College Students' Union is the union for students, by students. It represents you at college level, fights for your rights, looks after your needs, and is there for you to have a shoulder to cry on or as a friend to chat with over a cup of tea! Further details on the TCD Students Union can be found at the links below.
https://www.tcd.ie/students/students-union/

6.5 Graduate Students Union

Situated on the second floor of House Six, the Graduate Students' Union (GSU) is an independent body within College that represents postgraduate students throughout College. Upon registration, all postgraduate students automatically become members. The GSU has two full-time sabbatical officers, the President, and the Vice President, who together manage the operation of the Union.

6.5.1   GSU Common Room

The Graduate Common Room is in Front Square, on the first floor of House 7. It is equipped with a kitchen area, and stocked with tea and coffee, as well as a "take a book, leave a book" library. All registered postgrads have access to this space via swiping your student card at both the entrance to house 7 and the entrance to the Common Room.

6.5.2   Class Representatives

Each year we ask the class to nominate one or two class representatives. The class representatives act as an intermediary between the class and the college. Further details on the roles and responsibilities and the nomination process will be emailed to you.

6.6 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).

6.7 Data Protection

Further details on data and information compliance can be found at the link following: https://www.tcd.ie/info_compliance/data-protection/student-data/

7. Course Overview

7.1 Learning Outcomes

This programme offers a rigorous but practical focus on risk, change and system design in operations, manufacturing, and services, with an innovative integrated approach to the role of people in such systems. The curriculum integrates human factors, organisational theory, process analysis and systems engineering, putting the human aspect at the centre of operational systems that deliver value. This provides a core

framework that has been tested in collaborative industrial research and practice for managing and developing people, the design and integration of new technologies, the management of risk and the implementation of change. On successful completion of this programme students should be able to:

- CLO1: Describe and critically evaluate key theoretical approaches to understanding how organisations and their operational processes work (change, design, risk)
- CLO2: Identify and apply the key features and proponents of a human systems approach to designing and managing risk, design and change in complex high-risk industries.
- CLO3: Identify the demands and requirements involved in successfully leading and managing change programmes.
- CLO4: Demonstrate competencies in preparing and delivering an effective change management strategy.
- CLO5: Manage operational risk in a more proactive manner in relation to safety, competitiveness, regulation, and sustainability.
- CLO6: Explain the lifecycle of the design process ensuring that it systematically meets operational and social needs, through a strong link between requirements and the evaluation of operational impact (socio-technical systems)
- CLO7: Identify a new role for leadership for change and sustainability.
- CLO8: Identify and explore current and future trends in Strategic Human Resource Management
- CLO9: Develop a Human Resources strategy that can enable an organisation to achieve sustainable competitive advantage.
- CLO10: Employ appropriate statistical techniques and research methodologies in the context for the student's industrial based research.
- CLO11: Successfully carry out a substantial programme of research (through dissertation and industrial case-study dossiers targeting organisational strategic priorities)
- CLO12: Develop the ability to work effectively as a team (module 5 in particular)

7.2 Course Modules

All course modules are shared by students of the Certificate, Diploma and M.Sc. strands of the Managing Risk and System Change course.

The table below indicates which modules the students will complete.

Module	PG Certificate	PG Diploma	PG Diploma Top-Up	M.Sc.
PS7501: The Role of People and Processes in Organisations	X	X		X
PS7502: Stability and Change		X	X	X
PS7503: Managing Performance and Risk	X	X		X
PS7504: Socio-Technical System Design		X	X	X
PS7505: Leading Change	X	X		X
PS7506: Strategic Human Resource Development	X	X		X
PS7507: Statistics and Action Research Methods		X	X	X
PS7508: Dissertation / Thesis		X		X
X' indicates which modules from the list you will be undertaking pending whether you are a Certficate/Diploma/Diploma Top Up or M.Sc. Student.				

PS7501 Module 1 **(10 ECTS):** The Role of People and Processes in Organisations - (Semester 1)

PS7502 Module 2 **(10 ECTS):** Stability & Change – (Semester 1)

PS7503 Module 3 **(10 ECTS):** Managing Performance & Risk – (Semester 2)

PS7504 Module 4 **(10 ECTS):** Socio-Technical System Design – (Semester 2)

PS7505 Module 5 **(5 ECTS):** Leading Change (Semester 3)

PS7506 Module 6 **(5 ECTS):** Strategic Human Resource Management – (Semester 3**)**

PS7507 Module 7 **(10 ECTS)**: Statistics and Action Research Methods – (Semesters 1, 2, 3)

PS7508 Module 8 **(30 ECTS):** Research Dissertation (Year 2/3)

7.3 Lecturing Team

See Appendix for staff biographies.

Name	Role	E-Mail	Module*
Professor Siobhán Corrigan	Course Director/Assistant Professor	scorrig@tcd.ie	M1, M2, M3 M4,M5, M6, M8
Professor Nick McDonald	Academic Programme Development/Associate Professor	nmcdonald@tcd.ie	M1, M2, M6, M7, M8
Professor Sam Cromie	Lecturer/ Assistant Professor	sam.cromie@tcd.ie	M2, M6, M7, M8
Dr. Nora Balfe	Trinity College Dublin	balfen@tcd.ie	M1, M4
Dr. Michael Cooke	Assistant Professor / Head of Dept	Michael.cooke@mu.ie	M2, M4
Ms. Alison Kay	Research Assistant	kayam@tcd.ie	M6
Dr. Maria Chiara Leva	Research Fellow	levac@tcd.ie	M3, M8
Dr. Paul Liston	Research Fellow	pliston@tcd.ie	M6
Ms. Terri Morrissey	Guest Lecturer	terri@thisis.eu	M5
Mr. Richard Plenty	Guest Lecturer	richard@thisis.eu	M5
Mr. Edward Shaw	Guest Lecturer	eddie@carrcommunications.ie	M6
Mr. Derek Ross	Research Assistant	rossde@tcd.ie	M7
Professor Marie Ward	Adjunct Assistant Professor	marie.ward@tcd.ie	M1
Professor Simon Wilson	Senior Lecturer	swilson@tcd.ie	M3
Professor Pernilla Ulfvengren	Industrial Relations, Royal Institute of Technology, Stockholm	pernilla.ulfvengren@indek.kth.se	M3
Mr. Solonas Demosthenous	Human Factor Specialist	solonas@kratisconsulting.com	M5, Year 2
Dr. Margaret Ryan	Research Fellow	margaret.ryan@tcd.ie	M4, M7, Year 2

We also invite guest lecturers and industry experts throughout the year to present on topical issues and emerging research and practice.

7.4 ECTS Weighting

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 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 and its level of difficulty.

The European norm for fulltime study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input 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.

8. Coursework Requirements

8.1 Attendance Requirements

Students are expected to attend scheduled tutorials each week and to complete all course work assignments on time. All students must fulfil the course requirements as communicated in this handbook and on Blackboard with regards to course work and 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 or fail to submit more than a third of the required course work in any term.

At the end of the teaching term, students who have not satisfied the School requirements may be reported as non-satisfactory for that term. This may mean that the student is required to repeat some or all the term. If illness or severe domestic upheaval is affecting your participation on the course, you should inform the Course Director.

Further details in relation to the college policy on attendance can be found in the College Calendar https://www.tcd.ie/calendar/

8.2 Participation

It is well established in educational research, especially involving adult learners, that members of a group learn a great deal from their peers. Without physical interaction it requires extra effort for members of an online class to feel like members of a group. To build an effective group and enhance everyone's learning it's important that everyone try to participate in group discussions whether on the discussion forum on during tutorials. This will involve sharing your experiences and opinions.

Students are encouraged to be prepared for group interactions by studying the relevant materials and thinking about their contributions and those of others. Fulfilling these commitments will enhance your own learning experience and that of the group generally.

8.3 Peer Support & Respect

Along with academic staff, every student shares the responsibility to help create a supportive and respectful learning environment. This involves accepting that there will be different learning needs in every group, allowing peers to contribute and treating colleagues and lecturers with respect. For effective group learning, class members need to know that interactions will be conducted in a safe and confidential environment. Please be respectful of others' contribution and don't discuss individual details outside of the class. Refer to section 3 of the handbook for information on netiquette and privacy.

8.4 Assessments
The following table gives an assessment breakdown per module.

Module No	ECTS	Case-Dossier Report	Group Work Report	Mini-Project	Reflective Assignment	Statistical Application	Research Dissertation
1	10	100%					
2	10	100%					
3	10	100%					
4	10	100%					
5	5		70%		30%		
6	5	100%					
7	10			70%		30%	
8	30						100%

Each module must be passed independently at a minimum of 40%.
The final mark for each module will be the average mark derived from a combination of the assessment elements. Students must observe all published deadline dates, which are final and have the status of examination dates.

Students need to attain a grade of at least 40% in order to pass each module. Students who fail to achieve this in a written assessment element may resubmit with a deadline for resubmission of one month from the publication of the initial results. Only one

resubmission will be allowed, and the maximum mark awarded for the resubmitted assignment is 40%. In module 5 Leading Change the assessment involves a group project assignment, and an overall group project mark will be awarded for this assessment with a pass mark of 40% and an individual reflective learning assignment.

A 1st year student who fails the overall module but who has not taken the opportunity to resubmit any failed assessment elements will have one opportunity to resubmit failed written elements before the supplemental court of examiners which will present a final opportunity to moderate the result and decide the student's progression to year 2.

All students must successfully pass all modules in year 1 in order to progress into year 2 which is devoted to the research dissertation.

There is no compensation between modules. All modules must be passed independently at a minimum of 40%.

Assessment of Dissertation (Year 2 or Year 3)

General regulations applicable to the submission and examination of dissertation are laid down in the Calendar Part III for a given academic year.

Students will have two options for their master's dissertation:

- Option I Traditional Dissertation
- Option II Manuscript-Based (Article-Based)

There are specific guidelines (listed below) on these options that are made available to the students who progress to the Masters level.

- TCD Dissertation Preparation Guidelines
- Dissertation Assessment Feedback Template

To qualify for the award of the Master's degree, students must:
(i) achieve an overall pass mark which is the credit-weighted average mark for all taught modules taken, and
(ii) achieve a pass mark in all modules designated non-compensable, and
(iii) achieve a pass mark in the research element or dissertation, and
(iv) pass taught modules amounting to 60 credits. The final mark is based on an overall credit-weighted average mark for taught modules that contributes 40%, and the dissertation element contributes 60% to the final mark.

Dissertation Masters with Distinction:
In order to qualify for the award of **Masters with Distinction** students must have not failed any component during the period of study and must as a minimum, either:

(i) achieve a final overall average mark for the course of at least 70% and a mark of at least 70% in the dissertation (option1) and the manuscript is deemed ready for journal submission according to the supervisor and supervisory committee (option II) or
(ii) achieve a mark of at least 70% in the dissertation (option 1) and the manuscript is deemed ready for journal submission according to the supervisor and supervisory committee (option II),
(iii) in courses in which the modules are assigned grades only, achieve a distinction in the dissertation or research element and distinctions in modules amounting to at least half of the required credit for the taught element of the course. Both dissertation options will provide students with an opportunity to pursue a research topic based on key strategic operational issues within their organisations in order to create a research-practitioner capability in managing risk and system change.

The dissertation for option I is usually a minimum of 15,000 words with an upper limit of 25,000 (excluding, footnotes and bibliography) and should be submitted no later than 31st August in year 2 or year 3. The dissertation will be assessed by two independent markers during the month of September, and the student may be required to participate in an online interview to discuss the dissertation. The dissertation will make up 60% of the overall marks in the final evaluation of the. Scheduled classes will continue throughout year 2 to ensure students remain focussed, are continually supported, and meet dissertation milestones. Dedicated supervisors will also be assigned to each student. Specific guidelines will be circulated in relation to all aspects of completing the Master's level degree.

Important (note the below is subject to further review**)**
Students on a Masters course who do not achieve a pass mark in the research element or dissertation but achieve a mark within the range of 40-49% (or 30-39%, where the pass mark is 40%) may make one application to the relevant School to repeat this section of their programme. Marks for a new submission will be capped at 50% (or 40 where the pass mark is 40%). Resubmitted research elements must be submitted before the next examination session at a date determined and published by the School. Alternatively, and where this is provided for in the Course regulations, such students may be awarded an associated Postgraduate Diploma. A thesis revision fee will apply for repeated dissertation or research elements. As of May 2023, the fees applicable for EU and NEU students for FAHSS is €1,853.

Full details of the college policy on records management and retention and can be found at the links below:

https://www.tcd.ie/about/policies/university-policies/records-management-/

EU General Data Protection Regulation (GDPR) and the Freedom of Information Act, specify the measures the research should adopt for storing data.

  i) Data should not be kept for longer than is necessary for the purpose for which they were collected.

j) Data already collected for a specific purpose should not be subject to further processing that is not compatible with the original purpose.

8.5 Assignment Submission Process

Each module on the course will be formally assessed. You will find a full list of the various assessments on the matrix in section 8.4 of this handbook.

8.5.1 Submission via Blackboard

All coursework must be submitted in soft copy through Blackboard to facilitate the detection of plagiarism. The deadline for submission via Blackboard will vary between the assignments.

A confirmed date along with submission instructions will be given to you at the time the assignment is issued to you.

8.5.2 Late Submission of Assessments

All students are required to submit their assignment by the specified deadline. In the event a student cannot, due to medical reasons submit on time, they must provide a medical certificate to cover the time.

Please note that a medical certificate cannot be accepted in explanation of poor performance. It must also be submitted, via email in the first instance prior to the submission deadline.

IMPORTANT: Students, who, for other unforeseen and exceptional circumstance, cannot submit their assignments by the specified deadline, must contact the Course Administrator via email to **managingrisk@tcd.ie, prior to the submission deadline** to put forward their case for an extension. You will then be formally advised if the extension has been granted.

Assignments, which have not been approved for an extension (or covered by a medical certificate), will be subject to the following penalties:

- 5% deduction for every day that it is late for a period of 5 working days.
- If received during the next 5 working days, the work will continue to be penalised at 5% per day but is eligible only for a maximum mark of 40%.
- Work submitted more than 10 working days after the deadline will be awarded no mark and recorded as zero percent.

8.6 Assignment Marking Scheme

*This marking scheme is for illustration purposes only and subject to change depending on the individual assessment.

Criterion	Overall Presentation and structure (setting & addressing objectives academic writing) (30 marks)	Knowledge of relevant materials and evidence of reading (30 marks)	Understanding of issues/application of course materials (30 marks)	Referencing and conforming to instructions (10 marks)
80-100%	Along with exceptionally clear and concise language in creating coherent arguments. High standard of academic writing.	Along with demonstration of comprehensive understanding of the topic; brings in relevant material beyond that covered in the module.	Along with the synthesis of a broad range of relevant material; clearly shows evidence of original thought. Demonstration of strong critical evaluation of material	Excellent APA standard referencing
70-79%	Clarity of argument and expression; Has defined objectives in detail and addressed them comprehensively; Analytical and clear conclusions well-grounded in literature; Fluent writing style appropriate to type of	Breadth and depth of reading and understanding of relevant arguments and issues; some areas covered in depth and awareness of provisional nature of knowledge. Uses appropriate terminology consistently.	Shows an ability to synthesise a range of material and addresses all parts of the assignment topic; Shows unique or imaginative insights. Depth of insight into theoretical issues and/or application to	Uses APA consistently; Work has been submitted within time boundaries and within prescribed parameters (e.g. word length).

	assignment; Grammar and spelling accurate.		practice; Where appropriate, demonstrates an ability to apply ideas to new material or in a new context.	
60-69%	Has defined objectives and addressed them through the work; Good summary of arguments based in theory/ Literature Language fluent; Grammar and spelling accurate.	Draws on a range of sources; some areas covered in reasonable depth; Good knowledge of topic and use of appropriate terminology.	Generally accurate and well-informed answer to the question that is reasonably comprehensive; Creates an argument that shows evidence of having reflected on the topic. Demonstrates the ability to work with theoretical material effectively and/or shows evidence of application.	Referencing is mainly accurate; Work has been submitted within time boundaries and within prescribed parameters (e.g. word length).
50-59%	Has outlined objectives and addressed them at the end of the work; Some evidence of conclusions grounded in theory/literature;	Uses a limited range of source material; Reasonable knowledge of topic and some use of appropriate terminology.	Addresses main issues of assignment topic without necessarily covering all aspects. Develops and communicates a basic logical argument with some use of appropriate	Referencing is mainly accurate; Work has been submitted within time boundaries and within prescribed parameters (e.g. word length).

	Language mainly fluent; Grammar and spelling mainly accurate.		supporting examples and evidence. A reasonable demonstration of the ability to address theoretical material and/or shows evidence of application	
40-49%	Has provided generalised objectives and focused the work on the topic area; Limited evidence of conclusions supported by theory/literature; Meaning apparent but language not always fluent; Grammar and/or spelling contain errors.	Shows only sparse coverage of relevant material or contains some errors and omissions; Limited knowledge of topic but some use of appropriate terminology. Over-dependence on source material.	Shows some sign of understanding of the question set, though not necessarily sustained; Fails to support arguments with adequate evidence. Demonstrates a basic ability to address theoretical material and/or shows limited evidence of application.	Some attempt at referencing; Deviates slightly from the required parameters.
Fail **39% -**	No information provided regarding objectives of assignment; Unsubstantiated/invalid conclusions based on anecdote and generalisation only, or no conclusions at all; Meaning unclear and/or grammar and/or spelling contain frequent errors.	Contains very little appropriate material or contains numerous errors and omissions; Lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology; Is plagiarised.	Only briefly acknowledges the question if at all; Lacks any real argument or argument is illogical and incoherent. Demonstrates a lack of understanding of theoretical material and/or lacks application.	Referencing is absent or unsystematic; Deviates significantly from the required parameters.

8.7 Plagiarism

The college has a strict policy in relation to plagiarism. All students are required to read the below and the associated information at the various link contained.

For the submission of assignments each coversheet* that is attached to submitted work should contain the following completed 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://www.tcd.ie/library/support/plagiarism/story_html5.html**"**

*a copy of the coversheet and an associated writing style guide can be found on Blackboard in the Introduction Module PS7500

General Notes on Plagiarism

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 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 academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

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.

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 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.

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.

Avoiding Plagiarism

Students should ensure the academic 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 and a tutorial called Ready Steady Write for students on avoiding plagiarism is available at https://www.tcd.ie/library/support/plagiarism/story_html5.html

If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting. 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 (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).

If the Director of Teaching and Learning (Postgraduate) 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 noted above must agree and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) 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 set out in.

If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) 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.

Provided that the appropriate procedure has been followed and all parties in (6) above agree with the proposed penalty, the Director of Teaching and Learning (Postgraduate) 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 Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies may approve or reject the recommended penalty or seek further information before deciding. If he/she considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under conduct and college. Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

If the case cannot normally be dealt with under 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](#).

College Calendar regulations

https://www.tcd.ie/calendar/general-information/

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

Plagiarism Policy

https://www.tcd.ie/teaching-learning/academic-policies/assets/plagiarism-mar2020.pdf

Avoiding Plagiarism

https://www.tcd.ie/library/support/plagiarism/story_html5.html

Library Guides – Academic Integrity

https://libguides.tcd.ie/academic-integrity/about

8.8 Referencing Guidelines

A crucial part of your academic studies will include reading extensively around your discipline area and integrating other people's ideas and research into your learning. You may also have to use 'evidence' from the literature to support the conclusions you want to make. When you do this as part of an assignment, you need to make sure the reader knows where you are getting your information or evidence from, and how this will fit with your own ideas and conclusions.

When using somebody else's ideas, research data, evidence, and conclusions, these need to be clearly acknowledged so that they can be distinguished from your own work. The reader is then able to see how you have integrated your reading with your writing and can track down the original resources if they so wish. Using and acknowledging other people's work in your assignments is also a way of demonstrating the reading you have been doing. Acknowledging resources usually takes place both within the text of an assignment and in a reference list.

Students in the School of Psychology are required to submit written material that adheres to the APA 7th Edition reference style.

So that you can accurately acknowledge the resources you are using it is helpful to keep a note of these as you go along. You can keep this record up to date by using bibliographic software such as EndNote. EndNote supports the referencing systems used by Schools at Trinity College Dublin and is available to all students. The library provides e-tutorials on the use of EndNote. See link here: https://www.tcd.ie/Library/support/endnote/

APA 7th Edition: Citing References within Your Assignment

Including Direct Quotes

When using direct quotations as part of the main body of our assignment you must provide the author, year and page number in the text. If no page numbers are given (e.g., on a website) use a paragraph number (abbreviated to para.) You must also give a full reference list.

For example:

Tindall and Shi (2004) suggest that "more by accident than design Massachusetts became the staging area for the rest of New England as the colonies grew out of religious quarrels" (p. 39).

or

"More by accident than design Massachusetts became the staging area for the rest of New England as the colonies grew out of religious quarrels" (Tindall & Shi, 2004, p. 39).

Here are some examples of in-text citation using the APA style:

To acknowledge a paraphrased idea put the reference information in brackets next to the idea used. You must include the full reference in the reference list.

For example:

There is some evidence that these figures are incorrect (Smith, 1995).

or

Smith (1995) has provided evidence that these figures are incorrect.

What Information Do You Need for a Reference List?

The reference list is the very last section in a report.

Referencing Books

Include the following - Author's Surname, Initial, (Year) Book Title & Publisher. For example:

Marsh, B. (2007). Georgia's frontier women: Female Fortunes in a Southern Colony. University of Georgia Press.

NB If more than one item by the same author from the same year is included in a reference list you should use distinguish between them by using a and b etc. after the date, e.g., 2007a, 2007b etc. For example

Marsh, B. (2007a). Georgia's frontier women: Female fortunes in a southern colony. Georgia: University of Georgia Press.

If there is more than one author, the following applies.

Gordon, S., Mendenhall, P., & Blair O Connor, B. (2012). *Beyond the Checklist: What else Health Care Can Learn from Aviation Teamwork and Safety*. Cornell University Press.

Surnames and initials for up to 20 authors can be provided in the reference list.

If a source is authored by more than 20 authors, only the first 19 authors and the last author are included. In between the 19th and last author, you place an ellipsis to indicate names are omitted. For example

Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Kelly, R. S., Turner, S. T., Lewis, F., Lee, L.H., Cox, G., Harris, H.L., Martin, P., Gonzalez, W.L., Hughes, W., Carter, D., Campbell, C., Baker, A.B., Flores, T., Gray, W.E., Green, G, … Nelson, T.P. (2018).

Referencing Book Section/chapter in edited book

Include the following - Author Surname, Initial., {repeat for all authors} (date). Section Title. In . Initial. Editor Surname (Ed.), Book Title (pp. start page – end page of section) Publisher.

Hendricks, V. F., Symons, J., Hintikka, J., van Dalen, D., Kuipers, T. A. F., Seidenfeld, T., . . . Wolenski, J. (2005). The notion of the truth bearer. In J. Wolenski (Ed.), *From the act of judging to the sentence* (pp. 23-31). Springer.

Referencing Book Section/Chapter

Include the following – Author's Surname, Initial, (Year). Section title. In *Book Title* (pp. start page – end page of section), Publisher. For example:

Marsh, B. (2007). Economy. In *Georgia's frontier women: Female fortunes in a southern colony* (pp. 36-66). University of Georgia Press.

Edited Book

Include the following – Editor(s) Surname(s), Initial (Eds.). (Year). *Title*. Publisher.

Greco, J., & Sosa, E. (Eds.). (1998). *Blackwell guide to epistemology*. Oxford: Wiley-Blackwell.

Citing from ebooks

For eBooks, the format, platform, or device (e.g., Kindle) is no longer included in the reference. The publisher is included in the reference. The DOI is formatted according to the new 7th edition guidelines.

For example:

Brück, M. (2009). *Women in early British and Irish astronomy: Stars and satellites*. Springer Nature. https:/doi.org/10.1007/978-90-481-2473-2

Referencing Page Numbers from e-books
For in-text citations of paraphrased material, provide the author and date, as for any APA Style reference. To cite a direct quotation, also provide page numbers if the e-book has page numbers. If there are no page numbers, you can include any of the following in the text to cite the quotation:
- a paragraph number, if provided; alternatively, you can count paragraphs down from the beginning of the document;
- an overarching heading plus a paragraph number within that section; or
- an abbreviated heading (or the first few words of the heading) in quotation marks, in cases in which the heading is too unwieldy to cite in full.

Referencing a Journal Article (with a DOI)

A DOI (Digital Object Identifier) is usually assigned to a journal article. It should be clearly visible on the article. Most journal articles and books have a DOI (Digital Object Identifier) assigned to them. This unique link is stable (it doesn't change over time) and makes retrieving a source easier for readers. DOIs are formatted the same as URLs.

The following will be required – Author's surname, Initial, {repeat for all authors} Date, Title of Journal Article, Title of Journal, url for the doi

For example:

Easterlin, R. A. (1995). Will raising the incomes of all increase the happiness of all? *Journal of Economic Behavior & Organization, 27*(1), 35-47. https://doi.org/10.1016/0167-2681(95)00003-B

Referencing a Journal Article (without a DOI)

Author Surname, Initial., {repeat for all authors} (date). Article title. *Journal name, vol. #*(no. #), start page-end page.

For example:

Brickman, P., Coates, D., & Janoff-Bulman, R. (1978). Lottery winners and accident victims: Is happiness relative? *Journal of Personality and Social Psychology, 36*(8), 917-927.

Contributors other than authors

| *Media type* | *Include as author* |

Film	*Director*
TV series	*Executive producer(s)*
Podcast episode	*Host of episode*
Webinar	*Instructor*
Online streaming video	*Person or group who uploaded the video*
Photograph	*Photographer*

The contributors appear in the author position. The role of the contributor is added in parentheses after their name, for example: Jones, P. D. (Director).

Referencing from a Web Page

Organisation name. (date). *Title of webpage.* Retrieved date {follow format as below}, from URL

BBC. (2011). *BBC news UK.* http://www.bbc.co.uk/news/uk/

Or if there is an author's name

Walker, A. (2019, November 14). Germany avoids recession but growth remains weak. BBC News. https://www.bbc.com/news/business-50419127

Inclusive & Bias Free Language

Writing inclusively and without bias is the new standard, and APA's new publication manual contains a separate chapter on this topic. The guidelines provided by APA help authors reduce bias around topics such as gender, age, disability, racial and ethnic identity, and sexual orientation, as well as being sensitive to labels and describing individuals at the appropriate level of specificity**.** Some key points to be aware of:

Use Singular 'they'

The singular "they" or "their" is endorsed as a gender-neutral pronoun. Avoid using "he or she" to refer to people of unspecified gender.

✗ A researcher's career depends on how often he is cited.
✓ A researcher's career depends on how often they are cited.

✗ Each examiner submitted his or her assessment.
✓ Each examiner submitted their assessment.

Be Sensitive to Labels

Instead of using adjectives as nouns to label groups of people, descriptive phrases are generally preferred. Respect the language that people use to describe themselves and be aware that language changes over time. For example

✗ The poor
✓ People living in poverty.
✗ Transsexuals
✓ Transgender people

Appropriate Level of Specificity

When possible, give specific characteristics rather than broad categories. The appropriate choice depends on context.

✗ Over-65s
✓ People aged 65 to 75.

✗ Asian participants
✓ Vietnamese, Cambodian, and Thai participants

8.9 Dissertation Submission Guidelines

The following is applicable only to year 2 or year 3 students who will progress to the Master's level.

You will find the overall dissertation submission guidelines for all postgraduate students in part 3 of the college calendar.

Guidelines specific to the Online M.Sc. in Managing Risk and System Change can in section 8.4 above.

At the same time as submitting the project report, you must also submit an electronic version of the project's original (i.e., data in its original form, not summarised or analysed in any way; e.g., SPSS spreadsheet with clearly marked variables/columns, anonymised interview transcripts), along with relevant statistical manipulations of the data (e.g., SPSS output files). If your project's raw data do not lend themselves to storage in electronic format, seek guidance from your supervisor about the appropriate means of storing them (e.g., USB stick)

A copy of your raw data (questionnaires, interview transcripts, etc) should be retained by you for 12 months following the submission of your project for examination. If you or your supervisor intend to publish the findings from your project (note that College policy states that raw data are to be kept for 10 years), the paper copies of your raw data should be lodged with your supervisor.

Submission

As this is an online course student's will not be required to physically submit their final dissertation reports. You can submit your dissertation (pdf version) to email managingrisk@tcd.ie and encrypt the file using your student number.

For specific structure and layout guidelines related to the Online M.Sc. in Managing Risk and System Change please refer to the following additional documents available on Blackboard.

- **TCD Dissertation Preparation Guidelines**
- **Dissertation Assessment Feedback Template**

Withheld access (a "stay"). Should an author of a dissertation wish to withhold permission for the use of her/his work, a written application must be made to the Dean of Graduate Studies at the time of submission of the dissertation for examination. Such applications must have the written support of the graduate student's Supervisor or Director of Teaching and Learning (Postgraduate), must state the reasons for the request for a stay on access and must provide a contact address. The maximum length of a stay is five years. During this period of withheld permission, the dissertation may be consulted, lent or copied only by written permission of the author who is under an obligation to reply to all inquiries within a reasonable time.

Additional regulations

Procedure for examination of a candidate

A dissertation submitted for a Master's degree must show evidence of rigour and discrimination, appreciation of the relationship of the subject to a wider field of knowledge/scholarship (but it is not necessary that it be worthy of publication); it must be clear, concise, well written and orderly and must be the candidate's own work.

The use of paid professional copy-editing services for the preparation of a Masters or doctoral thesis is not permitted and will be considered a breach of the examination regulations. In certain exceptional cases, students registered with the College disability service may, following consultation with the Dean, be permitted to avail of paid professional copy-editing services.

Dean's Grace and Submission Deadlines

September Registrants
Students who registered for their current degree <u>from the September 2009 intake onwards</u> are required to submit their dissertation by 31 August (30 September with Deans Grace).

The Deadline to request Dean's Grace of one-month extension (free of fees) is 31 August for <u>all</u> September registrants. All requests for Deans Grace should be emailed from the Supervisor directly to the Dean of Graduate Studies at gso.theses@tcd.ie

8.10   Ethics – Year 2 Students

All students are required to consult the School of Psychology ethics regulations as part of their dissertation submission process. The Course Director will advise you on how to access the relevant supporting documentation.

The ethics process and obtaining ethical approval from the School of Psychology Ethics Committee is a mandatory requirement prior to the commencement of any research project.

There are two dedicated sessions (see year 2 timetable) that will provide a walk-through of all elements required to complete the ethics application. In addition, ethics is also covered in the Dissertation Clinics timetabled throughout the year and the student's supervisor(s) will also advise on all aspects of the ethics process.
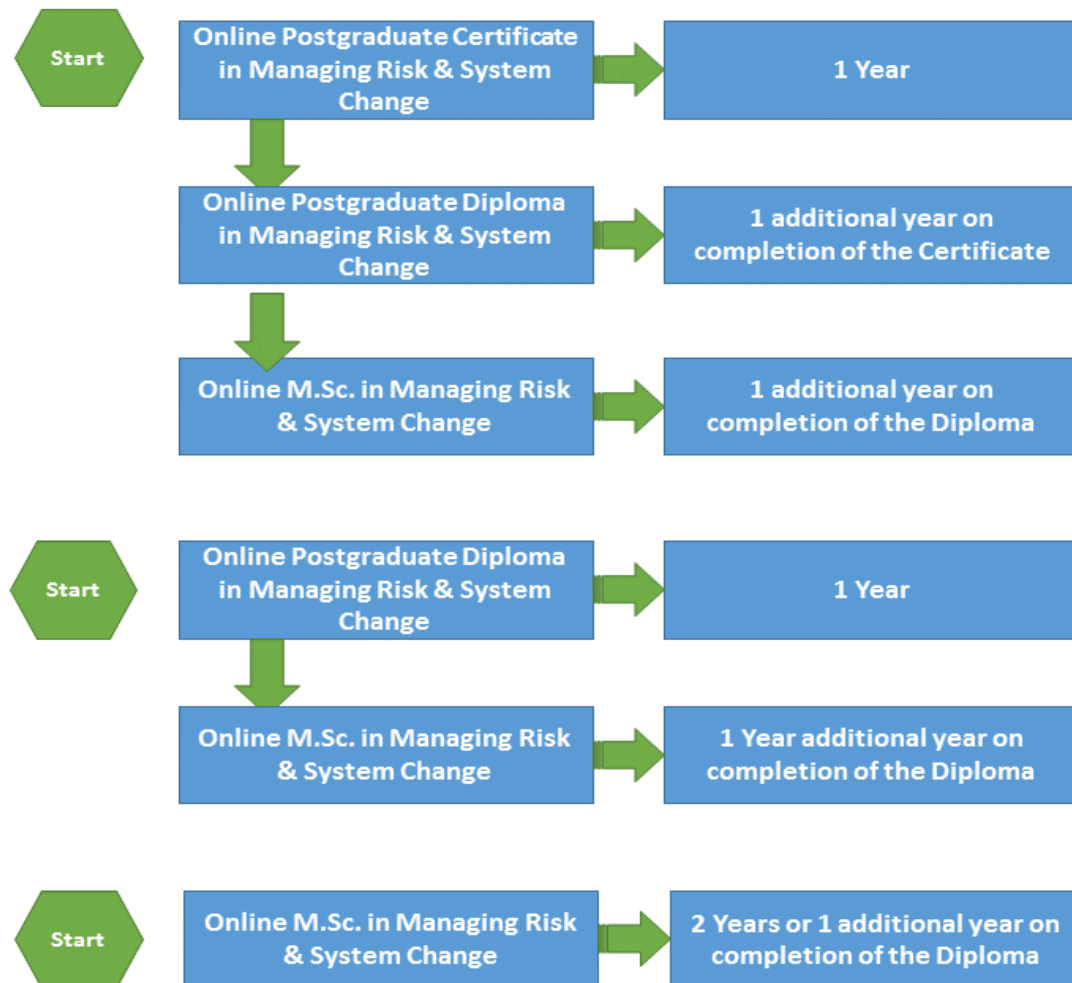

Useful Links:

https://www.tcd.ie/research/dean/research-ethics/

https://www.tcd.ie/media/tcd/about/policies/pdfs/Policy-on-Good-Research-Practice_1.1.pdf

9. Progression Regulations

Upon successful completion of the Postgraduate Certificate students may progress to the Postgraduate Diploma. Students who have successfully completed all elements of the Postgraduate Diploma may pursue the M.Sc. qualification.

```
Start → Online Postgraduate Certificate in Managing Risk & System Change → 1 Year
              ↓
        Online Postgraduate Diploma in Managing Risk & System Change → 1 additional year on completion of the Certificate
              ↓
        Online M.Sc. in Managing Risk & System Change → 1 additional year on completion of the Diploma


Start → Online Postgraduate Diploma in Managing Risk & System Change → 1 Year
              ↓
        Online M.Sc. in Managing Risk & System Change → 1 Year additional year on completion of the Diploma


Start → Online M.Sc. in Managing Risk & System Change → 2 Years or 1 additional year on completion of the Diploma
```

9.1 Postgraduate Diploma Award

Where a student has satisfied all assessment criteria in year one of the course, they may choose to opt to graduate with a Postgraduate Diploma in Managing Risk and System Change. In order to be considered for this option you must contact the Course Administrator via email to managingrisk@tcd.ie no later than the last day of your scheduled lectures.

Students will then be sent information in due course by the Academic Registry to formally apply for graduation.

Note: a student may, within five years of graduating with the diploma qualification, return to complete the second year of the course and pursue the master's qualification. The student will be required to rescind the diploma award and will re-register for the second year of the course.

The student must contact the Course Administrator via email to managingrisk@tcd.ie no later than February 1st of the year in which they wish to return.

9.2 Continuation to Master's Award

Students must obtain credit for each academic year of their course by satisfactory participation in prescribed online activities and submission of designated assignments. This course follows an assessment model where the overall credit-weighted average mark for taught modules in year 1 contributes 40%, and the dissertation in year 2 contributes 60%, to the final mark.

To qualify for the award of the master's degree, students must
(i) Achieve an overall pass mark (50%) which is the credit-weighted average mark for all taught modules taken, and

(ii) Achieve a pass mark in all modules designated non-compensable, and

(iii) Achieve a pass mark in the research element or dissertation, and

(iv) Pass taught modules amounting to 60 credits,

(iv) Students failing to pass taught modules may re-submit required work within the duration of the course as provided for in the course regulations above.

(v) Students who, following the re-assessment, have failed to pass taught modules will be deemed to have failed overall, and may apply to repeat the course.

(vi) Students who have passed taught modules, but who do not achieve a pass mark (50%) in the research element or dissertation, will be deemed to have failed overall. Such students may apply to repeat the year or may be awarded the associated Postgraduate Diploma.

(vii) Students can qualify for the award of Masters with Distinction in line with Calendar Part 3 regulations.

(viii) Students who have passed taught modules according to the above, but who do not choose to complete the dissertation, may be awarded the associated Postgraduate Diploma in line with Calendar Part 3 regulations.

9.3 Appeals Process

Where a student has failed on the coursework component, and feels that there are mitigating circumstances, he/she may make a request, in writing, to the Course Director for permission to repeat the examination(s) and/or assessment(s). The reasons for the request must be clearly stated and supported where necessary by documentary evidence. If the graduate student is granted a supplemental examination, the results of that examination will be considered to be final, i.e., repetition of the year will not be permitted.

Where a student has passed the coursework component but has failed on the assessment of the dissertation (including an oral examination) and is dissatisfied with the manner in which the dissertation was examined, he/she may make a request, in writing, to the Course Co-ordinator. The reasons for the request must be clearly stated and supported where necessary by documentary evidence.

If the Course Director refuses to grant a request, the student may make an appeal to the relevant School appeals committee. If the School appeals committee refuses to grant the appeal, or the student is not satisfied with the outcome of the appeal process, he or she may appeal the decision of the School in writing to the Dean of Graduate Studies, clearly stating under what grounds they are appealing and what remedy they are seeking. If the Dean of Graduate Studies denies the appeal, the student may appeal this decision to the Academic Appeals Committee for Graduate Students (Taught) – see Paragraph 1.24.7.

Conflicts of interest will be avoided throughout all stages of the Postgraduate Appeals process (i.e., no person from the relevant course committee or an examiner or supervisor should serve on the appeals committee; when the Dean of Graduate Studies is also the supervisor, examiner or lecturer, a pro-Dean will be appointed).

9.4 External Examiner

The external examiner for the online Masters / Postgraduate Diploma / Postgraduate Certificate in Managing Risk and System Change or the academic year 2024-2025 will be Dr. Mary Galvin.

10. University Regulations

The following links contain additional information in relation to University regulations, policies, and procedures. All students are required to familiarise themselves with the content.

Academic Policies
http://www.tcd.ie/teaching-learning/academic-policies/

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

Dignity and Respect Policy
https://www.tcd.ie/media/tcd/about/policies/pdfs/hr/dignity-and-respect.pdf

Information Compliance
https://www.tcd.ie/info_compliance/data-protection/student-data/

IT Services Policies
https://www.tcd.ie/about/policies/information_systems_services.php

11. Feedback & Evaluation

Upon the completion of each module of the course you will be sent an online survey to assess and evaluate the module. The survey is anonymous and designed to assist the lecturing team in ensuring that student's expectations are met at each stage.

Student Evaluation and Feedback

https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php

Student Partnership Policy

https://www.tcd.ie/teaching-learning/academic-policies/

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

https://www.tcd.ie/teaching-learning/academic-policies/

12. Appendix

12.1   Confidentiality Agreement

A sample confidentiality agreement is shown below. Please contact the course administrator via email managingrisk@tcd.ie with your confidentiality agreement request.

<mark>[FULL LEGAL NAME OF COMPANY]</mark>

and

<mark>[FULL NAME OF STUDENT]</mark>

and

The Provost, Fellows, Foundation Scholars, and the other members of Board, of the

College of the Holy and Undivided Trinity of Queen Elizabeth near Dublin

ONE-WAY CONFIDENTIAL DISCLOSURE AGREEMENT

ONE-WAY CONFIDENTIAL DISCLOSURE AGREEMENT

This Agreement is between:

(1)   [FULL LEGAL NAME] (the "**COMPANY**"), a company incorporated in [COUNTRY] under registration number [●], whose registered office is at [●];

(2)   [FULL NAME OF STUDENT] (the "**Student**") with an address at [ADDRESS]; and

(3)   **The Provost, Fellows, Foundation Scholars, and the other members of Board, of the College of the Holy and Undivided Trinity of Queen Elizabeth near Dublin** ("**TRINITY**"), a body corporate, whose principal address is at College Green, Dublin 2

(Trinity and the Student are together the "**Receiving Parties**")

(together the "**Parties**" and "**Party**" shall mean either one of them).

Background:

The Parties wish to hold discussions relating to the study of Managing Risk and System Change (the "**Field**"). TRINITY and the Student wish to receive Confidential Information (as defined below) in the Field from the Company in order to facilitate the Student in completing coursework for the (choose course & delete others) [Postgraduate Certificate/Diploma/Master's] in Managing Risk and Systems Change at TRINITY (the "**Permitted Purpose**").

The Parties agree as follows:

1. Definitions

1.1.   In this Agreement, the following words shall have the following meanings:

Authorised Persons	shall have the meaning given in clause 3.1.
Confidential Information	shall mean:
	(a) in respect of Information provided in documentary form or by way of a model or in other tangible form, Information which at the time of provision is marked, or information which ought reasonably to be considered confidential, given the nature of the information, or the circumstances of disclosure; and
	(b) In respect of Information that is imparted orally, any information that COMPANY or its representatives informed the Receiving Parties at the time of disclosure was imparted in confidence; and
	(c) in respect of Information imparted orally, any note or record of the disclosure and any evaluation materials prepared by the Receiving Parties that incorporate any Information; and

(d)   any copy of any of the foregoing.

<table>
<tr><td>**Effective Date**</td><td>shall mean the date of signature of this Agreement by the last Party to sign.</td></tr>
<tr><td>**Information**</td><td>shall mean information (whether of a technical, commercial or any other nature whatsoever) provided directly or indirectly by COMPANY to the Receiving Parties in oral or documentary form or by way of models, biological or chemical materials or other tangible form or by demonstrations, on or after the date of this Agreement.</td></tr>
</table>

2.   Confidentiality obligations

2.1.   In consideration of COMPANY providing Confidential Information, at its discretion, to the Receiving Parties, the Receiving Parties shall:

   2.1.1.   keep the Confidential Information secret and confidential;

   2.1.2.   neither disclose nor permit the disclosure of any Confidential Information to any person, except for disclosure to Authorised Persons in accordance with clause 3, or to a court or other public body in accordance with clause 4;

   2.1.3.   not use the Confidential Information for any purpose, whether commercial or non-commercial, other than for the Permitted Purpose;

   2.1.4.   not to seek to obtain any protection of the intellectual property contained in the Confidential Information of COMPANY;

   2.1.5.   make only such limited number of copies of the Confidential Information as are required for the Permitted Purpose, and provide those copies only to Authorised Persons;

   2.1.6.   give notice to COMPANY of any unauthorised misuse, disclosure, theft or loss of the Confidential Information immediately upon becoming aware of the same.

3.   Disclosure to employees

3.1.   TRINITY may disclose the Confidential Information to those of its officers, employees and professional advisers (together, "**Authorised Persons**") who:

   3.1.1.   reasonably need to receive the Confidential Information to enable TRINITY to achieve the Permitted Purpose;

   3.1.2.   have been informed by TRINITY (a) of the confidential nature of the Confidential Information, and (b) that COMPANY provided the Confidential Information to the TRINITY subject to the provisions of a written confidentiality agreement; and

3.1.3.   have been instructed to treat the Confidential Information as confidential;

3.2.   TRINITY shall be responsible for taking reasonable action to ensure that its Authorised Persons comply with the obligations under this Agreement and, without prejudice to any other right or remedy of COMPANY, shall be liable to COMPANY for any breach of this Agreement by such Authorised Persons.

4.   Disclosure to court, etc.

4.1.   To the extent that the Receiving Parties are required to disclose Confidential Information by order of a court or other public body that has jurisdiction over the Receiving Parties, they may do so. Before making such a disclosure the Receiving Parties shall, if the circumstances permit:

4.1.1.   inform COMPANY of the proposed disclosure as soon as possible (and if possible before the court or other public body orders the disclosure of the Confidential Information);

4.1.2.   ask the court or other public body to treat the Confidential Information as confidential; and

4.1.3.   permit COMPANY to make representations to the court or other public body in respect of the disclosure and/or confidential treatment of the Confidential Information.

5.   Exceptions to confidentiality obligations

5.1.   The Receiving Parties' obligations under clause 2.1 shall not apply to Confidential Information that:

5.1.1.   The Receiving Parties possessed before COMPANY disclosed it to the Receiving Parties; or

5.1.2.   is or becomes publicly known, other than as a result of breach of the terms of this Agreement by the Receiving Parties or by anyone to whom the Receiving Parties disclosed it; or

5.1.3.   the Receiving Parties obtain from a third party, and the third party was not under any obligation of confidentiality to COMPANY with respect to the Confidential Information; or

5.1.4.   it can show (as demonstrated by its written records or other reasonable evidence) has been independently developed by any of TRINITY's employees or Authorised Persons who have not had any direct or indirect access to, or use or knowledge of, the COMPANY's Confidential Information.

6.   Return of information and surviving obligations

6.1.   Subject to clause 7.2, the Receiving Parties shall (a) at COMPANY's request, and (b) upon any termination of this Agreement:

6.1.1.   either return to COMPANY or destroy (at COMPANY's option) all documents and other materials that contain any of the Confidential Information, including all copies made by TRINITY representatives;

6.1.2. permanently delete all electronic copies of Confidential Information from the Receiving Parties' computer systems.

6.2. As an exception to its obligations under clause 6.1, TRINITY may retain one copy of the Confidential Information, in electronic form, in TRINITY's legal files for the purpose of ensuring compliance with TRINITY's obligations under this Agreement.

6.3. This Agreement will take effect as of the Effective Date and will remain in full force for a period of twelve (12) months from the Effective Date. Either Party may terminate this Agreement by giving thirty (30) days' written notice to the other Party. The Receiving Parties' obligations shall otherwise continue in force, in respect of Confidential Information disclosed for a period of five (5) years from the Effective Date of this Agreement.

7. General

7.1. The Receiving Parties acknowledge and agree that all property, including any intellectual property, in the Confidential Information shall remain with and be vested in COMPANY.

7.2. The Company acknowledges and agrees that all final reports prepared by the Student (the "**Final Reports**") will be the property of the Receiving Parties, in accordance with the programme regulations of the (choose course & delete others) [Postgraduate Certificate/Diploma/Master's] in Managing Risk and Systems Change. The Receiving Parties agree not to disclose the Final Reports to any third party without the consent of the other Parties.

7.3. This Agreement does not include, expressly or by implication, any representations, warranties or other obligations:

7.3.1. to grant the Receiving Parties any licence or rights other than as may be stated in this Agreement;

7.3.2. to require COMPANY to disclose, continue disclosing or update any Confidential Information;

7.3.3. to require COMPANY to negotiate or continue negotiating with the Receiving Parties with respect to any further agreement, and either Party may withdraw from such negotiations at any time without liability; nor

7.3.4. as to the accuracy, efficacy, completeness, capabilities, safety or any other qualities whatsoever of any information or materials provided under this Agreement.

7.3 It is understood and agreed that notwithstanding any other provision of this Agreement, a breach by the Receiving Parties of any of the provisions of this Agreement may cause COMPANY irreparable damage for which recovery of money damages might be inadequate, and that COMPANY will be entitled to

seek an injunction to protect its rights under this Agreement in addition to any and all remedies available at law. Notwithstanding the foregoing, the Receiving Parties shall not be liable for any indirect loss or consequential loss whatsoever and howsoever caused, (even if caused by its negligence and/or breach of this Agreement). COMPANY agrees that each Receiving Party shall not incur any liability to COMPANY for a breach of this Agreement for which the other Receiving Party is solely responsible.

7.4   Notices under this Agreement must be in writing and may be delivered by hand, pre-paid registered post, or electronic mail to the address of the Parties set out hereunder (or to such other address as that Party may have notified to the other under the provisions of this clause). Notices delivered by hand shall be deemed delivered upon receipt, while notices delivered by post until and unless the contrary is proven, shall be deemed delivered 72 hours after posting, and notices delivered by email until and unless the contrary is proven, shall be deemed delivered 24 hours after transmission.

COMPANY Contact:
Attn: [NAME AND ADDRESS]

STUDENT Contact:
Attn: [NAME AND ADDRESS]

TRINITY Contact
Attn: Dr. Gordon Elliott
        Senior Patents and Licensing Manager
        Trinity Research & Innovation,
        O'Reilly Institute, COMPANY College Dublin,
        Dublin 2, Ireland
        Gordon.elliott@tcd.ie

7.5   No amendments, changes or modifications to this Agreement will be valid unless the same are in writing and signed by a duly authorized representative of each of the Parties.

7.6   Each of the provisions of this Agreement is separate and severable and enforceable accordingly. If at any time any of the provisions is held to be void or unenforceable, the validity or enforceability of the remaining provisions shall not be affected. If any provision is held to be void or unenforceable, the Parties agree to substitute any such provision with a valid enforceable provision which achieves to the greatest extent possible the economic, legal and commercial objectives of the invalid or unenforceable provision.

7.7   This Agreement represents the entire agreement of the Parties with respect to its subject matter and it supersedes all prior representations, agreements, arrangements and undertakings with respect thereto whether written or oral.

7.8   This Agreement shall be governed by and construed in accordance with the laws of Ireland and each Party agrees to submit to the exclusive jurisdiction of the courts of Ireland.

7.9   This Agreement may be executed in any number of counterparts, each of which will be considered an original, but all of which together will constitute the same instrument. This agreement may be executed by electronic signature, and delivery of an executed counterpart of a signature page to this Agreement by electronic transmission will be as effective as delivery of a manually executed and delivered counterpart of this Agreement. An electronic copy of this Agreement, executed by both Parties, will be as effective as an executed paper document.

Agreed by the Parties through their authorised signatories:

| For and on behalf of
[INSERT LEGAL NAME OF COMPANY]

_____
Signed

Name:

Title:

_____
Date | For and on behalf of **The Provost, Fellows, Foundation Scholars, and the other members of Board, of the College of the Holy and Undivided Trinity of Queen Elizabeth near Dublin**

_____
Signed

Name: Dr. Gordon Elliott

Title: Senior Patents and Licensing Manager

_____
Date |

For and on behalf of [INSERT NAME OF STUDENT]   _____ Signed Name: Title: _____ Date

12.2　　　Staff Profiles

Profiles	Organisation	E-Mail
Professor Siobhán Corrigan is Assistant Professor of Director of the Masters in Managing Risk and System Change and Assistant Director of the Centre for Innovative Human Systems (CIHS), School of Psychology, Trinity College Dublin. Siobhán lectures in areas of Organisational Behaviour, Psychology of Work, Leadership, Human Factors, & Research Methods and has published widely in her field. Her research focuses on understanding the functioning of socio-technical systems in order to support industry with the complexities of managing system change and improving overall risk and safety performance. Siobhan's current research interests include Collaborative Networks & Learning; Understanding Behaviour & Managing Risk in Transport Operations; Leadership & the Application of Human Factors in Healthcare Safety. She has played a leading role on a number of high-profile Human Factor research projects & has had continuous and successful engagement with a range of industries (e.g., Aerospace, Manufacturing, Pharmaceutical, Health & Process). Siobhán is also a certified Human Factor trainer and has substantial experience in the development, delivery & evaluation of core Human Factors training.	**Course Director** Trinity College Dublin	scorrig@tcd.ie
Professor Nick McDonald has been a key driving force in the study of Human Factors (HF) and Organisational Psychology in Europe for nearly three decades. He founded the Aerospace Psychology Research Group (APRG) in 1996 and the Centre for Innovative Human Systems (CIHS) in 2012 to better reflect the diversity of systems worked with. He is a Senior Lecturer in the School of Psychology, Fellow of Trinity College Dublin and Director of the Centre for Innovative Human Systems (CIHS). His research focuses on operational performance in terms of safety, quality, effectiveness and cost; policy and regulation for safety; improvement and change; inter-organisational and multi-disciplinary teams; process re-organisation and value creation. Prof. McDonald has considerable experience of both qualitative and quantitative HF and organisational assessment methods. He has developed a comprehensive HF and operational assessment methodology for use in systems design, technology evaluation, operational evaluation and change management assessment and evaluation.	**Academic Programme Development** Trinity College Dublin	nmcdonld@tcd.ie
Professor Sam Cromie is Assistant Professor of Organisational Psychology and Director of the Centre for Innovative Human Systems in Trinity College Dublin. He has over twenty years' experience of action research into human and organisational factors in aviation,	Trinity College Dublin	sdcromie@tcd.ie

process, manufacturing, pharma, rail, maritime and healthcare sectors. Particular research interests are risk management of human factors, the impact of human factors training, the role of procedures in managing performance, safety and just culture. His current major project is InnHF (www.innhf.eu)which is focussed on integrating risk assessment and human factor methodologies in a range of industries. Sam **l**ed the development of the STAMINA training programme which is a global benchmark of human factors training in aviation maintenance. He is managing director of Trinity Stamina which delivers human factors and safety management training and consulting globally. Sam's collaborators and clients have included Airbus, Rolls Royce, Pfizer, Cathay Pacific, British Airways, Fiat and EASA.			
Mr. Rory Carrick, Dip. Counselling & Psychotherapy, Dip. History of European Painting (TCD), BSc Business & Information Technology (TCD), Masters in Arts (TCD), Postgraduate Diploma in Project Management (TCD), M.Sc. in Digital Marketing Strategy. Rory has worked with Trinity College Dublin for for twenty years in a variety of both student engagement and system support roles. Prior to joining the Centre for Innovative Human Systems (CIHS) he has worked as course administrator for the MBA programme in Trinity Colleges Business School and acted as lead business analyst for the Undergraduate strand of the GeneSIS project; a multimillion euro change management project. He has also spent a number of years working in student support roles with both Undergraduate and Postgraduate students.	**Administrative Director of Programme Recruitment, Marketing & Online Learning** Trinity College Dublin	managingrisk@tcd.ie
Ms. Paula Hicks took up the position of Centre Administrator in the Centre for Innovative Human Systems (CIHS) in 2013. She brings to CIHS a long track record in Project Management. Her current role involves the Management of the Centre's portfolio of research and Industry projects; Strategic planning; Communication and PR; Recruitment and management of staff; Proposal development and Financial administration. Prior to this role she worked in the Centre for Health Informatics at TCD where her expertise was in the use of innovative technology solutions and interventions to support improved psychosocial outcomes for children in hospital. In the course of the work she led two award winning projects: Áit Eile (eEurope Award for eHealth 2004) and Solas (Irish Healthcare Awards 2008 and Astellas Changing Tomorrow Award for Innovation 2010). Paula holds an MSc. in Health Informatics and is a member of the Health Informatics Society of Ireland (HISI) and the Irish Computer Society (ICS) and has also served on the board of the Hospital Organisation of Pedagogues in Europe (HOPE). She has also developed modules in the area Health Informatics and lectured at both undergraduate and postgraduate	Trinity College Dublin	phicks@tcd.ie

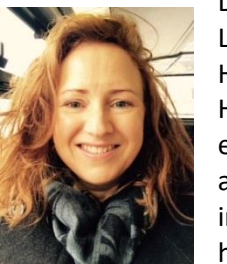|		
level, her publications can be viewed at .and has published a number of book chapters and journal articles.		
Dr. Nora Balfe is a Chartered Human Factors Specialist registered with the UK Institute of Ergonomics and Human Factors. She has extensive experience in rail human factors having worked for seven years as part of the Network Rail Ergonomics Team where she specialised in systems design and development. She also has experience in the Air Traffic Management domain. She holds a degree in Aeronautical Engineering from Queen's University Belfast, an MSc in Human Factors and Safety Assessment in Aeronautics from Cranfield University, and a PhD in Human Factors from the University of Nottingham. She now works at the Commission for Railway Regulation as an Inspector where she is involved in the supervision of Irish Railway Organisations and participates in European Railway Agency working groups on Safety Culture and Human and Organisational Factors. She is also a Visiting Researcher in the Centre for Innovative Human Systems. Her research interests lie in the area of system design for operability and maintainability and incorporating human factors in the design process. She has been particularly engaged in the design of complex work systems having completed her PhD in the area of automation for rail signalling systems.	Trinity College Dublin	balfen@tcd.ie
Dr. Michael Cooke is Lecturer in Applied Psychology at Maynooth University as well as a visiting research in human factors and organisational psychology at the Centre for Innovative Human System, School of Psychology, TCD. He has a background in applied psychology (BA and PhD) from UCC and was previously lecturer at the University of Limerick on HCI, Interaction Design and Ergonomics. He is a human factors and organisational psychology specialist with an interest also in human-computer interaction (HCI) and computer-supported cooperative work (CSCW). Michael is a recipient of European research funding with grants totalling more than two €2 million. He is currently principal investigator on two EU projects on peace building curriculum building (with TCD), and border security. Hi research investigates topics such as counter terrorism with EU law enforcement agencies, crisis and emergency management with European first responders, and the resilience of EU critical infrastructures such as electricity, water and road transport networks. Michael takes an applied, human-centred approach to these issues and emphasises in both research and teaching how complex organisational and sociotechnical systems are an achievement of both ordinary and extraordinary human activity, the key task for researchers and practitioners being to highlight and better understand the relationship between that activity and operational outcomes.	Maynooth University	michael.cooke@mu.ie

	Mr. Solonas Demosthenous works as a full-time trainer, consultant and researcher for Kratis Training and Consulting. Solonas has a background in Organisational and Work Psychology and he is a certified Human Factors Trainer. He also develops and delivers various training courses, both on Aviation Safety and Occupational Psychology; such as Emotional Intelligence, Team Dynamics, Dealing with Cultures in the Workplace and many more. Finally, he practices psychotherapy on a part time basis, and he co-authored academic papers on Aviation Safety and a book on Fear of Flights.	Kratis Consulting	solonas@kratisconsulting.com
	Ms. Alison Kay (MPhil, MA, MSc.) is an Occupational Psychologist based at the Centre for Innovative Human Systems. Her core focus is on the human aspects of safety critical systems. She has worked on human factors research projects in aviation, process industries, maritime industry, manufacturing and healthcare. Her research has addressed decision making, competence, process modelling and resource management for training, procedure writing and accident investigation. In 2008, Alison was one of the Human Factors Integration Defence Technology Centre team awarded the UK Ergonomics Society President's Medal 'for significant contributions to original research, the development of methodology and the application of knowledge within the field of ergonomics'.	Trinity College Dublin	alison.kay@tcd.ie
	Dr. Maria Chiara Leva is a Lecturer in Safety Management in DIT and has been working as a Human Factors Consultant since 2008. She is also a visiting Research Fellow in the Centre for Innovative Human systems in Trinity College Dublin. Her area of expertise is Human Factors and Safety Management Systems. Chiara holds a PhD from the Polytechnic of Milano Department of Industrial Engineering. She has been the chair of The Irish Ergonomics Society for a new of years and the co-founder of a campus company called Tosca Solutions.	Trinity College Dublin	levac@tcd.ie
	Dr. Paul Liston is an occupational psychologist at the Centre for Innovative Human Systems. His research interests are in transferring learning across industrial contexts; engineering psychology; competence; training; culture, systems and development; safety, reliability and innovation, organisational cultures; ethnography; and virtual reality. He is Principal Investigator on the SEAHORSE project, a European Commission funded research project which is transferring safety innovations from the aviation sector to the maritime sector. Dr. Liston has extensive experience in initiating, co-ordinating and participating in applied research and development projects. He has previously been involved with research which has addressed human factors in the aircraft maintenance industry (AITRAM, ADAMS2) and in a project	Trinity College Dublin	pliston@tcd.ie

funded under the Leonardo programme which developed a set of complementary training initiatives for the aviation maintenance industry (STAMP). Another project focused on utilising VR/AR technologies to improve efficiency and safety in the process, rail and aerospace industries (ManuVAR).		
Ms. Terri Morrissey is CEO of the Psychological Society of Ireland and Chairperson of This Is…a leadership and organization change consultancy. Her core competency is in delivering behaviour change at a deep level with people at all levels in organisations. Her working style combines innovative and challenging approaches to mindset and behavioural change with down to earth practical examples to create high performing cultures, teams and individuals. Her career spans all major sectors, public, private, state and voluntary. She has been the CEO of the Psychological Society of Ireland since November 2015. In that time, she has initiated a number of changes to the structure and functioning of the Society. She is also currently a member of the Executive Coaching Panel at the London Business School Together with Richard Plenty, she writes a regular column 'People Matters' for 'Airport World' magazine, the official publication of the world's airports. She has recently co-authored a chapter on 'Motivation and Retention of Employees' for an open university book published in August 2017 'Leadership and Change for the Health Professional'. Terri's qualifications include BA Psychology (Hon), UCD; MBA, Fordham University, New York, the Dean's Award for Excellence. She also completed an Advanced Management Diploma in Business & Executive Coaching at Michael Smurfit Graduate Business School (first class)	This Is…	terri@thisis.eu
Dr. Richard Plenty is Managing Director of This Is… and an experienced international organisation and leadership development consultant, executive coach and o psychologist. Richard works with leadership teams and individuals on issues associated with leadership, strategic change and uncertainty, risk, organisation culture and organisation effectiveness. His style is strategic, engaging and business focused. His experience includes 20 years coordinating and facilitating strategic change in Europe, Asia and North America with Shell International as both an Organisation Development Manager and HR Leader, including cultural change across the whole Shell group. His current clients are primarily in the airport and health sectors. Together with Terri Morrissey, he writes a regular column 'People Matters' for 'Airport World' magazine, the official publication of the world's airports. He has recently co-authored a chapter on 'Motivation and Retention of Employees' for an open university book	This Is..	richard@thisis.eu

published in August 2017 'Leadership and Change for the Health Professional'. Richard is a Fellow of the Institute of Ergonomics and Human Factors and an Associate Fellow of the British Psychological Society. He also holds a first-class honours degree in Physics from London University and a first class honours Advanced Postgraduate Diploma in Business and Executive Coaching from University College Dublin.		
Dr. Margaret Ryan is a cognitive psychologist whose main research interest involves the application of Human Factors and Organisational principles in safety critical systems, particularly transport systems. Currently she manages the National Office for Traffic Medicine, a collaborative enterprise between the Road Safety Authority (RSA) and the Royal College of Physicians of Ireland (RCPI). She is also a visiting postdoctoral research fellow with the Centre for Innovative Human Systems (CIHS), School of Psychology, Trinity College Dublin. She has worked on several EU and national projects in the aviation and road transport, rail and maritime sectors. She acts as an external expert advisor to the Road Safety Authority in designing, developing, and evaluating development their road safety education programmes.	Trinity College Dublin	margaret.ryan@tcd.ie
Mr. Edward Shaw joined Carr Communications in 2006 as Head of Public Relations. He leads a team of PR specialists working with leading clients across a number of sectors: public sector clients on major attitude and behaviour change campaigns; corporate clients on reputation issues; pharmaceutical and healthcare clients on emerging challenges. In addition, his expertise and wide-ranging experience in the area of Risk Management position him as an expert in the area of Crisis Communications. He has more than thirty years' business experience at a senior level gained primarily in the Financial Services sector where he held a number of Senior Executive positions. Working in general insurance, life insurance, re-insurance and capital markets - fund management, he was Director of Hibernian Group, Managing Director of Hibernian Insurance, Hibernian Re-insurance and Hibernian Investment Managers. He has served as Vice President and later President of the Insurance Institute of Ireland. From 1996 to 2005, Eddie was a member of the board of the National Safety Council and the High Level Group on Road Safety, chaired by the Department of Transport. He was Chairman of the National Safety Council from 2000 to 2005.	Carr Communications	eddie@carrcommunications.ie

	Dr. Pernilla Ulfvengren is *Associate Professor* at KTH Royal institute of technology. The largest technical university in Sweden. Her background is engineering but has later merited herself as an industrial management researcher. Her research interest and expertise lie in Safety management of complex and socio-technical systems, mainly in aviation. Current research projects include developing & sustaining change in complex systems and develop management systems for identifying and actively managing systemic risks. She lectures in the areas of Safety strategies, Industrial management, Organisational Behaviour, Psychology of Work, Human Factors, & Research Methods.	KTH Royal Institute of Technology	pernilla.ulfvengren@indek.kth.se
	Dr Marie E. Ward Ph.D. is the Health Systems Learning and Research Facilitator at St James's Hospital Dublin. Marie holds a Ph.D. in Psychology Human Factors from TCD (2005) where she was engaged in quality and safety research, learning and improvement in safety critical systems, including aviation, maritime, road, rail and healthcare. Marie joined the newly established Health Systems team in the School of Nursing, Midwifery and Health Systems, UCD as a Senior Research Fellow in 2014 and over 4 years took the lead on co-designing quality and safety research initiatives across the Ireland East Hospital Group, St. James's Hospital and Cork University Hospital. Marie supported the integration of quality, safety and risk management functions across the children's hospitals at Children's Health Ireland from 2018-2020 and spent a year at Vhi Health & Wellbeing co-designing their quality and safety framework before joining St James's Hospital. Marie is an Adjunct Assistant Professor with the Centre for Innovative Human Systems and lecturer on the Masters in Managing Risk and System Change (TCD); lecturer on the RCSI Masters in Human Factors in Patient Safety; a committee member of the Irish Human Factors and Ergonomics Society; a member of the Chartered Institute of Ergonomics and Human Factors (UK) special interest group on AI in healthcare; a collaborator on the Mater Lean Academy training programme and a founding member of the Irish Safety in Health Systems Interest Group (established 2014). She takes a systems approach to changing and improving healthcare, recognising the interconnectedness of all the elements that make up our health system. Her research interests include how to enable improvement and patient safety from a systems perspective, co-designing new systems from a socio-technical perspective, change implementation and evaluation, organisational learning. Her work has been widely published and she is a peer reviewer for a number of journals.	University College Dublin	marie.ward@tcd.ie
	Professor Simon Wilson is a professor in the Statistics Discipline, part of the School of Computer Science and Statistics at Trinity College Dublin. He has a PhD from The George Washington University, Washington, DC. His research areas are in statistical modelling and Bayesian inference methodology, with a focus on their use in risk and reliability applications.	Trinity College Dublin	swilson@tcd.ie

12.3   Reading List

The following list of E-Books is available from the TCD Library, either online, or via a library terminal. Each of the modules also has a dedicated reading list which will be made available to you.

Students **Are Not Required** to purchase the books on this list (unless they wish). They are suggested reference materials and available in the library.			
Online PG Cert/ Diploma/ Diploma Top Up & M.Sc. in Managing Risk and System Change (School Psychology) 2024-2025			
Author	**Title**	**Edition**	**Module**
Coghlan, D. et al.	Organisational Change and Strategy	2006	2
Hosking, D.M	In J. Boonstra (Ed) *Dynamics of Organisational Change*	2004	2
Mintzberg, H.	Simply Managing	2013	2
Pettigrew, A	The Awakening Giant (Routledge Revivals): Continuity and Change in ICI	2012	2
Dekker, S.	Ten Questions about Human Error	2005	3
Glendon, A. et al.	Human Safety & Risk Management	2006	3
Hollnagel, E. et al.	Resilience Engineering: Concepts & Precepts	2006	3
Hollnagel, E. et al.	Resilience Engineering in Practice	2011	3
Hollnagel, E.	Safety-I and Safety-II: The Past and Future of Safety Management	2014	3
Stolzer, A. et al.	Implementing Safety Management Systems in Aviation	2011	3
Jenkins, D.P. et al.	Cognitive work analysis: coping with complexity	2009	4
Norman, D.A.	The design of everyday things	1998	4
Scaachi, W	Socio-technical design in Bainbridge: Encycl. HCI	2004	4
House, R. et al.	Culture, Leadership & Organisations	2008	5
Schein, E.,	Organisational Culture and Leadership	2010	5
Yukl, G	Leadership in Organisations	2012	5
Weick, K. et al.	Managing the Unexpected	2007	5
Grieves, J.	Strategic Human Resource Development	2003	6
Reason, P. et al.	Handbook of action research (SAGE)	2001	7
Mauthner, M., et al.	Ethics in Qualitative Research (SAGE)	2005	8

Intellectual Property Guidelines
Undergraduate and Taught Masters Student Researchers

In accordance with Section 1 of the TCD *Policy, Practice and Regulations on Intellectual Property*[1], Students who are not receiving a paid stipend from TCD and/or are fee-paying students, are owners of any intellectual property they create.

The following guidelines aim to clarify principles of engagement and management of intellectual property when Students are engaged in research projects during the course of their Undergraduate/Taught Masters programmes.

TCD endeavours to protect and manage its IP in accordance with the TCD Policy, Practice and Regulations on Intellectual Property. As such TCD requires Students who are engaged in research projects as permitted by a supervising Principal Investigator (PI), to adhere to the following guidelines.

- All research projects and projects results should be considered confidential.

- No IP (i.e. data, results etc) should be disclosed/presented/disseminated/published without the permission of the supervising PI.

- Students must consult with their supervising PI prior to submitting an abstract/poster/project summary for public dissemination (internally or externally);

- Students must consult with their supervising PI prior to submitting their Thesis dissertation and/or depositing a publication to TARA via the TCD Research Support System;

- Supervising PIs may at their discretion, request that a Student sign an undertaking to assign IP and maintain obligations of confidentiality if necessary.

  o   This may be dependent on terms and conditions of the funding underpinning a project; and
  o   This may be dependent on the commercial sensitivity of the project.

- Subject to the nature of and commercial sensitivity of IP created by a Student, the Students may be advised that their IP must be assigned to TCD in accordance with TCDs IP Policy.

  o   Confirmation that assignment is necessary should be agreed by the Students in advance of participating in any research project; and
  o   The assignment would be facilitated by the Technology Transfer Office

- Subject to the nature of and commercial sensitivity of IP created by a Student, the Student may be advised that a stay on a dissertation may be necessary to prevent public access - until such time that IP can be patent protected or otherwise disclosed. Any stay required, is in accordance with Section 1.38.15 of the University Calendar, Part III, "Withheld access ".

It is encouraged to always consult with the supervising PI with respect to the research project and what conditions may be attached in terms of ownership of IP, publication, confidentiality and dissertation submission. Any concerns with respect to the above guidelines should be raised by the Student prior to selecting or being assigned a research project.

All queries regarding these guidelines can be directed to Trinity Research & Innovation.

[1] https://www.tcd.ie/about/policies/assets/pdf/Intellectual-Property-Policy-2022.pdf

12.5   Module Descriptors

PS7501 - The Role of People & Processes in Organisation (10ECTS)

The overall aim of the module is to provide a framework for understanding how organisations and their operational processes work. The key focus of this module is on the productive role of people in processes and involves examining the main relationships which influence the way in which the process works and its consequent effectiveness in producing value of different kinds. It addresses the role of social relations in productive systems and the role of information and knowledge in the functioning of such systems. The module also focuses on the systematic analysis and modelling of organisational systems that is practical, methodologically sound and theoretically rigorous. This module fills a gap in the current literature about socio-technical systems. It integrates a systemic approach to human factors, a functional, operational focus on organisations and their cultures, a people-centred view on process analysis, and a technical/functional understanding of the content of the knowledge that enables the process to happen. This module defines what are the system and cultural parameters that need to be managed, resourced, designed and changed.

PS7502 – Stability & Change (10ECTS)

The overall aim of the module is to understand the difficulties organisations encounter in their attempts to successfully implement and sustain effective strategic change management programmes and how to overcome these. The module addresses the key reasons why change initiatives are difficult, why they so often fail and what are the key factors that make for stability in organisations. Building on this understanding the module develops a synthesis of the key change enabling factors that organisations need to pay attention to when addressing organisational or system change, with a particular emphasis on the role of information and knowledge management. It addresses how to develop a strategic business case for change taking account of the competitive environment, the internal capacity of the organisation and the changing role of leadership in managing change.

PS7503 – Managing Performance & Risk (10ECTS)

Increasingly organisational strategy is being driven by the appraisal and analysis of the risks faced by the organisation and its operations. This creates a focus on what the organisation needs to do to meet the challenges in its current environment and anticipate future threats. Core to this is the analysis of operational performance, both performance outcomes (using suitable performance indicators) as well as the inputs or antecedents of process performance. This module will focus primarily on the risks that relate to the operational system itself. While one central focus will be on the risk of safety failure, this will be in the context of a wider range of managing the risk of managing the overall change itself. The module will locate risk management within the evolution of quality and safety management systems and introduce concepts of probabilistic risk assessments. It will look at the strengths and weaknesses of such systems, particularly in relation to their capacity to stimulate change. It will examine the specifically human aspects of risk and reliability. The requirements for a performance-based management system will be examined, particularly in the context of complex ultra-safe systems like aviation.

PS7504 – Socio-Technical System Design (10ECTS)

The overall aim of the module is to address the role of the user and the operator in design; and ensure that the design process meets operational and social needs. Sociotechnical systems are complex systems that bring together human and non-human elements (technology, resources, environment, etc) in an integrated manner to achieve the goals of people, organisations and society. This module will equip students with the knowledge and skills required to understand the complex design space embodied by sociotechnical systems design as well as the knowledge and skills required to work towards solutions to the complex design problems associated these systems. The module will centre around the theme of real-world analysis and design processes associated with real-world complex sociotechnical systems. This module will be guided by the principles of human-centredness in terms of analysis and design, iterative process and an orientation towards the achievement of measurable operational outcomes for organisations.

PS7505 – Leading Change (5ECTS)

This module will draw together the leadership demands from all the other modules in the programme into a single framework that comprises an agenda for leading and managing the risk in implementing change initiatives. It will develop a framework through which the students can see their professional role and how it might be developed. It will allow them to assess their own leadership style and skills and evaluate the situational aspects of leadership practice. It will address professional and ethical aspects of managing risk and change and how dilemmas and contradictions can be resolved. It will support the development of an effective business case to support a strategic intervention.

PS7506 – Strategic HR Management (5ECTS)

The aim of this module is to demonstrate the importance of developing key Human Resource functions that can more fully support change and innovation in an integrated manner. A strategic and integrated approach to Human Resource development is perceived as enabling the provision of a committed, flexible, suitably skilled and qualified workforce to meet business needs, which is fundamental to supporting operational needs and ultimately organisational success. This module is designed to give the students a strong theoretical and practical knowledge of Human Resource Management in order to develop their ability to make an effective contribution at a strategic level in today's rapidly changing organisational contexts.

PS7507 – Statistics & Action Research Methods (10ECTS)

This module will run throughout the programme and will take an action-research-oriented approach. The overall aim of this module is to provide the students with the fundamental principles and tools to conduct action-based research, understanding the principles of this type of research and how qualitative and quantitative methods can support this overall research orientation. This module not only provides the necessary support to conduct all aspects of an academically rigorous dissertation, but it provides a platform to build upon their experiences to more effectively combine their action research role with their regular organisational role. The module will cover the principles, methodologies, opportunities and challenges of action-based research, both qualitative and quantitative research methods and the key essential principles of psychometric theory, survey design, development and validation.

PS7508 – Research Dissertation (30ECTS)

The overall aim of this module is to utilise the critical understanding and key concepts gained from the other modules and to apply these directly into an action-based workplace dissertation. The dissertation provides students with an opportunity to pursue a topic of their choice (agreed by the course supervision and, if appropriate the student's host organisation). The objectives are: to create a research-practitioner capability in managing change and innovation and to contribute to a growing body of research-based scientific knowledge in this interdisciplinary domain. It is expected that students will attempt to answer theoretically and operationally meaningful questions using methodologies appropriate to the questions being asked and to use analysis appropriate to the data produced. Acceptable research studies are theoretically driven, focus on key strategic operational topic, and contribute to the advancement of scientific research. Students can opt for the traditional dissertation option or can submit a paper via manuscript.