



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

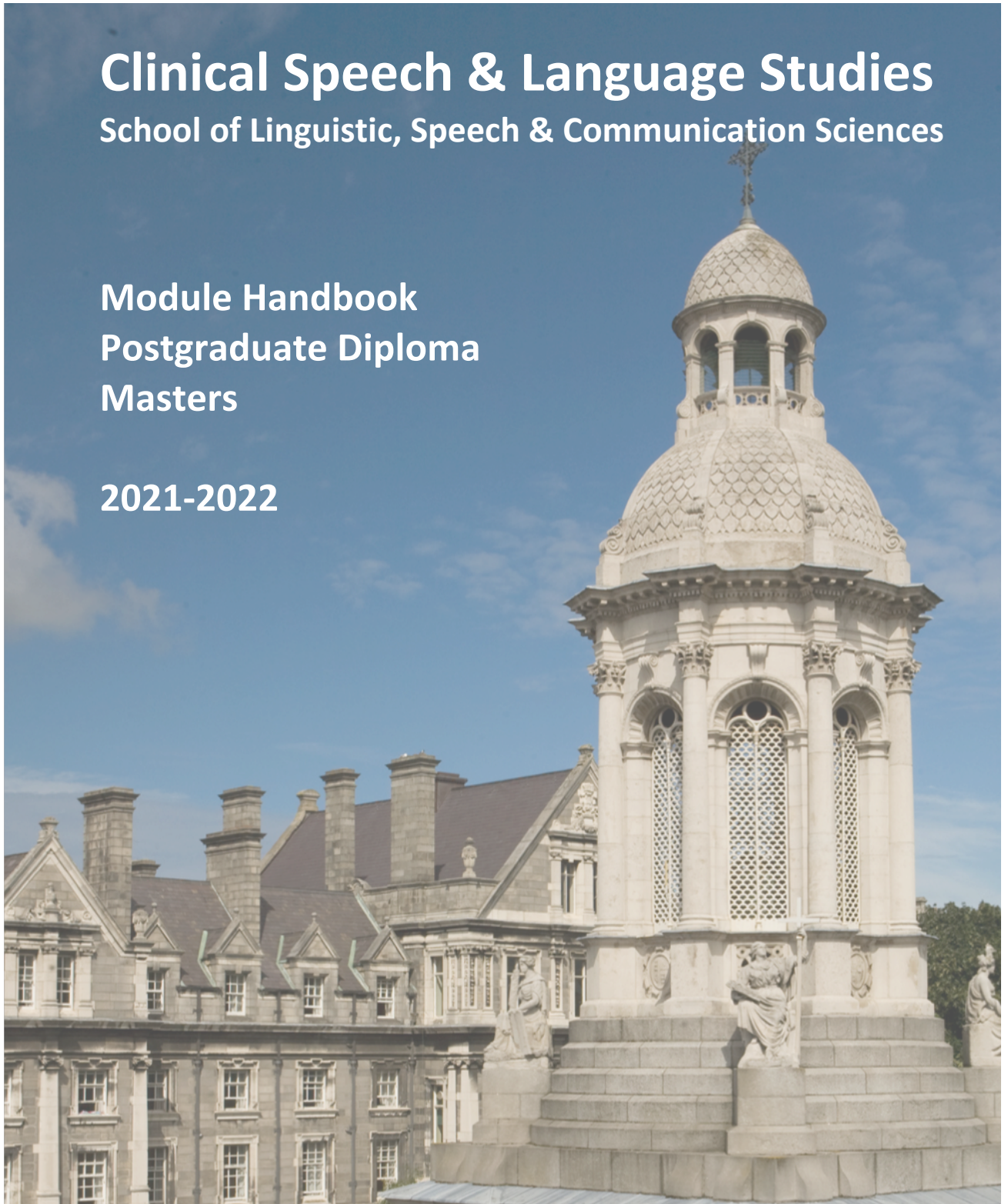
The University of Dublin

# Clinical Speech & Language Studies

## School of Linguistic, Speech & Communication Sciences

**Module Handbook  
Postgraduate Diploma  
Masters**

**2021-2022**



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## SL7014 Research Methods 1

<b>Module Code</b>	<b>SL7014</b>
<b>Module Name</b>	<b>Research Methods 1</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 15 <b>Indicative hours</b> = 200 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Ciarán Kenny <b>Module contributors:</b> Professor Ciarán Kenny
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: 1. Demonstrate a fundamental knowledge of principles of different quantitative research methodologies and an understanding of the advantages and disadvantages of specific approaches. (Programme Outcome 3) 2. Appraise measurement issues in research design (e.g. data normality, handling missing data) (Programme Outcome 3, 4) 3. Recognise basic statistical procedures and demonstrate understanding of both descriptive and inferential statistics. (Programme Outcome 3) 4. Apply appropriate quantitative methodology to clinical research (Programme Outcome 3, 4) 5. Critically appraise statistical analysis and reporting within published quantitative research. (Programme Outcome 2, 6).
<b>Module Learning Aims</b>	The purpose of this module is to revise the key components of quantitative research methods, focusing specifically on: principles of different quantitative experimental research methodologies; good study design; issues in data collection; skills required for data analysis and reporting.
<b>Module Content</b>	Methods of teaching include lectures and lab-based workshops using statistical software. Topics include: <ul style="list-style-type: none"> <li>• Key concepts in quantitative research design.</li> <li>• Formulating statistically testable hypotheses.</li> <li>• Calculating sample size and performing power calculations.</li> <li>• Describing data and data analysis: hypothesis testing, descriptive, inferential, and multivariate statistics.</li> <li>• Interpreting and reporting statistical information in published research.</li> <li>• Using statistical analysis software.</li> </ul>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre-requisites</b>	Not Applicable
<b>Module Co-requisites</b>	Not Applicable
<b>Assessment Details</b> <b>Details@I-MOD-ASSM</b>	<b>Statistics assignment (100 marks) to be submitted by Friday 19th November 2021</b>

## SL7015 Research Methods 2

<b>Module Code</b>	<b>SL7015</b>
<b>Module Name</b>	<b>Research Methods 2</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	All Year
<b>Contact Hours</b>	<b>Direct hours</b> = 24 <b>Indicative hours</b> = 200 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Ciarán Kenny <b>Module contributors:</b> Professor Órla Gilheaney, Dr Duana Quigley, Dr Mary Bell, Professor Geraldine Foley, Dr Rozanne Barrow
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: 1. Interpret qualitative research methodologies and strategy, critically reflecting on the characteristics of good qualitative study design. (Programme Outcome 3) 2. Recognise principles of different qualitative research methodologies and the advantages and disadvantages of these different approaches. (Programme Outcome 3) 3. Evaluate data collection procedures and apply the principles of qualitative data analysis to clinical research in an appropriate scholarly and ethical manner. (Programme Outcome 3) 4. Critically appraise analysis of qualitative data and reporting within published clinical research. (Programme Outcome 3)
<b>Module Learning Aims</b>	The purpose of this module is to revise the principles of qualitative methodologies, identify what comprises good study design, examine issues in data collection, and to develop the skills required for data management and production of high-quality qualitative research.
<b>Module Content</b>	Methods of teaching used include lectures and hands-on practical workshops. Topics include: <ul style="list-style-type: none"> <li>• Revision of qualitative research methods.</li> <li>• Understanding design, data collection and data analysis as they apply to qualitative research.</li> <li>• Identifying an appropriate qualitative design relevant to a research question/aim.</li> <li>• Implementing common types of qualitative analysis skills (e.g. content, thematic analysis).</li> </ul>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre-requisites</b>	Not Applicable
<b>Module Co-requisites</b>	Not Applicable
<b>Assessment Details Details@I-MOD-ASSM</b>	<b>Qualitative assignment (100 marks) to be submitted by Friday 28th January 2022.</b>

## SL7016 Research Methods 3

<b>Module Code</b>	<b>SL7016</b>
<b>Module Name</b>	<b>Research Methods 3</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	All year
<b>Contact Hours</b>	<b>Direct Hours:</b> 26 <b>Indicative Hours:</b> 200 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Órla Gilheaney <b>Module contributors:</b> Professor Margaret Walshe, Professor Yvonne Lynch, Professor Ciarán Kenny, Dr Mary Bell, Ms Elaine McCaughley
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: 1. Formulate a well-built research question in specific topic areas. (Programme Outcome 1, 2) 2. Differentiate between different types of research designs and methods, and understand which of these are most appropriate to answer research questions. (Programme Outcome 2, 3, 4) 3. Demonstrate knowledge and skill in the processes and practices of ethics in research-related activities pertinent to human communication and swallowing. (Programme Outcome 1) 4. Critically reflect on their own moral reasoning competencies, personal ethical stance and approaches to resolution of ethical dilemmas. (Programme Outcome 1, 3, 4) 5. Interpret ethical issues surrounding human research and experimentation, specifically the consent process and apply as relevant to their own research area. (Programme Outcome 4) 6. Critically evaluate ethical issues involved in research design. (Programme Outcome 3, 4)
<b>Module Learning Aims</b>	The purpose of this module is to develop core skills in identification and formulation of clinical research questions and supporting hypotheses. Students taking this module will identify research methods suitable to their own research proposals. This module also broadly examines the processes, practices and implementation of ethical behaviour in research-related activities in the areas of human communication and swallowing.
<b>Module Content</b>	Methods of teaching used include lectures, problem-solving tutorials, debate-driven exercises, and practical workshops. Topics include: • An overview of different types of research (e.g. quantitative, qualitative, mixed-methods) and research design (e.g. observational versus experimental, simple versus complex interventions). • Ethical issues involved in designing and implementing clinical research.
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre requisites</b>	Not Applicable
<b>Module Co-requisites</b>	Not Applicable
<b>Assessment Details Details@I-MOD-ASSM</b>	<b>Assignment 1:</b> Research Proposal (50 marks): to be submitted by Monday 06th December 2021 (full-time students), Friday 25th February 2022 (part-time students). <b>Assignment 2:</b> Ethics Assignment: Group Debate – Oral Presentation (50 marks) Monday 04th April 2022.

## SL7017 Clinical Evidence Based Practice

<b>Module Code</b>	<b>SL7017</b>
<b>Module Name</b>	<b>Clinical Evidence Based Practice</b>
<b>ECTS Weighting</b>	<b>15</b>
<b>Semester/Term Taught</b>	Michaelmas and Hilary Terms
<b>Contact Hours</b>	<b>Direct hours = 37</b> <b>Indicative hours = 300</b> (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Margaret Walshe <b>Module contributors:</b> Dr Ian Callanan, Ms Isolde Harpur
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to <ol style="list-style-type: none"> <li>1. Critically interpret the principles underlying evidence based practice, with reference to communication and swallowing disorders. (Programme Outcome 1)</li> <li>2. Recognise the importance of knowledge transfer, knowledge translation and implementation science in the field of communication and swallowing disorders. (Programme Outcome 1, 5, 6)</li> <li>2. Retrieve high quality evidence relevant to specialist area using scientific literacy skills. (Programme Outcome 1, 2, 6)</li> <li>3. Grade research evidence and methodological quality of research according to established grading systems. (Programme Outcome 1, 3)</li> <li>4. Extend skills in critical analysis of published research literature across a range of methodologies (qualitative and quantitative). (Programme Outcome 1, 3)</li> <li>5. Critically analyse the integration of current models of disability in society, clinical guidelines and EBP. (Programme Outcome 1)</li> <li>6. Continuously integrate EBP into clinical decision making. (Programme Outcome 1)</li> </ol>
<b>Module Learning Aims</b>	The purpose of this module is to introduce students to the principles and application of EBP and implementation science into research and clinical practice.
<b>Module Content</b>	The module covers the following content: <ol style="list-style-type: none"> <li>1. Application of EBP to clinical practice.</li> <li>2. Principles and application of EBP in general and in clinical specialist areas</li> <li>3. Implementation science with reflection on the challenges and solutions to implementing evidence based healthcare.</li> <li>4. Skills in the critical analysis of literature extending across a range of methodologies</li> </ol>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre requisites</b>	Not Applicable
<b>Module Co-requisites</b>	Not Applicable
<b>Assessment Details</b>	<b>Assignments</b> <b>Assignment 1:</b> Critical Analysis of Literature: Quantitative Methodology (75 marks). <b>Assignment 2:</b> Critical Analysis of Literature: Qualitative Methodology (75 marks). Both assignments must be submitted by Friday 15th April 2022.

## SL7018 Advanced Clinical Skills: Dysphagia

<b>Module Code</b>	<b>SL7018</b>
<b>Module Name</b>	<b>Advanced Clinical Skills: Dysphagia</b>
<b>ECTS Weighting</b>	15
<b>Semester/Term Taught</b>	All Year
<b>Contact Hours</b>	<b>Direct hours = 80</b> <b>Clinical hours = 80</b> <b>Indicative hours = 300</b> (including contact hours, clinical hours, self-directed learning, assignment work)
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Margaret Walshe <b>Module contributors:</b> Professor Julie Regan, Professor Ciarán Kenny, Professor Órla Gilheaney
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Critically evaluate current models of dysphagia assessment and appraise their role in understanding the nature of dysphagia (feeding, eating, drinking and swallowing disorders) across the lifespan (Programme Outcome: 1,2)</li> <li>2. Recognise anatomical landmarks and interpret endoscopic and videofluoroscopic images presenting in non-complex medical conditions (Programme Outcome: 1)</li> <li>3. Critically reflect on theoretical models of intervention and their application to dysphagia (Programme Outcome: 1)</li> <li>4. Demonstrate awareness of models of disability and specific counselling approaches and their application to the management of people with dysphagia (Programme Outcome: 1)</li> <li>5. Work independently with individuals with dysphagia associated with non-complex conditions (Programme Outcome: 1)</li> <li>6. Demonstrate knowledge of the scope of practice in dysphagia and recognise the role of the speech and language therapist within the multidisciplinary team (Programme Outcome: 1)</li> <li>7. Recognise local and professional legal and ethical obligations in dysphagia (Programme Outcome: 1)</li> <li>8. Critically reflect on the evidence base for dysphagia intervention, identifying areas of research within a specific topic area (Programme Outcome, 1,2,3,5,6)</li> </ol>
<b>Module Learning Aims</b>	This specialist module is directed at postgraduate students who wish to extend their knowledge and clinical expertise in the area of dysphagia. It aims to build on students' existing knowledge base and to provide students with skills to undertake independent research in this area.
<b>Module Content</b>	The module is delivered through a mixture of formal lectures, case presentations, small group tutorials, case based learning and problem based learning. Lectures will be delivered by CSLS staff, international experts and outside clinical specialists within the profession of speech and language therapy, and staff from other specialist areas. In the weeks off-site, students are expected to carry out self-directed learning on topics provided by the lecturers. See Blackboard for further information.
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre-requisites</b>	Recognised qualification in speech and language therapy.
<b>Module Co-requisite</b>	Not applicable

**Assessment  
Details  
Details@I-MOD-  
ASSM**

**(a) Summative:** Student performance is evaluated through continuous assessment. Students who have not completed a qualifying course in dysphagia must also complete and pass a clinical practice component involving both direct and indirect clinical supervision.

Students who present proof to the course coordinator that they have completed an introductory course in dysphagia, which involved a clinical component and supervised practice, or who are considered by their relevant speech and language therapy professional body to be qualified to work in dysphagia on graduation are exempt from 40 hours **supervised** practice, but they must complete the unsupervised component. Detailed requirements are available on Blackboard.

**(b) Formative:** Students will receive formative feedback on all assignments. 'One minute feedback' may be used to monitor students' learning at the end of some lecture sessions. Formative feedback will be provided along with summative feedback on case presentations and clinical scenario assignments.

**Assignments**

**Assignment 1:**

Clinical scenario (oral case presentation, assessment focus) Thursday 18th November 2021 (25 marks). Presentation slides to be submitted via Turnitin by 1pm on Wednesday 17<sup>th</sup> November 2021.

**Assignment 2:**

Case presentation (intervention focus) Friday 04th March 2022 (50 marks). Presentation slides to be submitted via Turnitin by 1pm on Thursday 3<sup>rd</sup> March 2022.

**Assignment 3:**

Analysis of clinical data (written assignment) to be submitted by Friday 08th April 2022 (75 Marks).

**Assignment 4:**

Clinical Practice (Pass/Fail).  
Clinical Portfolio: To be submitted by Friday 20th May 2022.

**Clinical Portfolio**

Students must compile a clinical portfolio over the academic year. This portfolio should include two case management reports (presented orally in November and March as well as an as an additional client related assignment (due in April). The portfolio should also contain a log of clinical hours as well as a reflective log. See course tutor and Blackboard for further information and direction on these components.



## SL7021 Advanced Clinical Skills: Voice

<b>Module Code</b>	<b>SL7021</b>
<b>Module Name</b>	<b>Advanced Clinical Skills: Voice</b>
<b>ECTS Weighting</b>	15
<b>Semester/Term Taught</b>	All Year
<b>Contact Hours</b>	<b>Direct hours = 80</b> <b>Clinical hours = 80</b> <b>Indicative hours = 300</b> (including contact hours, clinical hours, self-directed learning, assignment work)
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Ciarán Kenny <b>Module contributors:</b> Dr Irena Yanushevskaya
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: 1. Apply advanced specialist knowledge to the key concepts and theories relating to voice and voice disorders. (Programme Outcome 1) 2. Evaluate content, context and processes of voice and voice disorders and engage critically with this knowledge base to make informed professional judgements in diverse situations. (Programme Outcome 1, 2, 6) 3. Apply their existing scientific literacy skills to issues of diagnostics and intervention in voice. (Programme Outcome 1, 2) 4. Explain and evaluate the processes used in discipline related research and integrate research principles into evidence based clinical practice. (Programme Outcome 2, 3, 4, 6)
<b>Module Learning Aims</b>	This specialist module is directed at postgraduate students who wish to extend their knowledge and clinical expertise in the area of Voice. It is intended to build on students' existing knowledge base and to provide students with skills to undertake research in this area.
<b>Module Content</b>	This module will be delivered through a mixture of formal lectures, case presentations, small group tutorials, case based learning and problem based learning. Lectures will be delivered by CSLS staff, outside clinical specialists within the profession of speech and language therapy, and staff from other specialist areas. In the weeks off-site, students are expected to carry out self-directed learning on topics provided by the lecturers. See Blackboard for further information.
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre-requisites</b>	Recognised qualification in speech and language therapy.
<b>Module Co-requisite</b>	Not applicable
<b>Assessment Details Details@I-MOD-ASSM</b>	<b>Assignments</b>  <b>Assignment 1:</b> Clinical scenario (oral case presentation, assessment focus) Thursday 18th November 2021 (25 marks). Presentation slides to be submitted via Turnitin by 1pm on Wednesday 17 <sup>th</sup> November 2021.

	<p><b>Assignment 2:</b> Case presentation (intervention focus) Friday 04th March 2022 (50 marks). Presentation slides to be submitted via Turnitin by 1pm on Thursday 3<sup>rd</sup> March 2022.</p> <p><b>Assignment 3:</b> Analysis of clinical data (written assignment) to be submitted by Friday 08th April 2022 (75 Marks).</p> <p><b>Assignment 4:</b> Clinical Practice (Pass/Fail). Clinical Portfolio: To be submitted by Friday 20th May 2022.</p> <p><b>Clinical Portfolio</b> Students must compile a clinical portfolio over the academic year. This portfolio should include two case management reports (presented orally in November and March as well as an as an additional client related assignment (due in April). The portfolio should also contain a log of clinical hours as well as a reflective log. See course tutor and Blackboard for further information and direction on these components.</p>
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## SL7022 Advanced Clinical Skills: AAC

<b>Module Code</b>	<b>SL7022</b>
<b>Module Name</b>	<b>Advanced Clinical Skills: ACC</b>
<b>ECTS Weighting</b>	15
<b>Semester/Term Taught</b>	All Year
<b>Contact Hours</b>	<b>Direct Hours:</b> 80 <b>Clinical Hours:</b> 80 <b>Indicative hours:</b> 300 (including contact hours, clinical hours, self-directed learning, assignment work)
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Yvonne Lynch <b>Module contributors:</b> Professor Martine Smith
<b>Learning Outcomes</b>	On successful completion of this module, students should demonstrate: <ol style="list-style-type: none"> <li>1. The ability to critical apply specialist knowledge in the area of augmentative and alternative communication to support the communication of individuals with complex communication needs (programme outcome 1, 5)</li> <li>2. Critically evaluate of theories of communication as they apply to individuals with complex communication needs (programme outcome 1, 5)</li> <li>3. The ability to evaluate the literature relating to Evidence Based Practice in assessment and intervention with clients with complex communication needs and apply this knowledge in client management (programme outcome 1, 2, 5)</li> <li>4. The skills required to carry out an in-depth assessment of a client who may need to use augmentative or alternative communication (AAC) (programme outcome 1, 5)</li> <li>5. The ability to develop, rationalize, implement and evaluate a management programme to support a client using AAC (programme outcome 1, 5)</li> <li>6. Critical evaluation of the operational and linguistic demands of a range of aided communication systems (programme outcome 1, 5)</li> <li>7. Critical evaluation the social and strategic demands of multimodal communication (programme outcome 1, 5)</li> <li>8. Application of appropriate models of disability and specific counselling approaches to the management of a client who uses AAC. (programme outcome 1, 5)</li> <li>9. Critical reflection on the evidence base for AAC management and related interventions, identifying areas of research within a specific topic area (programme outcome 1, 3, 4, 5)</li> </ol>
<b>Module Learning Aims</b>	This specialist module is directed at postgraduate students who wish to extend their knowledge and clinical expertise in the area of augmentative and alternative communication (AAC). It is intended to build on students' existing knowledge base and to provide students with skills to undertake research in this area.
<b>Module Content</b>	This module will be delivered through a mixture of formal lectures, case presentations, seminars and tutorials, case based learning and problem based learning. Lectures will be delivered by CSLS staff, outside clinical specialists within the profession of speech and language therapy, and staff from other specialist areas. In the weeks off-site, students are expected to carry out self-directed learning on topics provided by the lecturers. See Blackboard for further information.
<b>Recommended</b>	Reading list available on Blackboard

<b>Reading List</b>	
<b>Module Pre-requisite</b>	Recognised qualification in speech and language therapy
<b>Module Co Requisite</b>	Not applicable
<b>Assessment Details Details@I-MOD-ASSM</b>	<p><b>Assignments</b></p> <p><b>Assignment 1:</b> Clinical scenario (oral case presentation, assessment focus) Thursday 18th November 2021 (25 marks). Presentation slides to be submitted via Turnitin by 1pm on Wednesday 17<sup>th</sup> November 2021.</p> <p><b>Assignment 2:</b> Case presentation (intervention focus) Friday 04th March 2022 (50 marks). Presentation slides to be submitted via Turnitin by 1pm on Thursday 3<sup>rd</sup> March 2022.</p> <p><b>Assignment 3:</b> Analysis of clinical data (written assignment) to be submitted by Friday 08th April 2022 (75 Marks).</p> <p><b>Assignment 4:</b> Clinical Practice (Pass/Fail). Clinical Portfolio: To be submitted by Friday 20th May 2022.</p> <p><b>Clinical Portfolio</b> Students must compile a clinical portfolio over the academic year. This portfolio should include two case management reports (presented orally in November and March as well as an as an additional client related assignment (due in April). The portfolio should also contain a log of clinical hours as well as a reflective log. See course tutor and Blackboard for further information and direction on these components.</p>

## SL8001 Dissertation

<b>Module Code</b>	<b>SLU8001</b>
<b>Module Name</b>	<b>Dissertation</b>
<b>ECTS Weighting</b>	30
<b>Semester/Term Taught</b>	All year
<b>Contact Hours</b>	<b>Direct Hours:</b> 80 <b>Indicative Hours:</b> 600 (including contact hours, self-directed learning, assignment work)
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Ciarán Kenny <b>Module contributors:</b> Professor Caroline Jagoe, Professor Margaret Walshe, Professor Órla Gilheaney, Professor Julie Regan, Professor Yvonne Lynch
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Conduct a thorough review of the literature in the chosen area of research, critically reflecting on the current knowledge base and formulating a theoretical framework relating to the topic of interest. (Programme Outcomes 1, 2, 6)</li> <li>2. Formulate clear, concise research aims/questions and hypotheses, considering the available methodology to address the research question and provide a rationale for the chosen methodology. (Programme Outcome 3)</li> <li>3. Design a small scale research project in their chosen specialist area integrating knowledge on ethics, research methodology and current research evidence. (Programme Outcome 4)</li> <li>4. Apply skills in data collection relevant to the research project and apply principles of data management; integrating concepts, information and techniques relevant to research methodology. (Programme Outcomes 3, 4)</li> <li>5. Write a dissertation on the research project integrating knowledge of scientific writing conventions. (Programme Outcomes 1, 2, 3, 5)</li> <li>6. Discuss their research confidently with peers and colleagues. (Programme Outcome 5)</li> <li>7. Prepare a research article and/or poster for submission to a recognised periodical/journal/conference. (Programme Outcomes 1, 2, 5, 6)</li> </ol>
<b>Module Learning Aims</b>	This module prepares students to rigorously structure their research project. Students will then transform their research project into a cohesive and coherent dissertation. Dissertations will reflect a high standard of writing and will advance knowledge in the area.
<b>Module Content</b>	Research project development and production of a dissertation will be facilitated through: <ul style="list-style-type: none"> <li>• Collaborative identification of research topics and proposals.</li> <li>• Classroom discussion about potential pitfalls and advantages involved in chosen research project designs.</li> <li>• Individual meetings with research supervisors.</li> <li>• Workshops on data preparation, referencing, and writing skills.</li> <li>• Lectures and workshops on dissertation structure.</li> <li>• Identification of avenues for project dissemination</li> </ul>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre-requisite</b>	SL7014 SL7015, SL7016, SL7017 plus one of the following modules SL7018; SL7021; SL7022
<b>Module Co Requisite</b>	N/A
<b>Assessment Details</b>	Assessment

- |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|  | <ol style="list-style-type: none"><li>1. Summative: Dissertations (300 marks) are graded as Pass, Pass with Distinction, or Fail. Completed dissertations must be submitted by Friday 26th August 2022.</li><li>2. Formative: Students will receive formative feedback on draft chapters of the dissertation and on presentation of their research to the class and to other postgraduate students, as well as on the preparation of article for publication/poster for conference presentation. Article outline/poster must be submitted by Friday 09th September 2022.</li></ol> |
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