



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

# **School of Linguistic, Speech & Communication Sciences**

## **Department of Clinical Speech and Language Studies,**

### **Module Handbook**

### **M.Sc. & POSTGRADUATE DIPLOMA CLINICAL SPEECH AND LANGUAGE STUDIES**

### **2020-2021**



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## Module Details for SL7014: RESEARCH METHODS 1

<b>Module Code</b>	SL7014
<b>Module Name</b>	RESEARCH METHODS 1
<b>Module Short Title</b>	Not applicable
<b>ECTS weighting</b>	10
<b>Semester/term taught</b>	Michaelmas term
<b>Contact Hours and Indicative Student Workload</b>	Contact Hours: 30 Indicative hours: 200 (including contact hours, self-directed learning, assignment work).
<b>Module Coordinator/Owner</b>	Module coordinator - Professor Ciarán Kenny
<b>Learning Outcomes</b>	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the key concepts of experimental and non-experimental research design and strategy, critically reflecting on the characteristics of good study design. (Programme Outcome 3)</li> <li>2. 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)</li> <li>3. Appraise measurement issues in research design (validity, reliability, bias etc.) (Programme Outcome 3, 4)</li> <li>4. Recognise basic statistical procedures and demonstrate understanding of both descriptive and inferential statistics. (Programme Outcome 3)</li> <li>5. Formulate a well-built research question and perform literature searches efficiently in specific topic areas. (Programme Outcome 1, 2)</li> <li>6. Apply appropriate quantitative methodology to clinical research (Programme Outcome 3, 4)</li> </ol>
<b>Module Learning Aims</b>	The purpose of this module is to revise the key components of experimental and non-experimental research design, 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>	<p>Methods of teaching include lectures, problem-solving tutorials, and workshops using statistical software. Topics include:</p> <ul style="list-style-type: none"> <li>• Revision of different types of research, classification of research methodologies.</li> <li>• Key concepts in research design.</li> <li>• Formulating a concise research question, identifying variables, and formulating 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> </ul> <ul style="list-style-type: none"> <li>• Interpreting and reporting statistical information in published research.</li> <li>• Using statistical analysis software.</li> </ul>
<b>Recommended Reading List</b>	Indicative resources available on Blackboard
<b>Module Pre-requisite</b>	Not applicable
<b>Module Co Requisite</b>	Not applicable
<b>Assessment Details@I-MOD-ASSM</b>	Statistics assignment (100 marks) to be submitted by Friday 18th December 2020
<b>Module Website</b>	
<b>Module approval date</b>	
<b>Approved By</b>	
<b>Academic Start Year</b>	
<b>Academic Year of Data</b>	2020/21

## Module Details for SL7015: RESEARCH METHODS 2

<b>Module Code</b>	SL7015
<b>Module Name</b>	RESEARCH METHODS 2
<b>Module Short Title</b>	Not applicable
<b>ECTS weighting</b>	10
<b>Semester/term taught</b>	Hilary term
<b>Contact Hours and Indicative Student Workload</b>	Contact Hours: 24 Indicative hours 80 (including contact hours, self-directed learning, assignment work).
<b>Module Coordinator/Owner</b>	Module coordinator - Professor Ciarán Kenny
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate descriptive research design, specifically case study research, survey research and clinical epidemiology. (Programme Outcome 3)</li> <li>2. Understand of qualitative research methodology and strategy, critically reflecting on the characteristics of good qualitative study design. (Programme Outcome 3)</li> <li>3. Recognise principles of different qualitative research and non-experimental research methodologies and the advantages and disadvantages of these different approaches. (Programme Outcome 3)</li> <li>4. Evaluate data collection procedures and appropriately apply the principles of qualitative data analysis to clinical research in an appropriate scholarly and ethical manner. (Programme Outcome 3)</li> <li>5. Apply appropriate qualitative and non-experimental methodologies to clinical research. (Programme Outcome 3)</li> <li>6. Formulate a robust research protocol in the chosen specialist area incorporating knowledge on a range of methodological approaches and ethical issues. Complete an application to a local research ethics committee as appropriate. (Programme Outcome 4)</li> </ol>
<b>Module Learning Aims</b>	The purpose of this module is to revise the principles of descriptive research methods and qualitative methodologies, what comprises good study design, issues in data collection and skills required in

	data management for these methodologies.
<b>Module Content</b>	Methods of teaching used include lectures, problem-solving tutorials and hands-on practical workshops. Topics include: <ul style="list-style-type: none"><li>• Revision of descriptive research design.</li><li>• Understanding design, data collection, and data analysis as they apply to descriptive research.</li><li>• Key concepts of clinical epidemiology research and research design.</li><li>• Qualitative methodologies and approaches to qualitative research, considerations in data collection and data analysis.</li><li>• Designing a research study using methodology appropriate to the research question/aim and writing a research protocol</li></ul>
<b>Recommended Reading List</b>	Indicative resources available on Blackboard
<b>Module Pre-requisite</b>	Not applicable
<b>Module Co Requisite</b>	Not applicable
<b>Assessment Details@I-MOD-ASSM</b>	Research Project Proposal (100 marks) due Monday 14th December 2020 (Full-Time MSc), Friday 05th March 2021 (Part-Time MSc Year 1)
<b>Module Website</b>	
<b>Module approval date</b>	
<b>Approved By</b>	
<b>Academic Start Year</b>	
<b>Academic Year of Data</b>	2020/21

### Module Details for SL7016: RESEARCH METHODS 3

<b>Module Code</b>	SL7016
<b>Module Name</b>	RESEARCH METHODS 3
<b>Module Short Title</b>	
<b>ECTS weighting</b>	10
<b>Semester/term taught</b>	Hilary Term
<b>Contact Hours and Indicative Student Workload</b>	Contact Hours 15 Indicative hours 200 (including contact hours, self-directed learning, assignment work).
<b>Module Coordinator/Owner</b>	Module coordinator: Professor Órla Gilheaney Course contributors: Professor Irene Walsh, Professor Margaret Walshe & Professor Ciarán Kenny
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: 1. Demonstrate knowledge and skill in the processes and practices of ethics in research-related activities pertinent to human communication and swallowing. (Programme Outcome 1) 2. Critically reflect on their own moral reasoning competencies, personal ethical stance and approaches to resolution of ethical dilemmas. (Programme Outcome 1, 3, 4) 3. Demonstrate understanding of the ethical issues surrounding human research and experimentation, specifically the consent process and as relevant to their own research area. (Programme Outcome 4) 4. Critically evaluate ethical issues involved in research design. (Programme Outcome 3, 4) 5. Interpret discourse theories as related to research methodologies and professional practice, with particular reference to institutional power dynamics and linguistic politeness. (Programme Outcome 1, 4) 6. Apply analytic approaches to discourse data (Programme Outcome 1, 3, 4) 7. Understand and justify the applications of mixed- and multiple-methods research designs.
<b>Module Learning Aims</b>	The purpose of this module is to broadly examine the processes and practices of ethics in research-related activities in the area of human communication and swallowing. The module covers ethical

	issues involved in designing and implementing clinical research. The module also aims to introduce students to some approaches to the analysis of talk in interaction in clinical contexts, which can inform professional practice and research methodologies.
<b>Module Content</b>	<p>Methods of teaching used include lectures, problem-solving tutorials, debate-driven exercises, and practical workshops. Topics include:</p> <ul style="list-style-type: none"> <li>• Ethical issues involved in designing and implementing clinical research.</li> <li>• Approaches to the analysis of talk in interaction in clinical and non-clinical contexts to inform professional practice and research methodologies.</li> <li>• Introducing principles of mixed and multiple methods research.</li> </ul>
<b>Recommended Reading List</b>	Indicative resources available in Blackboard
<b>Module Pre-requisite</b>	Not applicable
<b>Module Co Requisite</b>	Not applicable
<b>Assessment Details@I-MOD-ASSM</b>	<p><b>Assignment 1:</b>  <b>Research Scenario:</b> Written Report (50 marks) to be submitted by Friday 08th January 2021.</p> <p><b>Assignment 2:</b>  <b>Ethics Assignment:</b> Group Debate – Oral Presentation (50 marks) Monday 12th April 2021.</p>
<b>Module Website</b>	
<b>Module approval date</b>	
<b>Approved By</b>	
<b>Academic Start Year</b>	2020/21
<b>Academic Year of Data</b>	2020/21



## Module Details for SL7017: CLINICAL EVIDENCE BASED PRACTICE

<b>Module Code</b>	SL7017
<b>Module Name</b>	CLINICAL EVIDENCE BASED PRACTICE
<b>Module Short Title</b>	Not applicable
<b>ECTS weighting</b>	15
<b>Semester/term taught</b>	Michaelmas and Hilary Terms
<b>Contact Hours and Indicative Student Workload</b>	Contact Hours: 26. Indicative hours 300 (including contact hours, self-directed learning, assignment work)
<b>Module Coordinator/Owner</b>	Module Coordinator: Professor Margaret Walshe
<b>Learning Outcomes</b>	<p>On successful completion of this course, students will be able to</p> <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 module covers key skills in the application of EBP to clinical practice. The principles and application of EBP in general and specialist areas are considered. It introduces students to the field of implementation science and encourages reflection on the challenges and solutions to implementing evidence based healthcare. Skills in the critical analysis of literature are extended across a range of methodologies in this module. There is an emphasis on the application of EBP to research as well as into clinical practice.
<b>Module Content</b>	
<b>Recommended Reading List</b>	Indicative resources available in Blackboard
<b>Module Pre-requisite</b>	Not applicable
<b>Module Co Requisite</b>	Not applicable
<b>Assessment Details@I-MOD-ASSM</b>	<p><b>Assignments</b></p> <p><b>Assignment 1:</b></p> <p>Critical Analysis Literature: Quantitative Methodology (75 marks).</p> <p><b>Assignment 2:</b></p> <p>Critical Analysis Literature: Qualitative Methodology (75 marks).</p> <p>Due date for submission of both assignments - Friday April 16th 2021</p>
<b>Module Website</b>	
<b>Module approval date</b>	
<b>Approved By</b>	
<b>Academic Start Year</b>	
<b>Academic Year of Data</b>	2020/21

## Module Details for SL7018: ADVANCED CLINICAL SKILLS: DYSPHAGIA

<b>Module Code</b>	SL7018
<b>Module Name</b>	ADVANCED CLINICAL SKILLS: DYSPHAGIA
<b>Module Short Title</b>	Not applicable
<b>ECTS weighting</b>	15
<b>Semester/term taught</b>	All year
<b>Contact Hours and Indicative Student Workload</b>	Contact Hours 134 Direct Teaching Hours 54 Supervised Clinical Hours 40 Unsupervised Clinical Hours 40  Indicative hours 300 (including contact hours, self-directed learning, assignment work)
<b>Module Coordinator/Owner</b>	Module Coordinator: Professor Margaret Walshe Module Contributors: Professor Julie Regan, Professor Ciarán Kenny, Professor Órla Gilheaney
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: 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) 2. Recognise anatomical landmarks and interpret endoscopic and videofluoroscopic images presenting in non-complex medical conditions (Programme Outcome: 1) 3. Critically reflect on theoretical models of intervention and their application to dysphagia (Programme Outcome: 1) 4. Demonstrate awareness of models of disability and specific counselling approaches and their application to the management of people with dysphagia (Programme Outcome: 1) 5. Work independently with individuals with dysphagia associated with non-complex conditions (Programme Outcome: 1) 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) 7. Recognise local and professional legal and ethical obligations in dysphagia (Programme Outcome: 1) 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)
<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 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>	Indicative resources are available on Blackboard
<b>Module Pre-requisite</b>	Recognised qualification in speech and language therapy.
<b>Module Co Requisite</b>	Not applicable
<b>Assessment Details@I-MOD-ASSM</b>	<p><b>(a) Summative:</b> 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.</p> <p>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.</p> <p><b>(b) Formative:</b> 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.</p>

## Assignments

### Assignment 1:

Clinical Scenario (Oral case presentation, Assessment focus)  
Thursday 10th December 2020 (25 marks)

### Assignment 2:

Case presentation (Intervention focus) Friday 12th March 2021 (75 marks)

### Assignment 3:

Analysis of clinical data (written assignment) to be submitted by  
Friday 09th April 2021 (50 Marks)

### Assignment 4:

Clinical Practice (Pass/Fail)  
Clinical Portfolio: To be submitted by 21st May 2021.

## Clinical Portfolio

Students must compile a clinical portfolio over the academic year. This portfolio should include two case management reports (presented orally in December and March as well 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 tutors and Blackboard for further information and direction on these components.

Module Website

Module approval  
date

Approved By

Academic Start  
Year

Academic Year of  
Data 2020/21

### Module Details for SL7021: ADVANCED CLINICAL SKILLS: VOICE

<b>Module Code</b>	SL7021
<b>Module Name</b>	ADVANCED CLINICAL SKILLS: VOICE
<b>Module Short Title</b>	Not applicable
<b>ECTS weighting</b>	15
<b>Semester/term taught</b>	All year
<b>Contact Hours and Indicative Student Workload</b>	<p>Contact Hours 134                  Direct Teaching Hours 54                  Clinical Hours 80</p> <p>Indicative hours 300 (including contact hours, self-directed learning, assignment work).</p>
<b>Module Coordinator/Owner</b>	<p>Module Coordinator: Professor Ciarán Kenny                  Module Contributors: Dr. Irena Yanushevskaya</p>
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply advanced specialist knowledge to the key concepts and theories relating to voice and voice disorders. (Programme Outcome 1)</li> <li>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)</li> <li>3. Apply their existing scientific literacy skills to issues of diagnostics and intervention in voice. (Programme Outcome 1, 2)</li> <li>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)</li> </ol>
<b>Module Learning Aims</b>	<p>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.</p>

<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>	Indicative resources available on Blackboard
<b>Module Pre-requisite</b>	Recognised qualification in speech and language therapy.
<b>Module Co Requisite</b>	Not applicable
<b>Assessment Details@I-MOD-ASSM</b>	<p><b>Assignments</b></p> <p><b>Assignment 1:</b> Clinical Scenario (Oral case presentation, Assessment focus) Thursday 10th December 2020 (25 marks)</p> <p><b>Assignment 2:</b> Case presentation (Intervention focus) Friday 12th March 2021 (75 marks)</p> <p><b>Assignment 3:</b> Analysis of clinical data (written assignment) to be submitted by Friday 09th April 2021 (50 Marks)</p> <p><b>Assignment 4:</b> Clinical Practice (Pass/Fail) Clinical Portfolio: To be submitted by 21st May 2021.</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 December and March as well 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 tutors and Blackboard for further information and direction on these components.</p>
<b>Module Website</b>	

<b>Module approval date</b>	
<b>Approved By</b>	
<b>Academic Start Year</b>	
<b>Academic Year of Data</b>	2020/21



### Module Details for SL7022: ADVANCED CLINICAL SKILLS: AAC

<b>Module Code</b>	SL7022
<b>Module Name</b>	ADVANCED CLINICAL SKILLS: AAC
<b>Module Short Title</b>	Not applicable
<b>ECTS weighting</b>	15
<b>Semester/term taught</b>	All year
<b>Contact Hours and Indicative Student Workload</b>	Contact Hours 134 Direct Teaching Hours 54 Clinical Hours 80  Indicative hours 300 (including contact hours, self-directed learning, assignment work)
<b>Module Coordinator/Owner</b>	Module coordinator: Professor Yvonne Lynch Module Contributors: 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></ol>

	<ol style="list-style-type: none"> <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>	<p>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.</p>
<b>Module Content</b>	<p>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.</p>
<b>Recommended Reading List</b>	<p>Indicative resources available in Blackboard</p>
<b>Module Pre-requisite</b>	<p>Recognised qualification in speech and language therapy.</p>
<b>Module Co Requisite</b>	<p>Not applicable</p>
<b>Assessment Details@I-MOD-ASSM</b>	<p><b>Assignments</b></p>

**Assignment 1:**

Clinical Scenario (Oral case presentation, Assessment focus)  
Thursday 10th December 2020 (25 marks)

**Assignment 2:**

Case presentation (Intervention focus) Friday 12th March 2021  
(75 marks)

**Assignment 3:**

Analysis of clinical data (written assignment) to be submitted by  
Friday 09th April 2021 (50 Marks)

**Assignment 4:**

Clinical Practice (Pass/Fail)  
Clinical Portfolio: To be submitted by 21st May 2021.

**Clinical Portfolio**

Students must compile a clinical portfolio over the academic year. This portfolio should include two case management reports (presented orally in December and March as well 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 tutors and Blackboard for further information and direction on these components.

**Module Website**

**Module approval date**

**Approved By**

**Academic Start Year**

**Academic Year of Data** 2020/21

## Module Details for SL8001: DISSERTATION

<b>Module Code</b>	SL8001
<b>Module Name</b>	DISSERTATION
<b>Module Short Title</b>	Not applicable
<b>ECTS weighting</b>	30
<b>Semester/term taught</b>	All year
<b>Contact Hours and Indicative Student Workload</b>	Contact Hours: 40. Indicative hours: 560 (including contact hours, self-directed learning, assignment work).
<b>Module Coordinator/Owner</b>	<b>Module Co-ordinator:</b> Professor Ciarán Kenny  <b>Module Contributors:</b> Professor Irene P Walsh, 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: 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) 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) 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) 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) 5. Write a dissertation on the research project integrating knowledge of scientific writing conventions. (Programme Outcomes 1, 2, 3, 5) 6. Discuss their research confidently with peers and colleagues.

	(Programme Outcome 5) 7. Prepare a research article for submission in a recognised periodical/journal. (Programme Outcomes 1, 2, 5, 6)
<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>	Indicative resources available on Blackboard
<b>Module Pre-requisite</b>	SL7014 SL7015, SL7016, SL7017 plus one of the following modules SL7018; SL7019; SL7020; SL7021; SL7022; SL7023
<b>Module Co Requisite</b>	
<b>Assessment Details@I-MOD-ASSM</b>	Assessment 1. Summative: Dissertations are marked as Pass/Fail or Pass with Distinction. Completed dissertations must be submitted by Fri 27/08/2021.  Students can be awarded the M.Sc. with Distinction if they achieved an overall mark of Distinction (70%+) on the course work, together with a mark of Distinction (70%+) on the dissertation.

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.

**Module Website**

**Module approval date**

**Approved By**

**Academic Start Year**

**Academic Year of Data** 2020/21