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: 2019–2020 (Year 1 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 to the School of Psychology, Trinity College Dublin and to the online M.Sc./Postgraduate Diploma / Certificate in 'Managing Risk and System Change'. This course commenced in 2015 and you are our fifth cohort of students joining this challenging and innovative course designed for the next generation of risk and safety management.

For many of you, this is your first experience with an online course. 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 provides an overview 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

Course Administrator

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	Course Administrator	managingrisk@tcd.ie
Professor David Hevey	Head of School of Psychology	heveydt@tcd.ie
Professor Jean Quigley	Director of Teaching & Learning (Postgraduate)	quigleyj@tcd.ie
Mr. Gerard Morgan	Online Technical Support	helponed@tcd.ie morgang3@tcd.ie
Ms. Paula Hicks	Course Administrative Support	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 student email address.

Date	Item
26 August to 1 September 2019	Postgraduate Orientation Week (Year 1 students)
3 September 2019	Blackboard & Blackboard Collaborate Induction
10 September 2019	Course induction, introductions and overview
17 September 2019	First lecture of Semester 1
28 October 2019	**Reading Week – No Lectures**
11 November 2019	Module 1 Assignment Due
3 December 2019	Last lecture of Semester 1
3 January 2020	Module 2 Assignment Due
7 January 2020	First lecture of Semester 2
17 February 2020	**Reading Week – No Lectures**
2 March 2020	Module 3 Assignment Due
13 April 2020	Module 4 Assignment Due
4 May 2020	Module 5 Group Assignment Due
11 May 2020	**Reading Week – No Lectures**
18 May 2020	Module 5 Individual Assignment Due
28 May 2020	Last lecture of Semester 2
4 June 2020	Module 6 Assignment Due
25 June 2020	Module 7 Assignment Due

3. Timetable

A copy of your student timetable will be available on Blackboard Learn in the introduction folder. 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 Learn.

The academic year begins end of August, start of 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 June) **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: 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 in 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 has to 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 of 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 also 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:

http://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/VLE_Policy.pdf

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

Trinity Online is responsible for the quality and the delivery of the content to the online students. 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, submission of assignments etc.

The preferred way of contacting Trinity Online is through the various channels within the course itself – including the discussion forum dedicated for this purpose. These will be continually monitored. However, Trinity Online also can be contacted by emailing **helponed@tcd.ie** and also are contactable through the school itself.

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 Learn](). The Course staff will endeavour to ensure frequent and clear communications at all times 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 Learn 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 a number of 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

6.3 Student Support

The college provides a large number of 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 a number of 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

The Student Counselling website (https://www.tcd.ie/Student_Counselling/online-support/) 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 (www.tcd.ie/College_Health) 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 located 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/

6.3.7   Postgraduate Advisory Service

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Who?
The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition, each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: http://www.tcd.ie/seniortutor/students/postgraduate/
Where?

The PAS is located on the second floor of House 27. It's open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.
Phone: 00353 1 8961417
Email: pgsupp@tcd.ie

What?

The PAS exists to ensure that all Postgrad students have a contact point that they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website.

If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with them.

6.3.8 Student Societies

The Central Societies Committee (CSC) is the body responsible for student societies in Trinity College. There are currently 98 societies in College, covering 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.

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. DUCAC is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. An Executive Committee and other sub-committees oversee the business affairs of DUCAC, including the Pavilion Bar. DUCAC receives funding from the Capitation Committee at the University and supplements its income with a percentage of profits from the Pavilion Bar.

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.tcdsu.org/aboutus

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. See the GSU website for more information: http://tcdgsu.ie/

6.5.1 GSU Common Room

The Graduate Common Room is located 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 also the entrance to the Common Room. https://www.tcdgsu.ie/services/

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 can be found below. https://www.tcdgsu.ie/becomearep/

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

Module	Certificate	Diploma	M.Sc.
Module 1: The Role of People and Processes in Organisations	X	X	X
Module 2: Stability and Change		X	X
Module 3: Managing Performance and Risk	X	X	X
Module 4: Socio-Technical System Design		X	X
Module 5: Leading Change	X	X	X
Module 6: Strategic Human Resource Development	X	X	X
Module 7: Statistics and Action Research Methods		X	X
Module 8: Dissertation / Research			X

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*
Assistant Professor Siobhán Corrigan	Course Director	scorrig@tcd.ie	M1,M2, M3 M4,M5, M6, M8
Associate Professor Nick McDonald	Academic Programme Development	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. Joan Cahill	Research Fellow	cahilljo@tcd.ie	M4
Dr. Michael Cooke	Research Fellow	michael.cooke@tcd.ie	M2, M4
Ms. Alison Kay	Research Fellow	kayam@tcd.ie	M6
Dr. Maria Chiara Leva	Research Fellow	levac@tcd.ie	M3, M8
Dr. Paul Liston	Research Fellow	pliston@tcd.ie	M6
Dr. Rabea Morrison	Research Fellow	rabea.morrison@tcd.ie	M1
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 Fellow	rossde@tcd.ie	M7
Dr. Marie Ward	Senior Research Fellow	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. Vangelis Demosthenous	Human Factor Specialist	demosthenous@kratisconsulting.com	Year 2
Mr. Solonas Demosthenous	Human Factor Specialist	solonas@kratisconsulting.com	M5, Year 2
Ms. Tiziana Carmen	Research Fellow	callartc@tcd.ie	Year 2
Dr. Margaret Ryan	Research Fellow	margaret.ryan@tcd.ie	M7, Year 2

We also invite guest lectures 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 Learn 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 of 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.

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

https://www.tcd.ie/calendar/graduate-studies-higher-degrees/introduction-and-general-regulations.pdf

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 each individual tries 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%

a)   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%.

b) Qualification for the award of the master's degree (final mark)

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-compensatable, 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.

c) Assessment of Dissertation (Year 2 or Year 3)

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

The dissertation 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 is usually a minimum of 20,000 words with an upper limit of 30,000 (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 awarding of the M.Sc. degree.

Students will be encouraged to submit a research dissertation based on key strategic and operational issues; to create a research-practitioner capability in managing risk & system change. 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. See Appendix 5 for Thesis Submission Guidelines.

As this is an online course students will not be required to physically submit their final dissertation reports. It is permissible that students can submit **two soft copies** via post (so long as you provide proof of postage that it was posted before or on the day of the deadline).

At the same time as submitting the project report, you must also submit an exact replica of the printed hardcopy in one MS Word document (i.e. do not save title page, introduction etc.as separate files) on a USB key/CD disk. An electronic version of the project's original raw data must also be saved onto the USB key/disk (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.

Hard/paper copies 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.

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

http://www.tcd.ie/about/policies/160713%20Records%20Management%20Policy_website.pdf

http://www.tcd.ie/about/policies/160713%20Records%20Management%20Policy_Records%20Retention%20Schedule_website.pdf

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.

d)   Award of a Master's Degree
The final mark is based on an overall credit-weighted average mark for taught modules (1 to 7) that contributes to 40%, and the dissertation module 8 which contributes 60% to the final mark. The Court of Examiners will meet at the end of the academic year to moderate all the results obtained by the students in order to return the final results to the Academic Registry and input them in SITS. The pass mark is set at 50%.

In order to qualify for the exit award of the Postgraduate Diploma students must satisfy the relevant regulations as set out in Calendar part 3 for a given academic year.

e) Award of a Master's Degree with Distinction
In order to qualify for the awards of Master's with Distinction students 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 or research element. or

II. Achieve a mark of at least 70% in the dissertation or research element and achieve at least 68% in the unrounded overall average mark for the taught modules, where modules amounting to at least half of the credits attaching to the taught modules (normally 30 credits) each have a mark of at least 70%. Or

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.

IV. A distinction cannot be awarded if a candidate has failed any credit during the period of study. The award of taught Master's with Distinction shall require the achievement of a distinction for the dissertation.

f)   Corrections
Students who are deemed to have minor corrections on their dissertation are given a period of two months to complete them, from the date the results are issued. Students who are deemed to have major corrections on their dissertation are given a period of six months to complete them, from the date the results are issued.

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, <u>prior to the submission deadline</u>** 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 Marking Scheme

*This marking scheme is 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; Language mainly fluent;	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).

	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 http://tcd-ie.libguides.com/plagiarism/ready-steady-write**"**

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 also 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 to be 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 considered to 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 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 for students on avoiding plagiarism is available at http://tcdie.libguides.com/plagiarism

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/graduate-studies-higher-degrees/introduction-and-general-regulations.pdf

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

Plagiarism Policy

http://www.tcd.ie/teaching-learning/assets/pdf/PlagPolicy02-06-2016.pdf

Avoiding Plagiarism

http://tcd-ie.libguides.com/plagiarism/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 fits 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 6th 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 System: Citing References within Your Assignment

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?

Referencing Books

Author Surname, Initial. (Year). *Title*, Publisher: Place of publication.

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.

Marsh, B. (2007b). *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

Referencing Book Section/chapter in edited book

Author Surname, Initial., {repeat for all authors} (date). Section Title. In . Initial. Editor Surname (Ed.), Book Title (pp. start page – end page of section). Place of publication: 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). Dordrecht: Springer.

Referencing Book Section/Chapter

Author Surname, Initial. (Year). Section title. In *Book Title* (pp. start page – end page of section). Place of publication: Publisher.

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

Edited Book

Editor Surname, Initial. & Editor Surname, Initial2 (Eds.). (Year). *Title*. Place of publication: Publisher.

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

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.

DOI Journal Article

A DOI (Digital Object Identifier) is usually assigned to a journal article. It should be clearly visible on the article. DOIs are available for printed and electronic journal articles.

Author Surname, Initial. {repeat for all authors} (Year). Article title. *Journal Title*, *vol.#*(no#), start page – end page. Doi:{enter doi}.

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

Journal Article without a DOI

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

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.

Video/DVD

Film name. Director's surname, initial. (Director). (date).[Motion Picture] Distributer.

Winter's bone. Granik, D. (Director). (2010).[Motion Picture] Artificial Eye.

Web Page

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

BBC. (2011). *BBC news UK.* Retrieved 05/23, 2011, from http://www.bbc.co.uk/news/uk/

8.9 Thesis Submission Guidelines

The following is applicable only to year 2 or year 2 students. Please note the guidelines below apply to ALL Postgraduate Research Students irrespective of start date. Submission deadlines are noted on page 4.

General. Candidates and Supervisors should note that these requirements are mandatory, and they are asked to familiarise themselves with the information below. Theses' must meet all the requirements set out below. Please note: from time to time the Dean of Graduate Studies may approve other formats on an individual basis.

Language. A thesis or dissertation should be written in English or Irish unless prior permission has been granted for the use of another language by the Dean of Graduate Studies. A candidate who wishes to write a thesis or dissertation in a language other than English or Irish should initially contact his/her Supervisor/Course Co-ordinator. The Supervisor/Course Co-ordinator will then consult with his/her Director of Teaching and Learning (Postgraduate). If the latter can satisfy him/herself that a) there are sound academic reasons for the thesis or dissertation to be written in a language other than English or Irish and b) that the candidate has the necessary skills/fluency in the relevant language, then the Director of Teaching and Learning (Postgraduate) should send a summary of the case under the two headings outlined above to the Dean of Graduate Studies. The Dean of Graduate Studies will normally be guided by the recommendation of the Director of Teaching and Learning (Postgraduate) but may refer the matter to the Graduate Studies Committee if s/he deems it necessary.

Published Work. A thesis submitted for a higher degree may be based on, or include, writings already published by the candidate, if the studies from which they derive have been carried out during the period of registration on the higher degree register. Such writings must be fully integrated into the body of the thesis.

Length. A thesis must be written concisely. Dissertations submitted in part-fulfilment of the requirements of a postgraduate taught course are limited to the length prescribed in the individual course regulations. Normally a Ph.D. thesis should not exceed 100,000 words of text (exclusive of footnotes and bibliography) and a M.Litt. or M.Sc. (by research) thesis usually a minimum of 20,000 with an upper limit of 30,000 words of text (exclusive of footnotes and bibliography), and for scientific or technical subjects will normally be shorter. If a thesis is likely to exceed these limits, the Dean of Graduate Studies must be advised of its estimated length and her/his permission obtained at an early stage in the writing. Additional material, such as numerical appendices, listings of computer programs and textual footnotes, may be bound in a separate volume. Where the combined length of text, footnotes and appendices, etc. exceeds 400 pages the thesis must be bound in two volumes. The initial soft-bound submission should be printed single-sided and the final hard-bound submission should be printed double- sided.

Typescript and illustrations. The thesis must be printed on good quality, A4 (297 x 210mm) white paper. The type must be fully formed as in the output of a laser or ink jet printer. The output of dot matrix printers is not acceptable. The type must be black and not less than 10 point. Line-spacing must be at one and a half or double spacing between lines. The gutter margin of both text and diagrams must not be less than 35 mm and that on the other three sides not less than 20 mm. The two copies of the thesis for examination should be soft-bound and printed on one side of the page only. It is required that the hard-bound copy of a thesis will be printed on both sides of the page on paper of a weight of at least 90 gsm (exceptions are at the discretion of the Dean of Graduate Studies). A copy of the hard-bound thesis will be lodged in the Library following approval by Council. Colour photocopies and scanned images may be used in the copy of the thesis deposited in the Library.

1.342.6 **Cover**. A thesis which has been examined and in which all necessary corrections have been completed must be securely bound in hard covers with dark blue cloth. The final size when bound must not exceed 320 x 240 mm.

Title. The title of the thesis must be written in full on the title page of each volume of the thesis. The degree for which the thesis has been submitted, the year, and the name of the candidate, in that order, should be lettered in gold, in 24 pt. or larger type, down the spine, so as to be readable when the volume is lying flat with the front cover uppermost. The title must also appear in gold lettering on the front cover of the thesis. The year on the spine and title page must be the year that the thesis was approved by Council (not the year of initial submission).

Declaration and online access
The thesis must contain immediately after the title page the following declaration signed by the author:

I declare that this thesis has not been submitted as an exercise for a degree at this or any other university and it is entirely my own work.

I agree to deposit this thesis in the University's open access institutional repository or allow the library to do so on my behalf, subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement.

In the case of a thesis for which the work has been carried out jointly; the declaration must have a statement that it includes the unpublished and/or published work of others; duly acknowledged in the text wherever included.

Open access electronic theses are freely available over the World Wide Web for users to read, copy, download, and distribute subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement. Withheld access will be implemented, as applicable, according to the terms detailed in 1.34.15.

A digital repository is an online, searchable, web-accessible database containing works of research deposited by scholars, the purpose of which is both increased access to scholarship and long-term preservation.

Summary. A succinct summary of the methods used, and the major findings of the thesis must be bound into each copy of the thesis following the declaration page. It must not exceed two pages of typescript.

Acknowledgements. A formal statement of acknowledgements must be included in the thesis.

References. Systematic and complete reference to sources used and a classified list of all sources used must be included in the thesis. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system (the format may vary according to the precedents and customs of the subject area; graduate students should consult with their Supervisor as to appropriate presentation).

Abstract. One copy of an abstract, printed on a single sheet of A4 paper, must be submitted loose with each copy of the soft-bound thesis. The abstract must contain the title of the thesis and the author's full names as a heading and may be single spaced. Two copies of an abstract must be submitted loose with the final hard-bound copy.

Submission – Online Masters Students.
Two soft bound copies of the thesis, accompanied by two loose copies of the abstract plus a copy of the thesis on a USB key, which may not be returned, should be **posted or hand delivered** to the course administrator at the address below. **Proof of postage will be required for any submissions which arrive after the official submission date.** A copy of the thesis should also be emailed as a secure file to the course administrator at email: managingrisk@tcd.ie

Note: The thesis will not be accepted until it has been established that the candidate is currently registered on the higher degree register and that any outstanding fees have been paid.

Postal Address:
Mr. Rory Carrick
Centre for Innovative Human Systems
Room 2.08, 2nd Floor
199 Pearse Street
Trinity College Dublin
Dublin 2, Ireland

Or to

Professor Siobhán Corrigan
School of Psychology
Room 1.13, 1st Floor
Arás an Phiarsaigh Building
Trinity College Dublin,
Dublin 2, Ireland

Access to theses. One bound copy of every thesis approved for a higher degree is lodged in the custody of the Librarian in the University Library. An electronic copy is deposited in the University's open access institutional repository. A thesis so approved may be made available by the Library under the terms and conditions relating to appropriate use subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement either through the University's institutional repository or by way of the printed copy.

Withheld access (a "stay"). Should an author of a thesis 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 thesis 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 thesis 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 thesis 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.

A doctoral thesis must show evidence of rigour and discrimination, appreciation of the relationship of the subject to a wider field of knowledge/scholarship, and make an appreciable, original contribution to knowledge; it should show originality in the methods used and/or conclusions drawn, and 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>before the September 2009 intake</u> are required to submit their thesis by 30 September (31 October with Deans Grace).

Students who registered for their current degree <u>from the September 2009 intake onwards</u> are required to submit their thesis 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 *Please do not forward this request to any other email address in the Graduate Studies Office.*

March Registrants

Students who registered for their current degree <u>before the September 2009 intake</u> are required to submit their thesis by 31 March (30 April with Deans Grace).

Students who registered for their current degree <u>from the September 2009 intake onwards</u> are required to submit their thesis by 1 March (31 March with Deans Grace).
The Deadline to request Dean's Grace of one-month extension (free of fees) is 1 March for <u>all</u> March registrants. All requests for Deans Grace should be emailed from the Supervisor directly to the Dean of Graduate Studies at gso.theses@tcd.ie *Please do not forward this request to any other email address in the Graduate Studies Office.*

Submission of the final hardbound thesis
Please note the final hardbound copies will not be accepted until the official results have been processed by the Graduate Studies Office.

Commencements
A student may register 'conditionally' with the Proctors Office for commencements at any time during the examination period however the final hardbound thesis must be formally approved by Council and Board before a student is eligible to graduate. Please contact the Proctors Office directly for information regarding commencements, the Graduate Studies Office will provide deadlines for the upcoming Council approval dates.

Any queries relating to Thesis Submission should be directed to gso.theses@tcd.ie and all queries should include a student ID number.

8.10   Ethics

All students are required to consult the School of Psychology ethics regulations as part of their thesis submission process. The ethics pages can be located at the link below. Please note that you will need be a fully registered student to access them using your official TCD login and password.

Information contained on these pages may be updated from time to time, so students are asked to ensure they keep up to date with changes which may affect them.

https://psychology.tcd.ie/local/Ethics/index.php

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.
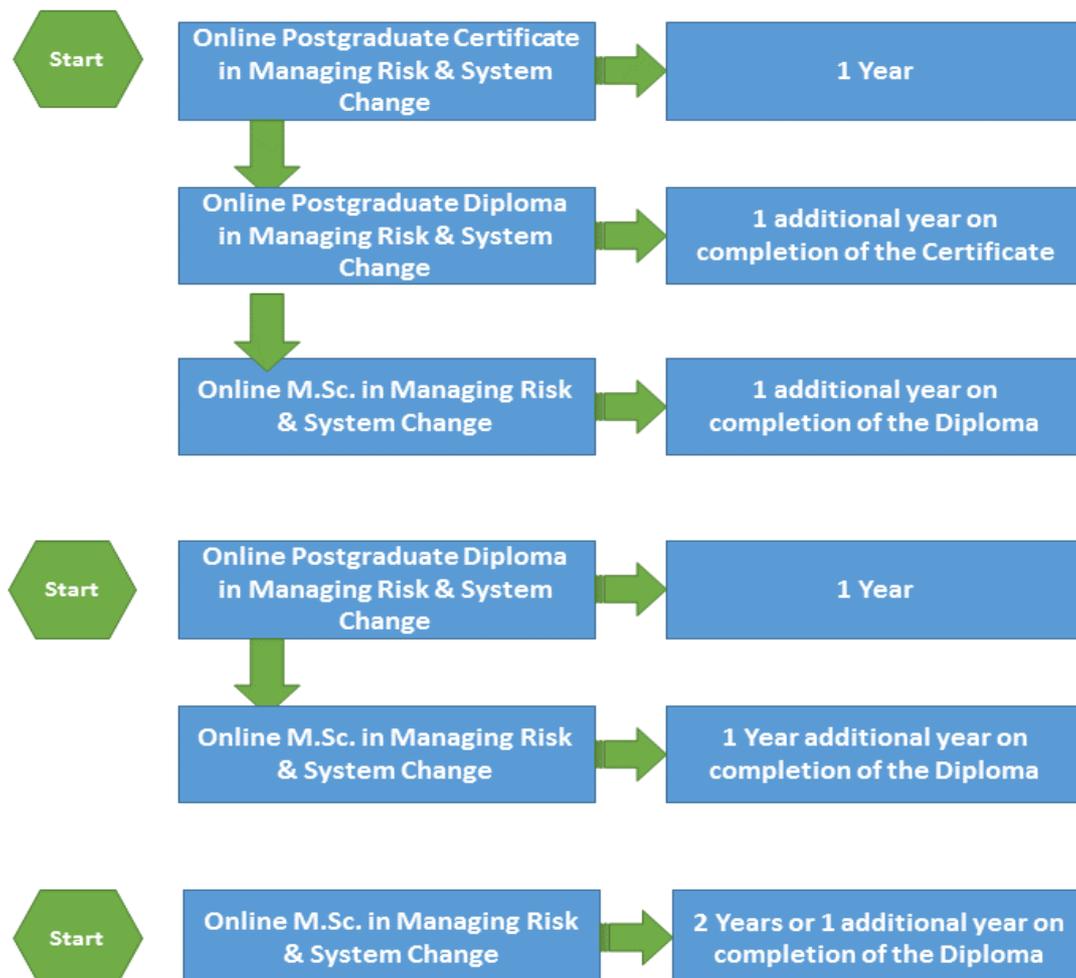
9.1 Postgraduate Diploma Award

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 Masters 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-compensatable, 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 2019-2020 will be confirmed in due course.

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/160722_Student%20Complaints%20Procedure_PUB.pdf

Dignity and Respect Policy
https://www.tcd.ie/equality/policy/dignity-respect-policy/

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

IT Services Policies
https://www.tcd.ie/itservices/general/policies.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.

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

https://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/StudentPartnershipPolicy.pdf

12. Appendix

12.1   Confidentiality Agreement

Confidentiality Agreement

THIS AGREEMENT is made the _____ day of _____, _____
"**Effective Date**") BETWEEN (*insert full name of student*) of (*insert students' full residential address) "the Student")* 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**, with an address at College Green, Dublin 2, Ireland, acting through the **Centre for Innovation Human Systems, Trinity College Dublin** (" **the College**") and (insert full legal name of the company) with a registered address at (insert full legal address) (hereinafter called "**the Company")**

Individually referred to as "a Party" or collectively as "the Parties".

WHEREAS:-
The Company has agreed to allow the Student access to certain confidential information, knowhow and data (hereinafter called the "**Confidential Information**"), the property of the Company, in order to facilitate the Student in completing coursework for the Master's in Managing Risk and Systems Change at Trinity College Dublin.

The Parties WITNESSETH as follows:-

1. In consideration of the grant to the student of access to the Confidential Information by the Company, the Student hereby undertakes to the Company that the Confidential Information shall be used solely for the purpose of his/her said project and not for any other purpose whatsoever and in particular, but without limiting the generality of the foregoing, the Student undertakes to the Company and the College not to seek to charge the Company for consulting services using the Confidential Information.
2. The Student further undertakes that, save as aforesaid; he/she shall keep the Confidential Information confidential and shall not disclose or transfer the same to any third party without the agreement of the Company.
3. The Student hereby agrees that the Confidential Information shall at all times remain the property of the Company and undertakes to return to the Company, upon its request, all documents relating to the Confidential Information and all copies or reproductions thereof other than the final reports ("Final Reports") which, in accordance with the Master's in Managing Risk and Systems Change Programme regulations, by agreement are the possession of the College and the Student. The Student also agrees not to disclose the Final Reports to anyone without the permission of the Company and/or the College except in accordance with these regulations, or if required by law or court order.

4. The College hereby undertakes to keep confidential any Confidential Information it has in its possession, in accordance with standard academic guidelines.
5. The Company hereby agrees that the College shall not incur any liability to the Company for any breach of this agreement by the Student. The Company hereby agrees that the Student shall not incur any liability to the Company for any breach of this agreement for which the College is solely responsible.

6. PROVIDED ALWAYS and it is hereby agreed that the provision of this Contract shall not apply to any part of the Confidential Information
   6.1 which the Student and/ or College can establish by competent proof is known to it at the time of receipt of the Confidential Information; or
   6.2` which shall have passed into the public domain other than by breach of this agreement; or
   6.3 which is subsequently disclosed to the Student and/or College without restriction by a third party lawfully entitled to disclose the Confidential Information; or
   6.4 which shall be deemed to be disclosed by Law.

7. 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 or Parties. The obligations of the College and the Student under this Agreement shall survive and continue for three (3) years after the expiration or termination of this Agreement for whatever reason.

8. This Agreement is made in accordance with the laws of Ireland and the Parties submit to the exclusive jurisdiction of the Irish courts as regards any claim or matter arising under this Agreement

Agreed by the Parties **on the day and year herein written**:

SIGNED by THE STUDENT _____

SIGNED for and on
Behalf of THE COMPANY _____

SIGNED for and on
Behalf of the College _____

12.2   Staff Profiles

Profiles	Organisation	E-Mail
Assistant Professor Siobhán Corrigan is 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

		Trinity College Dublin	sdcromie@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, 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 led 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 over twelve 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.	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	Trinity College Dublin	phicks@tcd.ie

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 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. Joan Cahill is a Research Fellow and Principal Investigator at the Centre for Innovation in Human Systems (CIHS), at the School of Psychology, Trinity College Dublin. Joan has led human factors/human machine interaction (HMI) research on several national and European funded projects. Before joining TCD, Joan worked in the area of Human Machine Interaction (HMI) and Information Design, with a range of software development companies and HMI consultancies. Joan has also taught in the area of Human Computer Interaction and Design, at Trinity College Dublin (TCD), and Dun Laoghaire Institute of Art, Design and Technology (DLIADT).	Trinity College Dublin	cahilljo@tcd.ie

Research Interests Human Factors, Human Machine Interaction (theory and methods), incorporating psychological concepts in the design of new technology, technology-based interventions and supports in healthcare, designing technology to support social processes, assistive technologies, cyber-psychology, automation, philosophy of technology, work analysis, safety/risk management, human error and reliability, Crew Resource Management (CRM), performance management, well-being, and phenomenology. **Skills Set** Concept modelling/development, Qualitative Research (action based research, ethnography, participatory research, stakeholder evaluation) User Centred Design Work/task analysis from socio-technical perspective (including process mapping). Human Machine Interaction (HMI) Design (i.e. storyboarding, scenario based design, interaction design, role-play/envisionment exercises, collaborative/participatory prototyping). Human Machine Interaction (HMI) Evaluation (user testing, operational validation, participatory/stakeholder evaluation). Managing the requirements specification and evaluation process through life-cycle of software development projects. Teaching/Education, Research Supervision, Project Management		
Dr. Tiziana C. Callari is currently a Visiting Researcher at the Centre for Innovative Human Systems (CIHS). Tiziana worked as a Research Fellow with CIHS until March 2018. Before joining TCD, Tiziana collaborated with LIDEA (Laboratorio InterDipartimentale di Ergonomia Applicata) at the University of Turin, Italy - where she obtained her Ph.D. in Ergonomics and Applied Psychology in 2012. Prior to working at LIDEA, Tiziana worked for ten years as a Management Consultant. Tiziana's research activities focus on: the optimization of work and life systems; cognitive processes as they affect interactions among humans and their work/life systems (e.g. technology design); how to enhance work systems competency to promote operators' wellbeing and systems performance. She has participated in a number of high profile Human Factor research projects in the aviation, manufacturing and health-care sectors. She is a Lecturer in 'Applied Psychology and Human Factors' at the University of Turin.	Trinity College Dublin	callartc@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	Maynooth University	michael.cooke@mu.ie

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 principle 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.		
Mr. Evangelos (Vangelis) Demosthenous holds an MSc in Human Factors & Safety Management. He is the Managing Director of Kratis Training and Consulting Ltd which is specialised in safety and human factors. His clients include: Rolls Royce, Gulfstream Aerospace, GCAA and airlines such as Cathay Pacific, Emirates, Etihad, and Brussels Airlines etc. He also works in partnership with the University of Dublin in various research projects. Prior to establishing Kratis he had worked for 18 years as a supervisor and a licensed aircraft engineer for Cyprus Airways. He is a member of the EASA Human Factors Advisory Group. He has worked in the development of the current EASA human factors and SMS requirements. He has for many years been active in Aircraft Engineers International. He also served as a member of the executive board of Flight Safety Foundation Mediterranean.	Kratis Consulting	demosthenous@kratisconsulting.com
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	Kratis Consulting	solonas@kratisconsulting.com

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.		
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 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	Trinity College Dublin	pliston@tcd.ie

process, rail and aerospace industries (ManuVAR).		
Dr. Rabea Morrison is a Research Fellow at the Centre of Innovative Human Systems at Trinity College Dublin. She is an organisational psychologist with extensive industry based research experience, being involved in designing and implementing action research based projects at all levels. Her doctoral thesis obtained from Trinity College Dublin consolidated research on the role of social and knowledge processes in affecting socio-technical system performance across aviation industry domains. Her experience includes socio-technical system modelling and analysis, organisational change management, and process redesign among others.	Trinity College Dublin	rabea.morrison@ tcd.ie
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	This Is..	richard@thisis.eu

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 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 a number of 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	Carr Communications	eddie@carrcommunications.ie

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.

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 lies 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 Quality and Patient Safety Project Manager with the Children's Hospital Group. Prior to this she worked as a Senior Research Fellow with the Health Systems team in UCD's School of Nursing, Midwifery and Health Systems. She holds a Degree in Psychology and a Ph.D. in Psychology Human Factors from Trinity College Dublin where she is a Visiting Research Fellow at the Centre for Innovative Human Systems. She has 20 years' experience in Human Factors/Ergonomics action research and consultancy with safety critical industries in particular aviation and healthcare. She has worked in industry and successfully led large scale organisational change interventions. She was part of a team awarded the International Ergonomics Association/Liberty Mutual Medal in Human Factors/Ergonomics (2011) for outstanding original research leading to accident reduction in aviation. She is a founding member of the Irish Safety In Health Systems special interest group. 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, designing new systems from a Socio-technical perspective, change implementation and evaluation, organisational	University College Dublin	marie.ward@tcd.ie

learning.			
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. He has over 60 publications in peer review journals, mainly in the statistical and quantitative reliability method literature.	Trinity College Dublin	swilson@tcd.ie

12.3 Reading List

The following list of E-Books is available from the TCD Library. Each of the modules also has a dedicated reading list. **PLEASE NOTE THAT STUDENTS ARE NOT REQUIRED TO PURCHASE EVERY BOOK ON THIS LIST. THE LECTURER'S WILL ADVISE ON APPROPRIATE READINGS FOR EACH OF THEIR CLASSES**

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
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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 Thesis 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 thesis 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; Dr. Emily Vereker, Senior Patents & Licensing Manager Office of Corporate Partnership & Knowledge Exchange, Trinity Research & Innovation ✉ emily.vereker@tcd.ie / ☎ ext. 4152

[1] https://www.tcd.ie/about/policies/assets/pdf/intellectual-property-policy.pdf