

University College Dublin
An Coláiste Ollscoile Baile Átha Cliath

National University of Ireland, Dublin
Ollscoil na hÉireann, Baile Átha Cliath



Interdisciplinary Studies

Session 2005/06

From September 2005 all first year undergraduate courses are modularised. Further information is available at www.ucd.ie/horizons

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Masters Programmes

Master of Arts (Asian Studies) (MA)

This course will not be offered in 2005/2006IFMXF0007

Course Description

The Degree of Master of Arts in Asian Studies, a one-year full-time course, is offered through the Faculties of Arts and Commerce. It aims to expose participants to the evolution of modern Asia through an understanding of:

- (i) the recent economic, political and diplomatic developments in Asia, or a sub-region thereof
- (ii) the major historical, cultural and religious influences on modern Asia, or a sub-region thereof
- (iii) international economics (trade and investment)
- (iv) international business and business systems within Asia or a sub-region thereof.

Admission Requirements

Candidates must hold an upper second class honours primary degree.

Course Requirements

Candidates are required to attend a core seminar and select three courses from a list of options. They must also attend a language course and such methodology courses as are advised by the Director. In addition they are required to submit a minor thesis (c.15,000 words) addressing a theme covered in the degree. Assessment is based on seminar papers, written examinations and the minor thesis.

Course Content

1) Core Seminar: Understanding Asia

This year-long, interdisciplinary seminar features a series of sessions providing an eclectic perspective on Asia. Seminars address and discuss *inter alia* European literary perspective on Asia, Asian art, the great Asian religions, Euro-Asian political and diplomatic relations, Asian development.

2) Optional courses (from which participants select three):

- Understanding the Asian Dragons (an historical/cultural perspective)
- Asian Business Systems
- Asian Political Processes
- Eastern Philosophy- The influence of Buddhism and Confucianism on business mentality.

3) Methodology course

During these sessions students will present their proposed research topics.

4) Language and Cultural Appreciation

All participants will seek to establish a level of proficiency in a modern Asian language, such as Japanese, Korean or Mandarin, or other such language as the

Director may advise. In addition short courses addressing customs and practice in the language studied may be offered and when offered are required.

5) A minor thesis (c.15,000 words) addressing a theme covered in the degree.

Application Procedure

Applicants should contact

The Director,
Centre for Asian Studies,
University College Dublin,
John Henry Newman Building,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8633

Fax: +353-1-716 1132

Email: asia@ucd.ie

Website: www.ucd.ie/asia

Masters of Arts (European Studies) (MA)

IFMXF0008

Course Description

The Masters of Arts (European Studies) programme is designed to equip the graduate with a profound understanding of Europe in all of its historical, linguistic and cultural diversity. Students from this programme have gone on to work as officials within the EU institutions and its specialised programmes, researchers, management trainees, academics, journalists and civil servants.

The MA in European Studies reflects a broad interdisciplinary approach to the study of Europe that is rooted in the Humanities. Engaging a range of disciplines and Schools (Applied Social Science, Classics, Economics, Languages, Literature and Film, Geography, Planning and Environmental Policy, History, Information and Library Studies, Irish Celtic Studies, Irish Folklore and Linguistics, Politics and International Relations and Sociology) the programme exploits a deep, rich seam of research and teaching experience at UCD. The core of the programme is provided by a survey course in the history of European thought.

Admission Requirements

Applicants are normally required to have a good honours primary degree. Other applicants may be considered for admission to the degree programme if they are deemed to be equivalently qualified by virtue of proven academic aptitude and relevant work experience.

Students for whom English is not their mother tongue may be required to take specialised language training prior to the commencement of the programme at their own additional cost.

Course Requirements

Students attend a series of core courses and select optional seminars from a range of courses on offer each semester. Students must also take up or develop their capacity in a modern European language that they have not, to date, studied at university level. A

range of language options is available at different levels (beginner and intermediate) and students have individual access to the state of the art language centre at UCD. Candidates are assessed by examination and/or term papers and minor thesis (10,000 – 12,000 words).

Course Content

Semester One EEPAP801

Core Courses: The Making of Modern Europe: Reason, Identity & Power in Contemporary Europe
Modern European Language
Rethinking the European Union
Research Methods
Visiting Speaker Series

Two additional courses must be taken from the list of optional courses.

Option Courses: Languages of Europe: Past and Present
Transitions of Central Europe Post WWII
European Social Policy
The European Left in the 20th Century

Semester Two EEPAP801

Core Courses: Reason, Identity & Power in Contemporary Europe
Modern European Language
Research Methods
Dissertation
Visiting Speaker Series

Two additional courses must be taken from the list of optional courses.

Option courses: Cultural memory
The European Electronic Information Market
Classical Foundations of Europe
The Economics of European Integration or
The Economics of European Integration or
European Foreign & Security Policy
Built forms of Western Cities
Citizenship and Diversity
State and Nation
Societal Institutions, Political Processes and Political Choices
Cultural Memory

Please note that some courses may not be available and additional courses may be offered in any given year. For the most up-to-date information please consult our web site at www.europeanstudies.ie

Application Procedure

Further details and an application form may be obtained from:

The Institute Manager,
University College Dublin,
UCD School of Politics and International Relations,
Dublin European Institute, Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 7634
 Fax: +353-1-269 2589
 Email: dei@ucd.ie
 Website: www.europeanstudies.ie or www.ucd.ie/dei

Master of Arts (Women's Studies) (MA)

IFMXF0014 full-time; IFMXP0013 part-time

Course Description

This is an interdisciplinary degree that draws on feminist theory, scholarship and politics to develop new and more profound understandings of gender relations and women's historical and contemporary experiences. Women's Studies critically explore the construction of power relations through the interaction of gender, class, sexuality, ethnicity and other social forces, and challenges inequalities through rigorous analysis.

Admission Requirements

Applicants for entry to this course will be required to have the normal qualifications for entry to an MA Degree. Other applicants may be admitted to the degree if deemed to be equivalently qualified.

Organisation of Studies and Examination

The degree may be taken full-time over one year or part-time over two years.

The course is divided into three components: Core Courses, Options, and Research. MA students must take three core courses and two options.

1. Core Courses:

| | |
|--|--------|
| Feminism: Theories, Politics and Practices | WSP312 |
| Feminist Research Methods and Perspectives | WSP002 |
| Creative and Imaginative Practice | WSP001 |

2. Options:

| | |
|--|--------|
| Feminism, Sexuality & Politics in Contemporary Ireland | WSP016 |
| Women and Change in Irish Society, 1850-1950 | WSP015 |
| Women in Early and Medieval Irish Sources | WSP310 |
| Lesbian Studies and Queer Culture | WSP010 |
| The Art of Autobiography | WSP005 |
| Women, the Visual Arts and Popular Culture | WSP004 |
| Women and Psychology | WSP009 |
| Writing Irishwomen's Lives | WSP017 |
| Women, Inequality and Public Policy | WSP019 |
| Feminist Perspectives on Globalisation | WSP018 |

Options may vary from year to year subject to staff availability and student interest.

3. Research:

MA students present a research dissertation (15,000 words).

Assessment of the degree is by means of course essays and a dissertation.

Application Procedure

The closing date for applications is 1 May in the year for which entry is sought. Applications from overseas candidates should be received before 31 March of the year of entry. Late applications will be considered strictly subject to availability of places. Application forms may be obtained from:

Ailbhe Smyth, Director, WERRC
School of Social Justice,
University College Dublin,
Arts Annexe,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8571
Fax: +353-1-716 1195
Email: werrc@ucd.ie
Website: www.ucd.ie/werrc

Master of Economic Science in European Economic and Public Affairs (MEconSc)**IFMXF0009****Course Description**

This programme is an intensive 12-month interdisciplinary programme focusing on the business, economic, legal and political aspects of European integration and the European Union. It is designed to provide graduates with strong analytical and research tools for working in a high level European environment and to equip them with a comprehensive expertise in contemporary European affairs and public policy within the context of the European Union. The programme has been undertaken by students who have gone on to work as corporate European Affairs specialists, consultants, business managers, officials within EU institutions, researchers, academics and national civil servants.

The design of this programme is thoroughly interdisciplinary involving Business, Economics, Law and Political Science. A weekly visiting speaker series ensures regular contributions from current and former high-level officials of the institutions of the European Union and from senior people from the public and private sectors with direct European involvement. The programme also includes two two-week study visits. In March of each year, participants in the Master's Programme spend two weeks in Brussels and in May, a two-week study visit is made to the European University Institute in Florence.

A dedicated Resource Centre for research on European Economic and Public Affairs is available to students of the programme. This provides access to academic journals, research reports, textbooks, online databases and specialised periodicals.

Admission Requirements

Applicants are normally required to have a good honours primary degree. Other applicants may be considered for admission to the degree programme if they are deemed to be equivalently qualified by virtue of proven academic aptitude and relevant work experience.

Students who did not major in economics are required to take an intensive course in Economics that is provided prior to the commencement of the programme to bring them up to the appropriate level. In addition, students for whom English is not their mother tongue may be required to take specialised language training prior to the commencement of the programme at their own additional cost.

Application procedure

Further details and an application form may be obtained from:

The Institute Manager,
University College Dublin,
Dublin European Institute,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 7634
Fax: +353-1-269 2589
Email: dei@ucd.ie

Website: www.europeanstudies.ie or www.ucd.ie/dei

Master of Landscape Architecture (MLA)/Master of Landscape Management (MLM)/Higher Diploma in Landscape Studies (HDipLS)

IFMXFO015/IFMXFO016/IFHDF0010

Course Description

This revised interdisciplinary programme in Landscape Studies now comprises three courses: a Master of Landscape Architecture, Master of Landscape Management and a Higher Diploma in Landscape Studies. The courses are offered over two years. Year one leads to a Higher Diploma in Landscape Studies. Students who attain honours in year one may proceed to the second year of the Master of Landscape Architecture or the Masters of Landscape Management.

Landscape Architects apply knowledge of natural and man-made elements, structures and living systems to design the functional, aesthetic and ecological aspects of the external landscape. The programme will provide a vocationally oriented education in landscape design, flexible to individual needs and encouraging independence of outlook. Landscape Architecture involves both art and science. Design Studio is central to the course. Particular emphasis is placed on the other arts. Students develop their ability in individual and group projects, set in real locations in Ireland and Europe.

Studio is taught by academic staff and by landscape architects and architects in practice.

The programme is fully accredited internationally by the European Foundation for Landscape Architecture.

Who should attend

The course is aimed at

- (i) Architects, and graduates in Architecture or Landscape Architecture who are seeking to extend their understanding of Landscape Architecture.
- (ii) Other professionals working in the built or natural environment for example planners, engineers, environmentalists.
- (iii) Highly qualified and able individuals with a demonstrated passion for landscape and experience in some of the main areas of the course.

Admission Requirements

Applicants should have a primary degree (honours or equivalent) in Agriculture, Architecture or other appropriate disciplines, with suitable work experience. Applicants may be interviewed to assess suitability. A basic knowledge of art/ design is desirable.

The basic entry requirement to the second year is an honours level examination result in the first year of the MLA programme. Candidates with a BAgrSc (Landscape Horticulture) with a minimum of 2.1 in a design-based subject may be recommended for exemption of year one.

Course Requirements

Course assessment is by written examinations, studio projects and minor dissertation. Field trips and intensive programmes related to Design Studio will also be on at least two long weekends each year. Students will also attend a Design Studio programme lasting up to two weeks in a European location in year two.

Course Content

Part 1: Higher Diploma in Landscape Studies

Landscape Science

Soil Science; Landscape Ecology; Landscape Interpretation, Environmental Horticulture and Botany, Plant Materials.

Landscape Technology

Surveying, Landscape Construction, Building Construction Workshop and Computer Aided Design.

Landscape Design Theory

History of Designed Landscape, Landscape Architectural Theory and Environmental Sociology for Landscape Architects.

Landscape Design Studio

Design Studio Projects Development.

Year 2: Masters of Landscape Architecture (MLA) and Landscape Management (MLM)

Landscape Planning

History of Development and Planning, Design of the Urban and Rural Landscape, Environmental Impact Assessment, Rural Development and Planning, Landscape Planning and Environmental Management.

Landscape Management

Habitat Creation and Wildlife Management, Soft Landscape Applications, Landscape Management, Arboriculture and Managing Landscape Projects.

Professional Practice and Planning Law

Environmental and Planning Law and Professional Practice.

Landscape Design Studio (MLA only)

Urban design, Regional Study and a Major Design Thesis: a studio project that is of sufficient scale to be worthy of developing over two semesters. This project will usually, though not inevitably be devised by the student.

Research Dissertation (MLA only)

A written dissertation on a landscape architectural topic to be completed before the start of the Major Design Thesis.

Minor Research Dissertation (MLM only)

A written dissertation on a landscape architectural topic to be completed before the start of the Major Dissertation Thesis.

Major Research Dissertation (MLM only)

Major Research Dissertation.

Application Procedure

Further information may be obtained from:

University College Dublin,
Roebuck Castle,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8712

Fax: +353-1-283 0669

Email: cpe@ucd.ie

Website: www.ucd.ie/cpe

Master of Literature (Women's Studies) (MLitt)

IFMRF0005

The MLitt is a research degree that is awarded on the result of an assessment of a major thesis showing evidence of original research.

Admission Requirements

Candidates may apply to register for the MLitt Degree if they hold one of the following:

(i) A BA Degree with at least Second Class Honours, Grade I in the subject of the MLitt (or in a relevant subject) and normally at least Second Class Honours, Grade II in the second subject.

(ii) An MA in the subject of the MLitt (or in a relevant subject).

Applicants must be recommended by the appropriate Professor, Head of School or Board of Studies and approved by the appropriate College. Prior to admission, all candidates must submit a research proposal and have it approved by the appropriate Professor, Head of School or Board of Studies.

Organisation of Studies

Candidates for the MLitt will work under the direction of a Supervisor appointed by the Head or Board of Studies (as applicable) and attend such courses as the Supervisor may decide. The normal period of registration is six terms.

Candidates are not permitted to register for the MLitt while engaged on any other course.

They are required to report regularly to the Head or Supervisor assigned to them.

Assessment

Candidates for the MLitt are assessed by a Board composed of at least one external and one internal examiner. In addition to the assessment of the thesis, normally 40,000-60,000 words, there may be an oral examination on the subject matter of the thesis if the examiners so decide.

Candidates are required to submit their theses after a minimum of three terms and a maximum of nine terms after registration. Candidates must comply with University regulations on the dates for submission of theses.

Awards

The MLitt is awarded or withheld. In the case of exceptionally good performance, however, the degree may be awarded 'With Distinction' (equivalent to First Class Honours).

Transfer to PhD

Candidates may, on application, be permitted by the College to transfer registration to a PhD Degree after a minimum of three terms, subject to letters of recommendation from the appropriate Head of School or Board of Studies in support of the candidate and of the topic for doctoral research.

Application Procedure

The closing date for applications is 1 June in the year for which entry is sought. Applications from overseas candidates should be received before 31 March of the year of entry. Late applications will be considered strictly subject to availability of places. Applications may be obtained from:

Ailbhe Smyth, Director, WERRC
School of Social Justice,
University College Dublin,
Arts Annexe,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8571
Fax: +353-1-716 1195
Email: werrc@ucd.ie
Website: www.ucd.ie/werrc

Master of Science (Development Studies) (MSc)

Course Description

The Degree of Master of Science (Development Studies) provides participants with an interdisciplinary understanding of the process of development and with a range of skills to enable them to work effectively in the field. The programme is designed to develop participants' existing skills by critically evaluating these from the perspective of a number of disciplines. The programme is structured to suit the needs, both of recent graduates who have taken a degree in a relevant discipline – such as Economics, Sociology, Geography, History, Politics, Agriculture – and more mature graduates who are working in development agencies or who have returned from assignments in developing countries and wish to broaden their range of skills and their understanding of the development process.

Mode I: Master of Science (Development Studies) by Thesis

This degree is usually completed over a two-year period in the course of which candidates will produce a substantial piece of academic research on a relevant topic. The Admissions Committee assesses all candidates. Arising from this assessment a tailored programme of work is devised for each student taking account of his or her knowledge, skills base and research interests. Students are encouraged to attend lectures for those courses (see below) that are of relevance to their research area.

Admission Requirements

Candidates will normally hold either a postgraduate qualification or a Second Class Honours, Grade One degree in a relevant discipline combined with a minimum of five years' work experience in a relevant field.

Mode II: Master of Science (Development Studies) Taught Programme**Full-time: IFMXF0017****Part-time: IFMXP0017**

Courses begin in September each year. This programme can be taken on a full-time basis extending over a 15-month period or as a two-year part-time programme. All lectures on both the full-time and part-time options take place between the hours of 10am and 7pm. Students are required to complete four courses from the list below, one of which, *Economic Development*, is a core course. The precise combination of courses to be taken by each student will be tailored to individual backgrounds and needs, and choices will be made only after consultation with the Programme Director. Those who lack an adequate background in Economics are also required to take the course in *Principles of Economics* during the first semester. All candidates must write a thesis under the direction of a supervisor. To assist with this every student is required to take a course in *Research Methodology*. Students are encouraged to base their dissertations on topics of direct professional concern to themselves.

Admission Requirements

Applicants are normally expected to hold a good honours degree in a relevant discipline. Postgraduate and work experience, are taken into account where this is deemed to be appropriate.

Course Content**Economic Development****DEV P010/DEV P302**

This course examines the main concepts, schools of thought, existing and emerging strategies of development as these relate to developing countries and transitional economies. Topics include: theories of growth and development, poverty reduction strategies, and the institutional and financing framework for development.

Agriculture and Rural Development**DEV P011/DEV P303**

This course provides students with the knowledge and skills to critically analyse agricultural and rural development policies and approaches in developing countries. It covers topics such as rural poverty, traditional agricultural systems, rural livelihoods and models of agricultural development. Students will analyse agricultural policies in areas such as land tenure systems, rural labour and credit markets, inputs and pricing,

marketing etc. The course also explores famines, food security and gender issues. The agricultural and rural development strategies of national and multilateral agencies are also examined.

Global Politics and Economy**DEV P014/DEV P305**

This course offers multidisciplinary perspectives on a range of topics. These include concepts and theories in international relations and international political economy; nation-states, regional and global organisations; globalisation, global governance, failed states and the 'right' of humanitarian intervention.

Politics of Development**DEV P020/DEV P310**

This course introduces students to the concepts, theories and key themes in the politics of the developing world. It explores colonialism and the nature of the post-colonial state. Issues confronting the contemporary state are examined; these include ethnicity, religion, gender, democratisation and human rights.

Development Management**DEV P021/DEV P311**

This course explores all stages involved in the identification and implementation of projects and programmes. This course deals with the organisational and managerial contexts underpinning project cycle management, project appraisal, planning, monitoring and evaluation. As well as analysing theories and concepts, lectures explore practical aspects of project management including integrating a rights-based approach into development management, and experiences of building partnerships in development management.

The Middle East and Africa**DEV P022/DEV P312**

This course offers a detailed examination of the Middle East and sub-Saharan Africa. The emergence of the post-colonial order, the nature and role of the post-colonial state, gender, democratisation and civil society are among the topics covered.

Research Methodology and Minor Thesis**DEV P009/DEV P301**

This course provides students with detailed knowledge of the concepts, theories and methodology of setting up research projects. Students examine various approaches to quantitative data analysis and qualitative data collection methodology. They are familiarised with the use of statistical packages such as SPSS for windows and receive guidance for their minor thesis from the design stage through to its final submission.

**Introduction to Anthropology: Local and
Global Cultures Seminars****DEV P023/DEV P313**

Note: Not all of these subjects will necessarily be offered every year.

Application Procedure

Application forms and further information may be obtained from

The Administrator, Development Studies

School of Politics and International Relations,

University College Dublin,

Room 512, Library Building,

Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 7625

Fax: +353-1-716 1121

Email: dev.studies@ucd.ie

Website: www.ucd.ie/cds

Completed application forms accompanied by university transcripts, should be returned to the Director, at the above address.

Master of Science (Developmental Disabilities) (MSc)**IFMXP0010****Course Description**

The MSc in Developmental Disabilities is a one-year taught course. During this year students are required to complete a minor thesis of approximately 15,000 words. The thesis may take the form of a field or case study, behavioural or archival studies, service evaluation study or empirical study.

This course is for students who wish to deepen their competence and understanding of a research topic relevant to their field of practice. Successful applicants will be expected to carry out research independently with supervision.

Admission Requirements

The course is open to candidates who have achieved a Second Class Honours grade in the Higher Diploma in Developmental Disability Studies. Prospective applicants should contact the School to discuss their proposed area of research for the dissertation. All applicants are submitted to the Board of Studies and Academic Council for approval. Please note that admission in a given year will depend on the availability of suitable supervision. Applicants for these courses will be interviewed on receipt of completed application.

Course Requirements

The award of this degree is based on the results of two years of part-time study and research. The first year comprises the Higher Diploma in Developmental Disability Studies (q.v.), which must be passed overall with a grade not less than Second Class Honours. The second year comprises a supervised research project, tutorials and other appropriate academic exercises. It is assessed on the basis of a written dissertation. The degree award is undifferentiated.

Application Procedure

Application forms and further information may be obtained from:

Marie O'Connor, Disability Studies,
School of Psychology,
Room D-004B,
Newman Building,
University College Dublin,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8333
Fax: +353-1-716 8568
Email: cds@ucd.ie
Website: www.ucd.ie/include

Master of Science (Disability Studies) (MSc)**IFMRFO004****Course Description**

Students prepare a major thesis under the supervision of an approved academic supervisor. On completion of the thesis, it is examined by internal and external examiners.

Admission Requirements

Graduates from cognate disciplines who can demonstrate research capacity, and who have their applications approved by the Board of Studies and Academic Council.

Course Requirements

This is research Master's degree, and the award is undifferentiated. Candidates are required to submit a written dissertation, which is the result of at least one academic year's full-time research.

Application Procedure

Application forms and further information may be obtained from:

Marie O'Connor, Disability Studies

School of Psychology,

Room D-004B,

Newman Building,

University College Dublin,

Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8333

Fax: +353-1-716 8568

Email: cds@ucd.ie

Website: www.ucd.ie/include

Master of Science (Equality Studies) (MSc)

IFMXFOO18/ IFMXPOO18

Course Description

The degree of Master of Science (Equality Studies) is an interdisciplinary degree programme, taught by staff from the Equality Studies Centre in the School of Social Justice and from other academic units in UCD. It is designed to cultivate an interdisciplinary appreciation of equality issues of both national and international significance and to explore their interrelationship.

Courses commence in September of each year and may be taken on either a full-time or part-time, evening basis. The full-time Master's Degree programme extends over a period of twelve months, and the part-time programme extends over a period of twenty-four months (evening based).

Admission Requirements

Applicants will normally be required to have a Second Class Honours, Grade II degree or equivalent. Before being accepted onto the Master's Degree programme, candidates must satisfy the Academic Council that they are academically equipped to pursue the programme. Candidates may be required to undertake a preparatory course if they are not deemed by the Academic Council to be sufficiently qualified to undertake the programme. It is desirable that candidates should have worked or studied in the fields of equality, social justice, development or human rights.

Course Requirements

From September 2005, students will be required to register for Mode I or Mode II Master of Science (Equality Studies) degree. Both formats are of equal standing. Mode I is most suitable for people who wish to undertake a reasonably substantial research project for their degree while Mode II is more suited to those who are principally interested in doing a Master's degree by course work.

Mode I: MSc (Equality Studies) by course work, examination and research (thesis)

Students take 6 core subject areas (of which 5 are assessed), two optional subject areas for audit and a 15,000-20,000-word thesis. Students will also be required to undertake a more extensive course in research methodology oriented to developing both empirical and theoretical research skills for their theses.

Mode II: MSc (Equality Studies) by course work, examination and research

IFMXF0018/IFMXP0018

Students take 6 core subject areas and 3 optional subject areas for assessment and 1 optional subject area for audit. Students will also be required to undertake a basic course in research methodology related to developing skills for preparing essays/projects for the different courses.

Course Content

The programme of study will be as follows:

Compulsory Courses

Equality and the Law

EQUL P023

This course critically engages with the main tenets of Irish constitutional law and models of equality employed at legislative level. It seeks to examine the interplay between the legal and other contexts in which inequality is both generated and challenged. A core theme is the potential of rights and legal strategies generally to effect social change.

Sociology of Inequality

EQUL P002

The aim of this course is to provide insight into the sociology of inequality. The course offers an introduction in a number of sociological approaches to understanding social inequality, specifically through the lens of differentiation, stratification, class formation and consciousness and social mobility. The course will provide an understanding of how the sociological approach to the study of inequality can interact with, and complement, inequality research by other disciplines. It will present a systematic insight into the social mechanisms underlying much of the analysis of equality and inequality in sociology and beyond. While the primary focus is on contemporary research in the sociology of inequality, considerable reference will be made to classical sources.

Economics of Social Policy

EQUL P003

In this course an economic framework for social policy is presented. Social policy is taken to cover income maintenance, health services, education and housing, and issues relating to taxation, poverty reduction and income distribution. We examine the rationale for state involvement in the economy, distinguishing between equity and efficiency reasons, and explore the extent to which such objectives are met, and if, and when, they conflict. The course also looks at the role of market forces and state policies in the generation of equality/inequality in Ireland.

Economics of Development

EQUL P004

This course aims to provide participants with an awareness and understanding of some of the principal issues that face developing countries. While the primary focus of the course is on economic factors, it stresses throughout the inter-related nature of social, political, cultural and economic components of the development process and deals with such issues as the concept and measurement of development, theoretical perspectives on economic development, trade, aid, debt and structural adjustment in developing countries.

Feminist Theory and Practice

EQUL P005

The aim of the course is to develop students' understanding of feminist perspectives on equality issues. Its principal objective is to develop a deep understanding of feminist epistemological standpoints on issues of egalitarian significance. Understanding will be developed through the analysis of how different social structures and institutions impact on women and men, as well as how women and supportive men can become agents of egalitarian change.

Egalitarian Theory and Practice

EQUL P008

This is a set of discussions based on readings. Issues discussed include: What are equality studies? What is equality and can it be justified? How can we apply egalitarian ideas in practice? What are the best strategies for achieving social change?

Optional Courses in 2005/6*

Ageism and Identity

Comparative Economic Systems

EQUL P012

Disability Issues and Equality

EQUL P013

Education and Equality

Egalitarian Utopias

Gender, the Law and the Legal System in Ireland

Language, Power and Equality

EQUL P017

Political Theory of Equality

Political Theory of Equality

Racism and Anti-racism EQUL P019

Sexualities

The Social and Ecological Context of Unequal Development

Women, Nationalism and Armed Conflict

All students are offered a course in research skills

Further information is available on the Equality Studies Centre website at www.ucd.ie/esc

Application Procedure

Application forms and further information can be obtained from and returned to:

Equality Studies Centre
School of Social Justice,
University College Dublin,
Room 510, Library Building,
Belfield, Dublin 4, Ireland.

* The range of optional courses offered will be subject to staff availability and student interest.

Telephone: +353-1-716 7104
Fax: +353-1-716 1107
Email: equality@ucd.ie
Web site: www.ucd.ie/esc

Master of Science (Psychotherapy) (MSc)

The MSc Psychotherapy is offered in two formats, one taking place at St. Vincent's Hospital and the other taking place at the Mater Misericordiae Hospital. The St. Vincent's Hospital programme is based on psychoanalytic/psychotherapy models and the programme at the Mater Hospital is based on systemic family models.

Master of Science (Psychotherapy), St Vincent's University Hospital

IFMXF0002

Course Description

This course is based on a psychoanalytic model of psychotherapy. It began in 1984 and was intended principally for doctors, psychologists and social workers. Since 1998 its remit has been broadened to include a wide range of professionals, including psychoanalysts, counsellors, psychiatric nurses, clergy, etc. It aims to give a critical and theoretical understanding of the principles underlying psychoanalytic psychotherapy and the professional training necessary to undertake psychotherapy with adults. The course also intends to provide the initial training required for membership of the *Association for Psychoanalysis and Psychotherapy in Ireland (APPI)*.

The accreditation criteria for APPI's registered practitioner members includes approximately 80 therapy sessions and 40 supervisory sessions per year over a three-year period.

Admission Requirements

This course is offered every two years (in years of even number). Candidates will normally have a good honours degree in an undergraduate discipline related to psychotherapy or its equivalent.

They will also have considerable clinical experience and will have begun their own personal psychoanalytic therapy and supervision.

Candidates will be short-listed on the basis of their application form and interviewed to assess their suitability for the course. Those accepted – generally between 10 and 20 – must register with the School of Psychotherapy and University College Dublin.

The course lasts two academic years with approximately 10 hours of class contact per week – on Tuesdays 2 pm-8 pm and Wednesdays 9 am-1.30 pm. It is assumed that students are already working with clients either in private practice or in an institution and will also be engaged throughout the course in their own personal therapy and supervision.

Course Requirements

Students must pass in each of the following three areas:

- (i) PSCO P301 Academic programme: This will be assessed through essays and written examinations.
- (ii) PSCO P302 Clinical training: Reports from the small-group supervisors (cf. 1.3) will form an essential component in assessing a satisfactory level of clinical competence. The weekly summaries of the case conference will also be taken into account.
- (iii) PSCO P303 Research Project: This may be the subject of an oral examination.

Course Content

The course has been strongly marked by the work of French psychoanalyst Jacques Lacan (1901-1981) and his rereading of Sigmund Freud. The School of Psychotherapy at St Vincent's is recognised as a leading world centre in the application of this work to the psychoanalytic understanding and treatment of mental illness. A substantial place is also given to the consideration of other analytic and non-analytic therapies. While some flexibility is necessary, given the aim of appropriate personal formation, students may expect to cover most of the following topics over the two years:

1 Clinical Component

1.1 Case presentation – Weekly attendance at the interview of a wide range of clinical cases from the in-patient and outpatient services of the School of Medicine and Medical Science. Students will produce a brief – 250 words – summary of the proceedings of the case presentation on a weekly basis.

1.2 Theory of psychotherapy – Weekly seminar based on the material of the case presentation and on a study of psychoanalytic texts.

Essential reading: J. Lacan, *The Direction of the Treatment and the Principles of its Power*.

1.3 Group supervision/tutorial – Weekly 90-minute sessions in small groups under the direction of an experienced therapist. The focus is on the presentation by students of their own case-material and a study of classical texts on psychoanalytic technique.

Essential Reading: S. Freud, *Interpretation of Dreams and Papers on Technique*.

1.4 Alternative therapies – For example: Melanie Klein and the British School; Cognitive behavioural therapy; Couple therapy; Addiction therapies. These topics are dealt with by experienced practitioners and are generally delivered in ten-hour modules.

2. Core Lectures and Seminars

2.1 Sigmund Freud and Jacques Lacan: A weekly 90-minute seminar leads students through the essential writings of these seminal thinkers and in particular Lacan's reading of Freud.

Essential Reading: J. Lacan, *the Family, Function and Field of Speech and Language; The Four Fundamental Concepts of Psychoanalysis*.

2.2 Case histories – A systematic reading of the major Freudian case histories read in the light of contemporary theory and practice.

Essential reading: *Dora, Little Hans, The Rat Man, The Wolf Man, President Schreber*.

2.3 The seminars of Jacques Lacan – An introduction to one or more of Lacan's seminar topics.

Essential reading: *The Ethics of Psychoanalysis* (1959-60); *Transference* (1960-61); *Anxiety* (1962-63)

3 Other Lectures and Seminars:

These include: Ethical Issues in Psychoanalysis; The History of Madness; Contemporary Linguistics; Theories of Human Sexuality; Discourse Theory; Psychotherapy in prison; Working with victims of child sexual abuse; etc.

Reading lists are provided.

II Research

In Year 1 students are required to submit three essays to their small-group supervisors/tutors. These should be on a psychotherapeutic topic and reflect not simply a theoretical understanding but also the fruits of clinical practice.

At the beginning of Year 2 students submit a proposal for a research project of not less than 12,000 and not more than 15,000 words. The small-group supervisor/tutor is the official supervisor of this project and further supervisory assistance will be provided in practical seminars for those who may desire it.

Admission Procedure

Application forms and further information may be obtained from:

The Director of the School of Psychotherapy,
St Vincent's University Hospital,
Elm Park, Dublin 4, Ireland.

Telephone: +353-1-209 4577

Fax: +353-1-283 7556

Email: f.obrien@st-vincent.ie

Website: www.ucd.ie/pgstudy

Completed application forms should be returned to the Director before mid-March in the year in which a course commences.

**Master of Science (Psychotherapy) (Systemic Family Therapy),
Mater Misericordiae Hospital**

Course Description

The Systemic Family Therapy option within the MSc Psychotherapy degree is provided wholly within the context of the Family Therapy Training Programme of the Department of Child and Family Psychiatry, Mater Misericordiae Hospital. This Programme is now in existence for 21 years and has developed both a national and international reputation as a centre of training excellence. Our experienced School of teachers and trainers has ensured that the programme offerings at MSc level invite student engagement right at the cutting edge of developments in systemic therapy. A continuing flow of clinicians and teachers of international renown contribute to the education and training of Masters level students.

The Systemic Family Therapy option of the MSc Psychotherapy aims to progress students along a path leading towards responsible creative therapeutic practice as independent practitioners.

Through a mixture of skill development, theoretical education and enhanced capacity for self-reflection, the course facilitates the growth and development of students as practitioners concerned with an extensive array of clinical presentations.

The philosophy of training in Systemic Family Therapy is offered in a spirit that respects the unique abilities, aspirations, professional history and prior learning of all students and teachers. As a context of adult learning, the training encourages a high degree of participation by students in identifying their learning needs and in evaluating their progress in training in a manner compatible with programme structures. As a training that focuses on "family", it recognises the many forms and styles of family relatedness of those seeking and offering therapeutic assistance and aims to teach therapeutic approaches that remain sensitive to the differing ability, ethnic status, beliefs, sexual orientation and social class of those engaged in therapeutic endeavour.

The training recognises that certain groups of people in Irish society suffer different forms of discrimination and injustice and it is the intention of these training programmes to identify and challenge appropriately the social processes that lead to such discrimination and injustice.

Admissions Requirements

Those entering the Systemic Family Therapy option need to have an honours degree in a relevant area (or its equivalent) and have some experience in the practices of counselling people in difficulty. Those commencing the programme will normally have completed a Foundation Year in Family Therapy (or its equivalent).

Course Requirements

Written Assignments

Students are required to undertake a number of written assignments (essays) over the two-year period of training. They may also be required to undertake short written assignments on a week-to-week basis in the course of the clinical practice component.

Project

Students are required to submit a written project of between 5,000 and 10,000 words on a topic connected to Systemic Family Therapy. This must be submitted by the end of the second year.

Examinations

There will be one written examination (3 hours) at the end of the second year and an oral examination may also be conducted at the end of the second year. Successful candidates will receive an MSc (Psychotherapy) awarded by the National University of Ireland, Dublin.

Course Contents

There are three main course components:

1. **Supervised Clinical Practice:** Students will participate in a six-hour clinical practice-training group each week in the company of a supervisor and a small number of other trainees. The focus of the training will be live supervised practice. Other teaching methods will include video reviews and case discussions. This group will meet on 30 occasions during each year of the MSc.
2. **Seminars:** There will be one two-hour seminar each week of the training year that will take the form of a series of modules on different theoretical and practical foci

in systemic therapy. The seminars will usually include didactic presentations by faculty, brief students' presentations, practice exercises and literature discussion. During the course of the two years of training the following seminar modules will be provided: -

- i Entering the Tradition and Practice of Family Therapy
This module introduces students to the founding figures and context around which systemic family therapy practices evolved.
Core Text: Hoffman, L., *Foundations in Family Therapy*. New York: Basic Books 1981.
- ii Milan Systemic Family Therapy: Developments in the systemic treatment of families by a Milanese group of practitioners are seen to be basis of novel therapeutic practices.
Core Text: Boscolo, L. et al. *Milan Systemic Family Therapy*. New York: Basic Books, 1987.
- iii Constructivism in Systemic Practice: This module examines the way in which the constructivist thinking of biologists, Maturana & Varela, impacted upon the thought and practice of systemic family therapists.
Core Text: Maturana, H and Varela, F. *The Tree of Knowledge*. London: Shambala, 1987.
- iv Therapy as Social Construction: Social Constructionism is described as the framework that eliminates the process by which human beings create and resolve relational dilemmas.
Core Texts: McNamee, S. and Gergen, K., *Therapy as Social Constructionism*. London: Sage, 1992, Gergen, K. and McNamee, S., *Relational Responsibility*. London; Sage, 1998.
- v Research: Students are introduced to the different means by which research is accomplished in the systemic arena.
Core Text: Selected Readings.
- vi Ethics in Systemic Practice: Kant and a feminist ethics of care form two poles of a continuum on which the ethical positioning of the systemic therapist is mapped.
Core Text: Selected Readings
- vii Couple Consultations: This module considers the positioning of the practitioners consulted by couples of different kinds requesting assistance with a variety of concerns.
Core Texts: Weeks, G., & Treat, S., *Couples in Treatment; Techniques and Approaches for Effective Practice*. 2nd Edition, London: Brunner-Routledge, 2001.
- viii Narration and Narrative in Therapy: A variety of practice models are reviewed for their differential deployment of the narrative metaphor.
Core Text: White, M. and Epston, D. *Narrative Means to Therapeutic Ends*, Adelaide: Dulwich Centre Publications, 1990.

- ix Social Justice and Family Therapy: This module examines the way in which concepts of justice invite therapists to consider the broader parameters of systemic practice.
Core Text: Selected Readings.
- x The Law and Systemic Therapy: How does the systemic practitioner position himself in relation to the judicial domain? This question is considered particularly in the context of a range of family conflicts including those involving disputes over the custody of children and their access to their parents.
Core Text: Selected Readings.
- xi Internal Family Systems Therapy: How does the psyche's changing internal world resonate with changes in the evolving flow of the family's relational organisation? This module explores the correlation distance evident between systemic concepts describing family interaction and dynamic concepts describing the psyche to itself in the world.
Core Text: Schivarty, R.C. *Internal Family Systems Therapy*. New York: Guilford, 1995.

3. Practices of Reflection on Self in Context

This module will take place in a group context . There will be two foci: -

- i To assist students in a reflection upon the connection between their own life experiences and their presentation in the therapeutic context.
- ii To assist students in their linking of theory and practice. The module will also pay special attention to different ways clients and therapists are positioned with regard to gender, social class, sexual orientation, race and ethnicity, beliefs and abilities. The meaning of these differences for practice is considered.

Admission Procedure

Application forms and further information may be obtained from:

The Director of Family Therapy Training,
Department of Child & Family Psychiatry,
University College Dublin,
Mater Misericordiae Hospital,
NCR, Dublin 7, Ireland.

Telephone: +353-1-803 2349

Fax: +353-1-283 2081

Email: credy@mater.ie

Website: www.ucd.ie/pgstudy

Completed application forms should be returned to the Director before mid-April in the year in which a course starts. At present the course begins in years of even number.

Master of Science (Rehabilitation Studies) (MSc)

Year Two of a two year MSc for 2005-2006 only

IFMXP0009

Course Description

This interdisciplinary course is designed to cater for people from a wide range of professional backgrounds that are working in the areas of social/vocational rehabilitation or disability management. It has evolved from the demand for high quality management practice and the development of professionalism within the disability sector.

The overall aim is to provide students with competencies in a range of areas important to present-day rehabilitation practice. It does this by introducing participants to the key theoretical debates within the field and facilitating them to gain an holistic view of exclusion from the perspective of potential users of services. Particular emphasis is placed on rehabilitation practice and the social model, the legislative and policy content, labour market factors, human communications, management and research skills. It is a part-time programme that runs for two academic years and consists of two twelve-week semesters in each year.

Admission Requirements

The course is open to graduates working in all areas of rehabilitation and to recent graduates with an honours degree in a relevant area. Students of the Higher Diploma in Social and Vocational Rehabilitation Studies, who achieve honours in the first year of the Diploma, can apply to be upgraded to the Masters programme in the second year. Where it is appropriate, the results of a test of English as a Foreign Language (TOEFL) will be considered in the application procedure. Applicants for these courses may be interviewed on receipt of application.

Course Requirements

The course is assessed through examinations and assignments in both semesters, a portfolio of competencies and a minor dissertation.

Course Contents

This programme is composed of both theoretical and practical elements and aims to impart the core knowledge, skills and attitudes required for the effective delivery of rehabilitation services within the community. The course comprises the following modules:

Rehabilitation Practice 1 & 2

DSVR P001 & P308

1. Provides students with the theoretical underpinnings and knowledge essential for the delivery of a continuum of effective and human services. It explores current methods of promoting the full participation of those at risk of exclusion in the mainstream of society.
2. Introduces students to the vocational guidance and individual programme planning approaches adopted with regard to a number of different potential beneficiary groups.

Social, Cultural & Disability Awareness/Learning & Development DSVR P008**DSVR P008**

Provides a basis for understanding the worlds of those at risk of exclusion, enabling students to gain an insight into the exclusion process and all that it implies. The module provides a grounding in theories of learning and development as a context for elaborating the needs of differing target groups and ages.

Legislation and Policy**DSVR P304**

Examines a wide range of legislative approaches in the provision of services for people with disabilities and explores options to promote and protect the right of full participation in society.

Rehabilitation Management**DSVR P002**

Enables participants to apply best-practice business and management techniques to the planning and operation of rehabilitation services, and promotes the concepts of Quality Systems, Service Standards and Programme Evaluation. It fosters perspectives on future directions in service delivery.

Portfolio of Competence**DSVR P311**

The portfolio competencies selected incorporate processes central to theories of rehabilitation. The candidate will provide evidence of 8 specific core competencies and 6 elective competencies.

Dissertation**DSVR P312**

The dissertation is a problem-oriented piece of work based on a properly described theoretical underpinning or rationale. It should describe a well-designed intervention at the organisational or individual level.

Contours of Employment**DSVR P006**

Identifies the ways in which Employers, Unions and the State regulate employment in Ireland. It highlights trends in the evolution of human resource management, the redesign of work rules, and the future structure of the labour market.

Interpersonal Skills Development**DSVR P007**

Provides students with an awareness of the dynamics of human communication both within a group and in an individual context. Experiential work introduces a range of personal communication skills.

Research**SPOL P001**

Introduces students to the application and value of research. It provides participants with a conceptual framework to interpret research, including inputs on methodology and statistical analysis such that students will be able to read and critique research reports.

Note: Not all of these modules will necessarily be offered every year

Application Procedure

Application forms and further information may be obtained from:

Cella Kyne, School of Psychology,
Room D-003,
John Henry Newman Building,
University College Dublin,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8359/8398

Fax: +353-1-716 8616

Email: cds@ucd.ie

Website: www.ucd.ie/include

Master of Science (Sports Studies) (MSc)

IFMRF0006/IFMRP0004

Programme Description

The MSc (Sports Studies) is being offered by UCD's School of Public Health and Population Science, Centre for Sports Science. This programme may be taken on a one-year full-time or a two-year part-time basis and will normally be open to graduates who have completed and achieved a high standard in their primary degree.

Admission Requirements

Candidates must normally have obtained a First or Second Class Honours degree or equivalent in a relevant area. Applications may also be considered from other graduates, or those with qualifications considered equivalent, who have significant relevant experience. It is anticipated that candidates will normally hold a primary degree in the discipline in which they intend to carry out their research. Applicants may be required to attend for interview.

Programme Duration

A one-year full-time or two-year part-time programme.

Programme Content

Candidates for the MSc (Sports Studies) will undertake a research project in a relevant area of specialisation (e.g. Sports Management, Sports Marketing, Sports Science, Sociology of Sport, History of Sport, etc.) Each student will be assigned a supervisor who will have experience or interest in the selected subject.

Students will be required to attend a course in research methodology organised in association with the MSc programme. Students may also be required to undertake some additional course work. This will be decided by the Course Directors on a case-by-case basis.

Assessment

Candidates will be required to submit a dissertation (thesis) on their research topic. They may also be required to attend for oral examination.

Application Procedure

For further information may be obtained from:

UCD School of Public Health and Population Science ,
Centre for Sports Studies, Woodview,
University College Dublin,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8712

Fax: +353-1-283 0669

Email: cpe@ucd.ie

Website: www.ucd.ie/cpe

Master of Science (Technology Management) (MSc)

IFMXP00012

Course Description

The MSc in Technology Management is a collaboration between the Colleges of Business and Law and of Engineering, Mathematical and Physical Sciences. It is designed for graduates who are responsible, or who will soon become responsible, for managing technological innovation, or who work in companies driven by technology.

The management of technological innovation involves putting in place and operating the strategies, structures, staffing and systems needed for the effective development and commercialisation of products and services, together with their associated production processes and supply networks; and for the acquisition, development and timely embodiment of their constituent technologies and supporting knowledge bases. The degree courses will provide a comprehensive coverage of these topics.

Admission Requirements

A candidate for admission must hold a degree deemed appropriate by the Board of Studies, or must fulfil the conditions described below. A candidate who is not a graduate, but who is a corporate member of the Institution of Engineers of Ireland, or of a comparable professional institution, may be eligible for consideration for admission. A candidate must normally have a minimum of three years' relevant work experience in a business/industrial organisation. Applicants will be required to complete the GMAT (Graduate Management Admissions Test) and, where their first language is not English, to complete the TOEFL, (Test of English As a Foreign Language).

A candidate whose qualification is not in engineering or science will have to satisfy the Board of Studies of his or her suitability for the programme by virtue of their work experience and by meeting such other criteria as the Board may specify.

Candidates who already hold the MIE or MBA degree may be eligible for exemption on a subject-by-subject basis at the discretion of the Board of Studies.

Suitably qualified candidates who reach honours standard in the Higher Diploma in Technology Management may petition the Board of Studies to be admitted to the MSc (Technology Management) degree, with exemption on a subject-by-subject basis.

Course Structure and Examination Requirements

The course is on a part-time basis. The current delivery mode starts in September, with classes on Friday afternoon and Saturday morning. It is designed to be completed in two years, five subjects from the following list in each half-year, with a major project in the second year. (An alternative additional mode may be initiated, with classes on a full-time basis throughout the summer, for two successive summers.) The degree must be completed within five years of first registering.

Examinations

Examinations are held in December and May, and the subjects examined are those covered in the previous half-year. Repeat examinations for Autumn semester courses will be offered at the end of the Spring semester and repeat examinations for Spring semester courses will be offered at the end of the Autumn semester. Candidates are required to submit a report on a project, undertaken during their second year, before completing their degree. The degree awarded is determined from the composite grade for the written examination in both years and the project report.

Course Content

The subjects offered will be selected from the following list:

| | |
|---------------------------------------|-----------|
| Management Accounting | ACC P621 |
| Organisation and Innovation I | BMGT P640 |
| Business Strategy | BMGT P641 |
| Organisation and Innovation II | BMGT P642 |
| Marketing New Products | BMGT P643 |
| Technology Strategy | BMGT P644 |
| Supply Network Strategy | BMGT P645 |
| Intellectual Asset Management | BMGT P646 |
| Development Planning and Productivity | BMGT P430 |
| Development Portfolio Management | BMGT P647 |
| Development Project Management | BMGT P648 |
| Technology Policy | BMGT P649 |
| New Business Development | BMGT P651 |
| Managing Technological Innovation | BMGT P738 |
| Organisational Change | BMGT P739 |
| Issues in Technology Management | BMGT P429 |
| Business Economics | ECON P200 |
| Finance | FIN P623 |
| Product Design and Development | MEEN P007 |
| Supply Chain Design | MEEN P002 |
| Emerging Technologies | MEEN P003 |
| Quantitative Methods for Management | MEEN P004 |
| Modern Manufacturing Processes | MEEN P006 |
| Management Information Systems | MIS P622 |
| Business System Design | MIS P642 |
| Management Support Systems | MIS P643 |
| System Simulation | MIS P657 |
| Business-to-Business Marketing | MKT P648 |

Year 2:

| | |
|---------------|-----------|
| Major Project | BMGT P652 |
|---------------|-----------|

Course Syllabus

Management Accounting

ACC P621

Nature and role of managerial accounting. Cost terminology and classification. Accounting for materials, labour and overheads; cost allocation and apportionment; overhead absorption. Product and job costing and inventory valuation. Cost behaviour and prediction. Activity based costing. Project costing. Decision-making and relevant

costs. Decision-making with scarce resources including linear programming. Decision-making under uncertainty. Budgets, budgetary control and Lotus 1-2-3. Standard costing and variance analysis.

Organisation and Innovation I**BMGT P640**

Theories of motivation, satisfaction and their relation to performance; intrinsic and extrinsic motivation; goal setting, job design and reward systems. Application to scientists and engineers.

Small group formation and cohesion, group structure, influence processes and leadership. Application to innovation.

Business Strategy**BMGT P641**

Defining the business domain and opportunity space; environmental and competitive analysis; growth ambitions, trajectories and strategies; competitive intent and strategy; building the bases of sustainable advantage; the role of innovation and technology in generating growth options and sustainable advantage.

Organisation and Innovation II**BMGT P642**

Developing structures and systems appropriate to the innovation and technology strategy of the firm. Building competences and knowledge creation for sustainable long-term advantage; organising for incremental, generational and radical innovation.

Marketing New Products**BMGT P643**

Market definition and entry strategy. Product strategy. Defining the role of the product in the marketing mix. Identification of key customer needs and key product characteristics for market success: idea generation; the role of the lead user; measuring customer product perceptions; integrating market need and product design – QFD and other approaches. Product positioning; the marketing mix; advertising, market and product testing; product launch; product life-cycle management.

Technology Strategy**BMGT P644**

Patterns and types of innovation and technology substitution. Technology Impact Analysis: identifying and classifying technologies by the size and timing of their potential impact on the business; selecting technologies that support business strategy; defining innovation strategy and competitive posture; assessing strength in base, key and emerging technologies; defining strategies for technology acquisition and development; deciding the total budget and identifying sources of financing for R&D; defining the balance of spending between early-stage and late-stage programmes.

Supply Network Strategy**BMGT P645**

Operations strategy, service operations, productivity and performance, network capacity planning, total quality management, strategic supply networks, lean production and supply, time based competition, benchmarking and improvement, network relations.

Intellectual Asset Management**BMGT P646**

Innovation and intellectual assets, technology acquisition strategies, information and knowledge management, technology assessment and valuation, intellectual property, licensing and technology transfer, contractual issues in funding and development, product liability and standards.

Development Planning and Productivity**BMGT P430**

Productivity in innovation: models and metrics; policies and processes to enhance quality, cost and time to market. Product policy: variety and replacement rate; use of the family concept – platforms and generational change; product evolution and technology embodiment scheduling (product-technology roadmapping).

Integrating business, product, technology and aggregate development project plans.

Development Portfolio Management**BMGT P647**

Building and managing a portfolio and pipeline of development projects that fit strategically, balance risks and generate desired cash flows. Stage-gate and other procedures for uncertainty reduction and risk management. Managing the 'fuzzy front end'.

Managing multiple projects through later stages of development. Use of option pricing and other approaches to assess the adequacy of the project pipeline in meeting business objectives.

Development Project Management**BMGT P648**

Managing individual projects to deliver quality products to market in a timely and cost-effective manner, using project teams as a mechanism of organisational learning. The project as a temporary organisation: identifying stakeholders and managing their expectations; light weight and heavy weight project teams – the power of the project and the functional manager. Project start-up processes, goal-setting, work breakdown and assignment, project planning and control tools. Project completion or termination: evaluation, debriefing, learning and knowledge-diffusion, managing emotions.

Technology Policy**BMGT P649**

The National Innovation System. The role of technology in economic growth, industrial innovation, industrial policy, and sectoral and inter-firm competition. Technology and skill change. Technology in higher education. European programmes in science and technology. Technology and economic development; the social shaping of technology; technology indicators; the monitoring of technology/society relations; technology planning and the role of the State; generic and direct intervention measures.

New Business Development**BMGT P651**

The student will be given the opportunity to acquire the basic knowledge required to start a new line of business within a company. This course will be conducted as a seminar, with time devoted to the discussion of ideas by students who have an interest in entrepreneurship. These ideas may come from guest speakers, from the instructors, from the text and other readings or from case material, and from students.

Managing Technological Innovation**BMGT P738**

This course is an introductory overview of material that will be covered in depth throughout the degree.

Introduction: Innovation process models; phases in the innovation process- from idea to concept and from concept to customer; innovation processes as risk management. Balancing long-term and short-term objectives: building the basis of competitive advantage; positioning for competitive advantage; building a pipeline to deliver financial results; efficient product and process development. R&D productivity: models and metrics; design and management procedures to improve quality, cost and time.

Organisational Change**BMGT P739**

This course deals with change at the strategic and operational level. Operational change (new process introduction): unplanned change; models and processes of planned change; the change agent; the diagnostic process; change interventions; evaluation and selection of interventions; implementing planned change – power, politics and resistance. Strategic change: organisational transformation – evolution or revolution; the need for integration and coherence; processes of managing and implementing strategic change; the learning organisation and organisational change.

Issues in Technology Management**BMGT P429**

This course is intended to allow treatment of specific topical issues of interest to the class.

Business Economics**ECON P200**

The course covers topics in micro and macroeconomics including: economics of the firm – transaction cost and agency theory; application of economic theory on demand, production, cost, pricing, risk and uncertainty to business decisions. National accounts and their compilation. Theory of income determination. The role of money in the economic system.

Finance**FIN P623**

Sources and costs of finance. Capital structure. Interpretation of financial statements. Forecasting financial needs. Capital investment evaluation. Option pricing for R & D project and portfolio evaluation. Company evaluation. Mergers and acquisitions.

Product Design and Development**MEEN P007**

Design process methodology, product design specification, concept generation and selection and product development tools and techniques

Supply Chain Design**MEEN P002**

Process design, facility layout, job design, operations planning and control, inventory, logistics and supply management, quality control and improvement, service process design.

Emerging Technologies**MEEN P003**

The specific technologies chosen will reflect the background and interests of the participants, and will be discussed in conjunction with specialists in each field. Technologies will include some or all of the following: advanced materials, advanced manufacturing, rapid product development; nanotechnology; computation and communication hardware and software; biotechnology, combinatorial chemistry; energy.

Quantitative Methods for Management**MEEN P004**

This course will cover selected topics from the following material.

Statistical Analysis. Introduction to probability and statistics, binomial, Poisson, normal and other probability distributions; significance tests, estimation, regression and correlation, time series. Multivariate statistics for marketing: multiple regression; discriminant analysis, conjoint analysis, Analytic Hierarchy Process.

Optimisation. Operations Analysis and Optimisation: Classical optimisation techniques, search techniques, gradient methods, linear programming, non-linear programming, dynamic programming.

Decision Analysis. Issues of structure, uncertainty and value in decision. Modelling structure; probability and utility assessment; behavioural issues in judgement and decision making.

Multi-attribute decision problems. Group decision-making. Decision support products. Computer-based support for planning techniques.

Modern Manufacturing Processes**MEEN P006**

Topics will include manufacturing technology foresight, concurrent engineering, and technologies for the semiconductor, biotechnology and engineering sectors.

Management Information Systems**MIS P622**

Theoretical Elements and Organisation of Information Systems. Information resource management. Management and decision making. People and organisations. Information systems and models. Information systems in functional business areas. Information management. Case studies.

Technical Components and Applications of Information Systems. Technical foundations of information systems; hardware, software, databases, networks. Technical applications of information systems; transaction processing systems, management reporting systems, decision support systems, knowledge-based systems. Case studies.

Practical Aspects of Information Systems. Building management information systems. The system development life cycle. Strategy, specifying requirements, design, acquisition, development, implementation. Case studies.

Business System Design**MIS P642**

Organisation – internal and external functions, operations and management, decision making, optimising use of resources. Methodology – how to capture resources, reference modelling. Technology – using ICT to develop models, how models are used to design systems.

Management Support Systems**MIS P643**

This course studies the range of information systems needed to provide support for management in decision-making, planning and control. The starting point, therefore, is the set of potential managerial problems and opportunities, and the associated information requirements. Organisational diagnostics are considered for problem/opportunity identification.

Solution approaches are developed and used as the basis for describing the structure, characteristics and management of generic categories of systems such as Decision Support Systems (DSS), Executive Information Systems (EIS) and Expert Systems (ES). The management implications of knowledge-based systems will be covered, and students will be asked to develop an application through an Expert System shell.

System Simulation**MIS P657**

Introduction to simulation and modelling, underlying theory and concepts. Problem formulation, verification, and validation, analysis of model outcomes. Discrete event simulation, continuous simulation. Computational tools for simulation and modelling. Applications from sectors including: Service, Industrial, Manufacturing and Financial.

Business-to-Business Marketing**MKT P648**

This course provides participants with a comprehensive overview of the nature of relationship marketing in international business markets. The concept of relationship management as a process of managing interactions between firms is the central focus of

attention. To this end, the interactive and network approaches to understanding international business markets are explored. Particular attention will be given to the management and development of relationships between customers, suppliers and distributors. Specifically the critical dimensions of product development, adoption and diffusion in business markets are investigated. In addition, the impact of technology on business relationships with particular emphasis on eCommerce in business markets and the management implications of manufacturing-marketing interface are considered. Consideration is given to the development of marketing strategy in a business-to-business context. Finally, as purchasing accounts for a substantial portion of the total costs of a firm, special emphasis will be given to the strategic role of the purchasing function.

Year 2**Project****BMGT P652**

During their second year, students will undertake a major in-company project that will make a measurable difference to the innovative capabilities of their firm. The project will take the place of a conventional thesis.

Application Procedure

Applications for admission should be made to the

Programme Director, MSc (Technology Management),
University College Dublin,
College of Business and Law,
Blackrock, Co Dublin, Ireland.

Telephone: +353-1-716 8012

Fax: +353-1-716 8030

Email: nitm@ucd.ie

Website: www.ucd.ie/nitm

Master of Science (World Heritage Management) (MSc)**IFMXF001 1****Course Description**

The main objectives of the Master of Science programme in World Heritage Management are to provide participants with the theoretical and practical basis for the conservation and management of the world's natural heritage. The Masters comprises two parts, part one is the mandatory taught Higher Diploma and part two comprises a six-month research component to be carried out at a World Heritage Site.

Admission Requirements

Applicants for the Masters Degree will have had to reach the required second class honours standard in the Higher Diploma at the end of year one.

Course Requirements

Masters students are required to carry out, in the field, a research thesis designed to explore and resolve a practical management problem at a World Heritage Site or

equivalent reserve. The Master of Science degree is awarded on the successful completion of the thesis.

Application Procedure

Application forms and further information may be obtained from:

School of Education and Lifelong Learning,
University College Dublin,
Roebuck Castle,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8712

Fax: +353-1-283 0669

Email: cpe@ucd.ie

Website: www.ucd.ie/cpe

Doctor of Philosophy (PhD)

(Extract from PhD Regulations and Guidelines, published by the Examinations Office, UCD)

The degree of Doctor of Philosophy (PhD) may be awarded on the basis of research carried out by the candidate, under the supervision of a Professor or Lecturer, the results of which are submitted to the university in a thesis.

2. Entry Requirements and Application Procedures

- 2.1 To be eligible to register for the degree of PhD in University College Dublin, a candidate must have obtained a high honours standard at the examination for a primary degree of the National University of Ireland or another university, or must present such other evidence of academic standing as will satisfy the Professor, the School and the College.
- 2.2 An application to enter on a course of study and research leading to the degree of PhD shall be considered by the relevant College, on the nomination of the Head of School, or on the nomination of a Professor with the consent of the Head of the School in which the proposed research is to be carried out. The title of the thesis, or a short description of the proposed research, must be provided.
- 2.3 The applicant must register as a PhD student, normally for a minimum of nine terms. In exceptional circumstances, the College may permit registration for a minimum of six terms.
- 2.4 The College shall notify the Academic Council of each PhD student admitted to the College together with all relevant details concerning the nominator, the supervisor(s) and the title of the proposed thesis, or a short description of the research.

For detailed information please consult the booklet *PhD Regulations and Guidelines* available from the Examinations Office, Michael Tierney Building, University College Dublin, or the Examinations Office website www.ucd.ie/exams

Postgraduate Diplomas

Higher Diploma in Child Art Psychotherapy

IFHDP0013

Higher Diploma in Child Art Psychotherapy Department of Child and Family Psychiatry, Mater Misericordiae Hospital

Course Description

The course is designed for professionals who already work with or wish to specialise in working with children, using images to understand the inner world of the child. It could be relevant for trainees in Psychiatry and Child Psychiatry, Psychologists, Psychotherapists, Art Therapists, Teachers in Special Education, Social Workers, Counsellors and Specialist Nurses in Psychiatry. The length of the course is two years part-time. Trainees are expected to spend 5 hours on Fridays at lectures, seminars and experiential sessions in the Department. Clinical placement and supervision will be arranged between the student and the course tutor. It will take into consideration the commitments of working professionals. Clinical placements may be arranged at the Department of Child & Family Psychiatry, Mater Hospital, or alternatively professionals who already work with children might take on their clinical caseload at their place of work.

The **aim** of the course is to develop specialist skills for professionals and to assist them in communicating and working with troubled youngsters. Children and adolescents who might find it difficult to communicate in words are often able to use a symbolic, visual-pictorial language to express the emotional conflicts of their inner world. The therapeutic potential of images can be utilised in the interaction between therapist and client as the vehicle of communication, which could facilitate the expression of 'unspeakable' material in a safe framework. Images are understood in this context as pre-verbal language and have no artistic or aesthetic value at all. The **approach** is multidisciplinary as all therapeutic modalities used in child mental health will be taught extensively. The course aims to give sound theoretical knowledge and experience in clinical practice within a child and adolescent mental health setting. An awareness of the principles of related professions such as psychiatry, psychology and psychotherapy together with child protection procedures will be maintained throughout the course. The course will involve intensive teaching to a high academic standard. Candidates are expected to experience personally the assessment and treatment techniques involved in visual psychotherapy.

Admission Requirements

The course is offered every two years. Candidates will normally have a degree in an undergraduate discipline related to psychotherapy or its equivalent. They will usually have experience of working with children in areas related to child mental health. Psychiatrists, psychologists, social workers, childcare workers, teachers and nurses would find this course particularly useful.

Candidates will be short-listed on the basis of their application form, and will be interviewed to assess their suitability for the course. No training in art is necessary for application.

Successful applicants will be required to consent to Garda Clearance being sought, prior to their clinical placement. This is now standard procedure for professionals engaged in direct work with children.

Exemption: Professionals who have already studied any of the components of the course as part of their professional qualification, may apply for exemption from that component of the course.

Course Requirements

Assessment will consist of six parts: an ongoing observation of the student's progress on the course as well as five written pieces of work.

The first piece of work is a long case study of about 8,000-10,000 words, to be submitted by the beginning of the second year. A special study of

about 8,000-10,000 words on a theoretical issue that has arisen from the student's clinical practice and a research protocol of about 1,500-5,000 words are both to be finished by the end of the second academic year. Finally, at the end of the second year two 2-hour examination papers will be set. The examination will test the candidate's knowledge of basic concepts of Child Psychiatry and Child Psychology that would be relevant in the assessment of a patient's suitability for visual psychotherapy, followed by an oral examination (*viva voce*) as part of the externally moderated assessment for the award of the Diploma.

Course Contents

Unit 1: Visual Psychotherapy Training Groups

Small study group, led by an experienced Visual Psychotherapist. Students are expected to create and to understand their own visual-pictorial imagery in the framework of the group therapeutic process. The objective of this group is that participants experience the role of both the client and the therapist in a learning context. Since this group is not the right place to deal with the trainees' personal material, appropriate psychotherapy outside the course may be appropriate.

Unit 2: Theory and Practice of Psychotherapy and Visual Psychotherapy

(Lecture/Seminars/Case Presentations)

This unit will introduce theoretical models as well as the study of clinical practice. The emphasis will be on long-term individual work and will explore the similarities as well as the differences between verbal and non-verbal modes of psychotherapy.

Unit 3: Theory of Pictorial Thinking (Seminars)

This unit will focus on the visual and theoretical innovations artists have contributed in the 20th century to the use of images for the expression of their inner world, as well as the interaction between art and psychoanalysis.

Unit 4: Clinical Theory

(a) Psychopathology. Teaching on the nature and aetiology of emotional, behavioural and developmental disorders in children and adolescents. Theoretical teaching will be combined with practical experience in a clinical child mental health setting.

(b) Child Development. Study of theoretical and empirical approaches to child development, including Piaget's learning theory, psychoanalytic and attachment theories.

(c) Clinical Approaches in Child Mental Health. Study of theoretical and practical aspects of professional practice in the field of child mental health including knowledge of the range of assessment and intervention techniques employed. Theoretical aspects will encompass developmental psychopathology and the application of learning theory, systemic theory and psychodynamic theory to clinical practice.

Unit 5: Research

Each candidate will submit two copies of a protocol for a proposed research project. This should be no less than 1,500 and no more than 5,000 words. The format of the protocol should be as follows:

- i) Review of relevant literature and aims of the study
- ii) Hypotheses
- iii) Selection of patients
- iv) Proposed analyses of results

The research does not have to be actually carried out, only the protocol for it produced.

Unit 6: Clinical Practice

There are a variety of clinical placements available in the Department of Child & Family Psychiatry. There is opportunity to work in different areas of child mental health, which include specialist teams working with different age groups of children and adolescents on an outpatient basis, paediatric liaison teams, and community teams. There is opportunity to participate in all the teaching sessions provided by the academic schools such as family therapy workshops, clinical presentations, research meetings, etc. During the first term there will be opportunity to observe clinical sessions of permanent members of the multidisciplinary team.

It is expected that at least three long cases should be taken on during the course under supervision, but there is an opportunity to do some more clinical work if the trainee's professional commitments accommodate this. Course participants should also work with a family or a group for a limited number of sessions, in order to experience the functioning of the individual within the group process.

Trainees are expected to attend team meetings and discuss the progress of their patients with a multidisciplinary group.

Supervision

Team Supervision: Regular supervision provided by a senior member of the clinical team to support the trainee in his/her ongoing clinical work. The aim is to provide an understanding of the role of individual work within the multidisciplinary approach.

Individual Tutorials: The trainee will receive supervision from a course tutor with reference to method-specific therapeutic skills in Visual Psychotherapy.

Group Supervision: There are weekly case presentations by all trainees for the group, with supervision given by the course leader and other senior members of the multidisciplinary teams.

Units 1 and 6 commence at the start of the course and are ongoing for its duration.

Units 2, 3, 4 and 5 are taught sequentially over the two-year period as self-contained study units of limited duration.

Admission Procedure

Application forms and further information may be sought from the

Administrator of Higher Diploma in Child Art Psychotherapy,
Department of Child and Family Psychiatry,
Mater Misericordiae Hospital, Telephone: +353-1-803 4793
Eccles Street, Fax: +353-1-803 2081
Dublin 7, Ireland. Email: gfox@mater.ie
Website: www.ucd.ie/pgstudy

Completed application forms should be returned to the Director.

Higher Diploma in Development Studies (HDipDevSt)

IFHDP0002/IFHDF0001

Course Description

The main objective of the Higher Diploma programme in Development Studies is to provide participants with an interdisciplinary understanding of the process of development and with a range of skills to enable them to work effectively in the field. The programme is also designed to develop participants' existing skills by critically evaluating these from the perspective of a number of disciplines. The programme is structured to suit the needs both of recent graduates who have taken a degree in a relevant discipline – such as Economics, Sociology, Geography, History, Politics, Agriculture – and more mature graduates who are working in development agencies or who have returned from assignments in developing countries and wish to broaden their range of skills and their understanding of the development process. Courses commence in September of each year. The Higher Diploma may also be taken on either a full-time or a part-time basis. On a full-time basis the course extends over 9 months ending with written examinations in May. If the course is pursued on a part-time basis, the final examinations are taken in May of the second year.

Admission Requirements

Applicants should hold a primary degree in a relevant discipline. The Higher Diploma examinations may act as a qualifying test for entry to the Master's Degree programme for candidates who obtain a good honours grade in these examinations.

Course Requirements

Candidates will be required to complete four full courses from the indicative list below. Those who lack an adequate background in economics will be required to take a course in Principles of Economics.

Course Contents**Economic Development****DEV P010**

This course examines the main concepts, schools of thought, existing and emerging strategies of development as these relate to developing countries and transitional economies. Topics include: theories of growth and development, poverty reduction strategies, and the institutional and financing framework for development.

Agriculture and Rural Development**DEV P011**

This course provides students with the knowledge and skills to critically analyse agricultural and rural development policies and approaches in developing countries. It covers topics such as rural poverty, traditional agricultural systems, rural livelihoods and models of agricultural development. Students will analyse agricultural policies in areas such as land tenure systems, rural labour and credit markets, inputs, pricing and marketing etc. The course also explores famines, food security and gender issues. The agricultural and rural development strategies of national and multilateral agencies are also examined.

Global Politics and Economy**DEV P014**

This course offers multidisciplinary perspectives on a range of topics. These include concepts and theories in international relations and international political economy; nation-states, regional and global organisations; globalisation, global governance, failed states and the 'right' of humanitarian intervention.

Politics of Development**DEV P020**

This course introduces students to the concepts, theories and key themes in the politics of the developing world. It explores colonialism and the nature of the post-colonial state. Issues confronting the contemporary state are examined; these include ethnicity, religion, gender, democratisation and human rights.

The Middle East and Africa**DEV P022**

This course offers a detailed examination of the Middle East and sub-Saharan Africa. The emergence of the post-colonial order, the nature and role of the post-colonial state, gender, democratisation and civil society are among the topics covered.

Research Methodology**DEV P024**

This course provides students with detailed knowledge of the concepts, theories and methodology of writing up research papers. Students examine various approaches to quantitative data analysis and qualitative data collection methodology. They are familiarised with the use of statistical packages such as SPSS for windows.

Introduction to Anthropology: Local and Global Cultures Seminars **DEV P023****Health and Education for Development Seminars and Gender****Mainstreaming and Gender Analysis Seminars** **DEV P017**

Note: Not all of these subjects will necessarily be offered every year.

Application Procedure

Application forms and further information may be obtained from

| | |
|---|--|
| The Administrator, Development Studies, School of Politics and International Studies, University College Dublin, Room 512, Library Building, Belfield, Dublin 4, Ireland. | Telephone: +353-1-716 7625 Fax: +353-1-716 1121 Email: dev.studies@ucd.ie Website: www.ucd.ie/cds |
|---|--|

Completed application forms accompanied by university transcripts, should be returned to the Programme Director, Development Studies at the above address.

Higher Diploma in Developmental Disability Studies (HDipDDS)

IFHDP00016

Course Description

Clinicians, practitioners and administrators who work with people who have developmental disabilities, and their families. This one-year interdisciplinary course will also be of interest to professionals who wish to promote inclusion, but who do not currently work with people who have developmental disabilities.

The primary aim of this Higher Diploma course is to equip students for effective provision and management of inclusion-based practice in partnership with people with developmental disabilities and their families. It does this by ensuring the emplacement of an appropriate set of attitudes, on which a solid foundation of knowledge and skills is then built. Reflective practices are taught, and it is expected that the student will use these to promote further development after completion of the course.

Admission Requirements

The Applicants should have a primary degree or equivalent qualification and may be interviewed or required to take a qualification test in order to assess their suitability.

Course Requirements

This part-time taught course is offered over one year. The commitment required of students is to attend lectures one day per week (Fridays) in term time. In addition, students must prepare essay assignments and sit such written examinations as may be presented. The course is assessed through examinations and assignments in both semesters.

Course Contents

Lifespan Development Issues

LDIS P001

Introduces students to a life-course perspective on the development and self-determination of individuals with developmental disabilities, with opportunities to develop a person-centred plan and apply Quality of Life indicators.

Models and Philosophies**LDIS P002**

Gives an overview of the models and philosophies that shape the way services to people with developmental disabilities in Ireland have evolved.

Policy and Legislation**LDIS P003**

Examines a wide range of legislative approaches in the provision of services to people with disabilities. Develops a critical understanding of policy and legislative trends within Ireland and the wider International Community, and explores options for promoting rights to full participation in society.

Working with Brain Injury**LDIS P010**

This module comprises 12 hours e-learning and 2 six-hour workshops. The module introduces students to diagnostic and rehabilitation issues in working with people with Brain Injury.

Assistive Technology**LDIS P005**

Familiarises students with the range of technologies that enrich the lives of people with disabilities, and indicates how these can be mobilised in their particular workplace or sphere of operation.

Research Practice**LDIS P006**

Gives students a firm grounding in the methodologies employed by researchers in the field, as well as an understanding of the theoretical approaches underlying these methodologies.

Barriers to Inclusion**LDIS P007**

Introduces students to the individual, social, and environmental factors that inhibit the inclusion of people with disabilities in mainstream society.

Individual Research Project**LDIS P008**

This module offers students an opportunity to plan and complete a critical review of literature in a selected topic area.

Note: Not all of these modules will necessarily be offered every year.

Application Procedure

Application forms and further information may be obtained from:

Marie O'Connor, Disability Studies,
School of Psychology,
Room D-004B,
Newman Building,
University College Dublin,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8333

Fax: +353-1-716 8568

Email: cds@ucd.ie

Website: www.ucd.ie/include

Higher Diploma in Equality Studies (HDipEquals)**IFHDP0004/IFHDF0003****Course Description**

The Higher Diploma in Equality Studies is a postgraduate programme, taught by staff from the Equality Studies Centre in the School of Social Justice and from other academic

units in UCD. It is designed to cultivate an interdisciplinary appreciation of equality issues of both national and international significance and to explore their interrelationship.

Courses commence in September of each year and may be taken on either a full-time or part-time, evening basis. The full-time Diploma programme extends over a period of nine months, and the part-time programme extends over a period of eighteen months (two academic sessions).

Admission Requirements

Applicants will normally be required to have a primary degree or equivalent. Before being accepted onto the Diploma programme in Equality Studies, candidates must satisfy the Academic Council that they are academically equipped to pursue the programme. Candidates may be required to undertake a preparatory course if they are not deemed by the Academic Council to be sufficiently qualified to undertake the programme. It is desirable that candidates should have worked or studied in the fields of equality, social justice, development or human rights.

Course Requirements

Students must successfully complete six compulsory and one optional course. Student performance will be assessed by course assignments.

Course Content

The programme of study will be as follows:

Compulsory Courses

Equality and the Law

EQUL P023

This course critically engages with the main tenets of Irish constitutional law and models of equality employed at legislative level. It seeks to examine the interplay between the legal and other contexts in which inequality is both generated and challenged. A core theme is the potential of rights and legal strategies generally to effect social change.

Sociology of Inequality

EQUL P002

The aim of this course is to provide insight into the sociology of inequality. The course offers an introduction in a number of sociological approaches to understanding social inequality, specifically through the lens of differentiation, stratification, class formation and consciousness and social mobility. The course will provide an understanding of how the sociological approach to the study of inequality can interact with and complement, inequality research by other disciplines. It will present a systematic insight into the social mechanisms underlying much of the analysis of equality and inequality in sociology and beyond. While the primary focus is on contemporary research in the sociology of inequality, considerable reference will be made to classical sources.

Economics of Social Policy

EQUL P003

In this course an economic framework for social policy is presented. Social policy is taken to cover income maintenance, health services, education and housing, and issues relating to taxation, poverty reduction and income distribution. We examine the rationale for state involvement in the economy, distinguishing between equity and efficiency reasons, and explore the extent to which such objectives are met, and if, and when, they conflict. The course also looks at the role of market forces and state policies in the generation of equality/inequality in Ireland.

Economics of Development

EQUL P004

This course aims to provide participants with an awareness and understanding of some of the principal issues that face developing countries. While the primary focus of the course is on economic factors, it stresses throughout the inter-related nature of social, political, cultural and economic components of the development process and deals with such issues as the concept and measurement of development, theoretical perspectives on economic development, trade, aid, debt and structural adjustment in developing countries.

Feminist Theory and Practice

EQUL P005

The aim of the course is to develop students' understanding of feminist perspectives on equality issues. Its principal objective is to develop a deep understanding of feminist epistemological standpoints on issues of egalitarian significance. Understanding will be developed through the analysis of how different social structures and institutions impact on women and men, as well as how women and supportive men can become agents of egalitarian change.

Egalitarian Theory and Practice

EQUL P008

This is a set of discussions based on readings. Issues discussed include: What are equality studies? What is equality and can it be justified? How can we apply egalitarian ideas in practice? What are the best strategies for achieving social change?

Optional Courses in 2005/6*

Ageism and Identity

Comparative Economic Systems

EQUL P012

Disability Issues and Equality

EQUL P013

Equality and Education

Egalitarian Utopias

Gender, the Law and the Legal System in Ireland

Language, Power and Equality

EQUL P017

Political Theory of Equality

Racism and Anti-racism EQUL P019

Sexualities

The Social and Ecological Context of Unequal Development

Women, Nationalism and Armed Conflict

All students are offered a course in research skills.

Further information is available on the Equality Studies Centre website at www.ucd.ie/esc

Application Procedure

Application forms and further information can be obtained from and returned to:

Equality Studies Centre,
School of Social Justice,
University College Dublin,
Room 510, Library Building,
Belfield, Dublin 4, Ireland.

* The range of optional courses offered will be subject to staff availability and student interest.

Telephone: +353-1-716 7104
Fax: +353-1-716 1107
Email: equality@ucd.ie
Website: www.ucd.ie/esc

Higher Diploma in Rehabilitation Studies (HDipRS) Year Two of a two year MSc for 2005-2006 only IFHDP0009-PT

Course Description

This two-year interdisciplinary course is designed to cater for people from a wide range of professional backgrounds that are working in the areas of social/vocational rehabilitation or disability management. On past courses, participants have included Occupational Therapists, Physiotherapists, Trainers, Teachers, Social Workers, Psychologists, Counsellors, as well as Managers, Administrators and Planners of Services.

The primary aim of this Higher Diploma is to equip students with sound competence in a range of areas important to present-day rehabilitation practice. It does this by introducing participants to the key theoretical debates within the field and facilitating their gaining an holistic view of exclusion from the perspective of potential users of services. Particular emphasis is placed on rehabilitation practice and the social model, the legislative and policy content, labour market factors, human communications, management and research skills. This part-time programme runs for two academic years and consists of two twelve-week semesters in each year.

Admission Requirements

Candidates are required to hold an honours primary degree or relevant professional qualification. Applicants without these academic and professional qualifications but who have significant work experience in the field may be considered following an interview and qualification test.

Course Content

The programme is composed of both theoretical and practical elements and aims to impart the core knowledge, skills and attitudes required for the effective delivery of rehabilitation services within the community.

The course comprises the following modules:

Rehabilitation Practice 1

DSVR P001

Provides students with the theoretical underpinnings and knowledge essential for the delivery of a continuum of effective and human services. It explores current methods of promoting the full participation of those at risk of exclusion in the mainstream of society.

Rehabilitation Management

DSVR P002

Enables participants to apply best-practice business and management techniques to the planning and operation of rehabilitation services, and promotes the concepts of Quality Systems, Service Standards and Programme Evaluation. It fosters perspectives on future directions in service delivery.

Social, Cultural & Disability Awareness/Learning & Development

DSVR P008

Provides a basis for understanding the worlds of those at risk of exclusion, enabling students to gain an insight into the exclusion process and all that it implies. The module provides a grounding in theories of learning and development as a context for elaborating the needs of differing target groups and ages.

Legislation and Policy

DSVR P005

Examines a wide range of legislative approaches in the provision of services for people with disabilities. Develops a critical understanding of policy and legislative trends within Ireland and the wider International Community, and explores options for promoting rights to full participation in society.

Contours of Employment

DSVR P006

Identifies the ways in which employers, unions and the State regulate employment in Ireland. It highlights trends in the evolution of human resource management, the redesign of work rules, and the future structure of the labour market.

Interpersonal Skills Development

DSVR P007

Provides students with an awareness of the dynamics of human communication both within a group and in an individual context. Experiential work introduces a range of personal communication skills.

Research

SPOL P001

Introduces students to the application and value of research. It provides participants with a conceptual framework to interpret research, including inputs on methodology and statistical analysis such that students will be able to read and critique research reports.

Note: Not all of these modules will necessarily be offered every year.

Course Requirements

The course is assessed through examinations and assignments in each semester.

Application Procedure

Application forms and further information may be obtained from:

Cella Kyne, Disability Studies
School of Psychology,
University College Dublin,
Room D-003, John Henry Newman Building,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8359/8398

Fax: +353-1-716 8616

Email: [cgs@ucd.ie](mailto:cds@ucd.ie)

Website: www.ucd.ie/include

Higher Diploma in Rehabilitation Studies (HDipRS)

Course Description

This one-year interdisciplinary course is designed to cater for people from a wide range of professional backgrounds that are working in the areas of social/vocational rehabilitation or disability management. On past courses, participants have included Occupational Therapists, Physiotherapists, Trainers, Teachers, Social Workers, Psychologists, Counsellors, as well as Managers, Administrators and Planners of Services.

The primary aim of this Higher Diploma is to equip students with sound competence in a range of areas important to present-day rehabilitation practice. It does this by introducing participants to the key theoretical debates within the field and facilitating their gaining an holistic view of exclusion from the perspective of potential users of services. Particular emphasis is placed on rehabilitation practice and the social model, the legislative and policy content, labour market factors, human communications, management and research skills. This part-time programme runs for one academic year and consists of two twelve-week semesters.

Admission Requirements

Candidates are required to hold a primary degree or equivalent qualification. Applicants who do not fulfil these requirements will be considered, provided:

- They hold the UCD Certificate in Return to Learning (Foundation Level) in which they have obtained an overall mark of 60% or higher and
- They have completed 3 years of full-time relevant work experience, or its equivalent and
- They complete a reflective essay on their experience working in the rehabilitation field – the title of which is set annually by the Academic Director.

(Please note: completion of the Certificate to the standard specified does not confer a right of entry to the Higher Diploma in Rehabilitation Studies).

Course Content

The programme is composed of both theoretical and practical elements and aims to impart the core knowledge, skills and attitudes required for the effective delivery of rehabilitation services within the community.

The course comprises the following modules:

Rehabilitation Practice

Provides students with the theoretical underpinnings and knowledge essential for the delivery of a continuum of effective and human services. It explores current methods

of promoting the full participation of those at risk of exclusion in the mainstream of society.

Principals of Management and Their Application

Enables participants to apply best-practice business and management techniques to the planning and operation of rehabilitation services, and promotes the concepts of Quality Systems, Service Standards and Programme Evaluation. It fosters perspectives on future directions in service delivery.

Social, Cultural & Disability Awareness

Provides a basis for understanding the worlds of those at risk of exclusion, enabling students to gain an insight into the exclusion process and all that it implies. The module also provides a grounding in theories of learning and development as a context for elaborating the needs of differing target groups and ages.

Policy and Legislation

Examines a wide range of legislative approaches in the provision of services for people with disabilities. Develops a critical understanding of policy and legislative trends within Ireland and the wider International Community, and explores options for promoting rights to full participation in society.

Contours of Employment

Identifies the ways in which employers, unions and the State regulate employment in Ireland. It highlights trends in the evolution of human resource management, the redesign of work rules, and the future structure of the labour market.

Interpersonal Skills Development

Provides students with an awareness of the dynamics of human communication both within a group and in an individual context. Experiential work introduces a range of personal communication skills.

Research Methods

Introduces students to the application and value of research. It provides participants with a conceptual framework to interpret research, including inputs on methodology and statistical analysis such that students will be able to read and critique research reports.

Working with Brain Injury

This module comprises 12 hours e-learning and 2 six-hour workshops. The module introduces students to diagnostic and rehabilitation issues in working with people with Brain Injury.

Course Requirements

The course is assessed through examination and assignments in each semester.

Application Procedure

Application forms and further information may be obtained from:

Cella Kyne, Disability Studies,
School of Psychology,
University College Dublin,
Room D-003, Newman Building,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8359/8398

Fax: +353-1-716 8616

Email: cds@ucd.ie

Website: www.ucd.ie/include

Higher Diploma in Technology Management (HDipTechMgt)

IFHDP0014 (Sept Start)

IFHDP0012 (Jan Start)

Course Description

The Higher Diploma in Technology Management is designed to complement the MSc (Technology Management) degree. Lasting for one year rather than two, it offers interested graduates a less extensive coverage than the degree. As such it meets the needs of graduates who cannot commit to the more demanding time requirements of the Master's programme. The Higher Diploma will be of interest to all executives who manage technology or the process of technology-based innovation, or who occupy or aspire to executive positions in companies driven by technology. Suitably qualified candidates who reach honours standard in the Higher Diploma in Technology Management may petition the Board of Studies to be admitted to the MSc (Technology Management) degree, with exemption on a subject-by-subject basis.

Admission Requirements

The normal requirement for entry will be a degree or a diploma from a recognised awarding body, together with at least three years' appropriate experience. In exceptional cases, and subject to interview, applicants without such qualifications may be admitted. Such candidates will have to demonstrate significant seniority and career achievement in a technical area or company, as well as satisfying the interview board of their ability to cope with the material in the course. Applicants will be required to complete the GMAT (Graduate Management Admissions Test) and, where their first language is not English, to complete the TOEFL (Test of English as a Foreign Language).

Course Structure and Examination Requirements

The course is on a part-time basis over two semesters, commencing in September (Autumn Semester) and January (Spring Semester). There are a total of 10 courses, four of which are core and six optional. The options offered in any year will depend on the interests of the incoming class, and on the number of students wishing to take each option. The Board

of Studies may specify prerequisite qualifications for entry into particular options. Five courses will be completed in each semester. The degree must be completed within three years of first registering.

Examinations

Examinations are held in December and May, and subjects are examined at the end of the semester in which they are taught. Repeat examinations for Autumn semester courses will be offered at the end of the Spring semester and repeat examinations for Spring semester courses will be offered at the end of the Autumn semester. The Diploma award is determined from the composite grade for the examinations in both semesters.

Core Subjects:

| | |
|-------------------------------|-----------|
| Management Accounting | ACC P621 |
| Business Strategy | BMGT P641 |
| Organisation and Innovation I | BMGT P640 |
| Marketing New Products | BMGT P643 |

Options

| | |
|---|-----------|
| Technology Planning and Commercialisation | BMGT P516 |
| Organisation and Innovation II | BMGT P642 |
| Supply Network Strategy | BMGT P645 |
| Development Process Management | BMGT P518 |
| Management Information Systems | MIS P622 |
| Business Economics | ECON P200 |
| Finance | FIN P623 |
| Quantitative Methods for Management | MEEN P004 |
| Technology Strategy | BMGT P644 |
| Technology Policy | BMGT P649 |
| Engineering Economic Analysis | BMGT P520 |

Course Syllabus

Management Accounting

ACC P621

Nature and role of managerial accounting. Cost terminology and classification. Accounting for materials, labour and overheads; cost allocation and apportionment; overhead absorption. Product and job costing and inventory valuation. Cost behaviour and prediction. Activity based costing. Project costing. Decision-making and relevant costs. Decision-making with scarce resources including linear programming. Decision-making under uncertainty. Budgets, budgetary control and Lotus 1-2-3. Standard costing and variance analysis.

Development Process Management

BMGT P518

Building and managing a portfolio and pipeline of development projects that fit strategically, balance risks, and generate desired cash flows. Managing multiple projects through later stages of development: procedures for uncertainty reduction and resource allocation. Managing individual projects to deliver quality products to market in a timely and cost-effective manner: using project teams as a mechanism of organisational learning.

Technology Planning and Commercialisation**BMGT P516**

This subject deals, on a less extensive basis than Technology Strategy, with identifying and classifying technologies of interest to the firm. It also deals with practical aspects of acquiring and financing targeted technologies.

Technology Impact Analysis: identifying and classifying technologies by the size and timing of their potential impact on the business. Selecting technologies that support business strategy; defining strategies for technology acquisition and development.

The Irish and European innovation System: sources of technology and advice, sources of public funding for innovation. Venture capital and private funding sources. Technology acquisition: licensing, joint venture and acquisitions. The art of negotiation in technology acquisition and sale. The protection of Intellectual Property.

Engineering Economic Analysis**BMGT P520**

Plant investment analysis using DCF and other criteria, investment cost estimation; operations, improvement and replacement economics and cost analysis, obsolescence and inflation; leasing; risk analysis; sequential decisions; down-time, maintenance and other aspects of life-cycle cost analysis; large project analysis; utility, multi-objective and statistical decision analysis, value of information; related economic concepts, advanced technology investment.

Organisation and Innovation I**BMGT P640**

Theories of motivation, satisfaction and their relation to performance; intrinsic and extrinsic motivation; goal setting, job design and reward systems. Application to scientists and engineers.

Small group formation and cohesion, group structure, influence processes and leadership. Application to innovation.

Business Strategy**BMGT P641**

Defining the business domain and opportunity space; environmental and competitive analysis; growth ambitions, trajectories and strategies; competitive intent and strategy; building the bases of sustainable advantage; the role of innovation and technology in generating growth options and sustainable advantage.

Organisation and Innovation II**BMGT P642**

Developing structures and systems appropriate to the innovation and technology strategy of the firm. Building competences and knowledge creation for sustainable long-term advantage; organising for incremental, generational and radical innovation.

Marketing New Products**BMGT P643**

Market definition and entry strategy. Product strategy. Defining the role of the product in the marketing mix. Identification of key customer needs and key product characteristics for market success: idea generation; the role of the lead user; measuring customer product perceptions; integrating market need and product design – QFD and other approaches. Product positioning; the marketing mix; advertising, market and product testing; product launch; product life-cycle management.

Technology Strategy**BMGT P644**

Patterns and types of innovation and technology substitution. Technology Impact Analysis: identifying and classifying technologies by the size and timing of their potential impact on the business; selecting technologies that support business strategy; defining innovation

strategy and competitive posture; assessing strength in base, key and emerging technologies; defining strategies for technology acquisition and development; deciding the total budget and identifying sources of financing for R&D; defining the balance of spending between early-stage and late-stage programmes.

Supply Network Strategy**BMGT P645**

Operations strategy, service operations, productivity and performance, network capacity planning, total quality management, strategic supply networks, lean production and supply, time based competition, benchmarking and improvement, network relations.

Technology Policy**BMGT P649**

The National Innovation System. The role of technology in economic growth, industrial innovation, industrial policy, and sectoral and inter-firm competition. Technology and skill change. Technology in higher education. European programmes in science and technology. Technology and economic development; the social shaping of technology; technology indicators; the monitoring of technology/society relations; technology planning and the role of the State; generic and direct intervention measures.

Business Economics**ECON P200**

The course covers topics in micro and macroeconomics including: economics of the firm – transaction cost and agency theory; application of economic theory on demand, production, cost, pricing, risk and uncertainty to business decisions. National accounts and their compilation. Theory of income determination. The role of money in the economic system.

Finance**FIN P623**

Sources and costs of finance. Capital structure. Interpretation of financial statements. Forecasting financial needs. Capital investment evaluation. Option pricing for R & D project and portfolio evaluation. Company evaluation. Mergers and acquisitions.

Quantitative Methods for Management**MEEN P004**

This course will cover selected topics from the following material.

Statistical Analysis. Introduction to probability and statistics, binomial, Poisson, normal and other probability distributions; significance tests, estimation, regression and correlation, time series. Multivariate statistics for marketing: multiple regression; discriminant analysis, conjoint analysis, Analytic Hierarchy Process.

Optimisation. Operations Analysis and Optimisation: Classical optimisation techniques, search techniques, gradient methods, linear programming, non-linear programming, dynamic programming.

Decision Analysis. Issues of structure, uncertainty and value in decision. Modelling structure; probability and utility assessment; behavioural issues in judgement and decision making. Multi-attribute decision problems. Group decision-making. Decision support products. Computer-based support for planning techniques.

Management Information Systems**MIS P622**

Theoretical Elements and Organisation of Information Systems. Information resource management. Management and decision making. People and organisations. Information systems and models. Information systems in functional business areas. Information management. Case studies.

Technical Components and Applications of Information Systems. Technical foundations of information systems; hardware, software, databases, networks. Technical applications of information systems; transaction processing systems, management reporting systems, decision support systems, knowledge-based systems. Case studies.

Practical Aspects of Information Systems. Building management information systems. The system development life cycle. Strategy, specifying requirements, design, acquisition, development, implementation. Case studies.

Application Procedure

Applications for admission should be made to the

Programme Director, Higher Diploma in Technology Management,
University College Dublin,
College of Business and Law,
Blackrock, Co Dublin, Ireland.

Telephone: +353-1-716 8012

Fax: +353-1-716 8030

Email: nitm@ucd.ie

Website: www.ucd.ie/nitm

Higher Diploma in University Teaching and Learning (HDipUTL)

IFHDP0001

Course Description

The aim of this postgraduate course in University Teaching and Learning is to provide academic staff with a flexible, experiential and developmental programme in the area of teaching and learning. The course aims to facilitate the participants in their professional development as educators and learners. The course will encourage the participant to develop as a self-directed, lifelong learner and promote reflection on their teaching and student learning. There will be an emphasis on the reflective practitioner, i.e. the educator reflecting on student learning and how to improve this process. In addition, a blended learning approach will be implemented in the Higher Diploma, i.e. a mixture of face-to-face and e-learning experiences. The course aims to provide some flexibility in relation to time and content. It will be approximately 50% self-directed (100 hours) and 50% (118 hours) contact time i.e. lecture/tutorial/supervision. There are five modules on the course. The modules are progressive, but some are taken concurrently. The expected time to complete the Higher Diploma is 2-3 years, part-time. The course commences in January 2006.

Admission Requirements

Participants must:

- (i) Have a primary degree or equivalent, **and**
- (ii) Be academic staff, or other relevant staff with a role in supporting teaching/student learning (full-time or part-time), employed in University College Dublin* **and**
- (iii) An active teaching role within UCD* for approximately 50 contact hours a year. (See Application Form for further details)

* Applications from academic staff outside of UCD may be considered, pending availability of peer mentoring in their workplace. Contact Geraldine O'Neill at the Centre for Teaching and Learning, School of Education and Lifelong Learning regarding this, 01 7162839.

Course Requirements

Participants must complete the assessment requirements for all five modules on the Higher Diploma. To encourage deep learning and in line with more recent theories of student learning, the course will use a range of assessments i.e. including teaching portfolios, learning contracts, self-assessment, contribution on-line, etc. These will be integrated with the more traditional essay and projects. There will be no written examination. The main intended outcome for individuals undertaking the HDipUTL is the improvement of their practice as teachers through the process of identifying opportunities for developing new skills and approaches. Consequently, the HDipUTL will be marked Pass / Fail.

Course Content

Module 1: The Reflective Practitioner

CTL P001

The aim this module is to introduce the participant to the idea of becoming a reflective practitioner. In addition, it introduces and gives the new lecturer/tutor some immediate teaching skills. It is assessed by a Teaching Portfolio, which includes reflection on teaching and learning.

The Learning outcomes:

At the end of this module the participants will be able to:

1. Use a range of teaching and learning methods effectively in order to work with students in small group and large group settings,
2. Apply basic knowledge and skills in the appropriate use of educational technology to support their teaching and student learning,
3. Reflect on aspects of their teaching through the use of a teaching portfolio.

Module 2: Mentoring, Evaluating and Reflecting on your teaching

CTL P002

This module encourages the participant to engage in dialogue around their teaching and to start examining the student learning that is occurring in this process. He/she must gather student feedback on their teaching. The participant works with a peer who observes two sessions of his/her teaching, following feedback on this he/she sets his or her own learning objectives in a Learning Contract/action plan. This module is, therefore, assessed by means of a teaching portfolio entry which includes a reflective account of what has been learned from: a) the peer mentoring process (including the concomitant completion of a learning contract), b) gathering student feedback (including evidence

that what has been learned from the feedback has been taken into account in future planning), c) producing a learning contract/action plan.

The Learning outcomes:

At the end of this module the participants will be able to:

1. Monitor, evaluate and reflect on their teaching and student learning, through peer mentoring, observation and use of a learning contract/action plan,
2. Contribute to the debate on the links between research and teaching,
3. Use a range of evaluation methods.

Module 3: The Principles and Practice of Teaching and Learning

CTL P003

In this module, the student must complete some mandatory seminars/workshops in the Centre for Teaching and Learning and Audio-visual Centre. In addition, some elective workshops will be taken, however there is some choice in these sessions. This allows participants to engage in subjects most appropriate to their learning needs. Evidence of applying some of the lessons from the workshops/seminars in practice must be demonstrated in the Teaching Portfolio entry.

The Learning outcomes:

At the end of this module the participants will be able to:

1. Demonstrate a critical understanding of the basic principles and practices of teaching and learning,
2. Reflect on aspects of their teaching,
3. Demonstrate a range of teaching and assessment skills in practice,
4. Demonstrate an awareness of the diversity of learners and their individual needs,
5. Apply knowledge and skills in the appropriate use of educational technology to support their teaching and student learning.

Module 4: Theories of Teaching and Learning

CTL P004

In this module, the participants will engage in discussion on theories of teaching and student learning through problem-based learning tutorials or other appropriate methods. They will be expected to read around topics and engage in discussion. They will be encouraged to self-assess, i.e. encouraged to take responsibility for judging the quality of their own work. The module includes the submission of a written assignment.

The Learning outcomes:

At the end of this module the participants will be able to:

1. Engage in critical discussion on theories and policies of teaching and learning,
2. Explore some of these theories in a chosen area of interest through a written assignment,
3. Use formative self-assessment,
4. Consider the use of problem-based learning as a learning method/approach, if used as an approach to learning in the module.

Module 5: Elective Module

CTL P005

This module aims to encourage the participant to investigate a topic of specific interest in their area of work. This is primarily done through a literature search, but can be supported by some student/staff interviews, or other data collection methods (use of video, photography, etc) and should conclude with a feasible research question.

The Learning outcomes:

At the end of this module the participants will have demonstrated the ability to:

1. Explore a specific area of teaching and learning in the literature and through gathering feedback/practical application, particularly in the context of the chosen discipline.
2. Develop and identify areas for research into teaching and learning.

Application Procedure

Application forms and further information may be obtained from:

The Course Administrator,
Higher Diploma in University Teaching and Learning,
Centre for Teaching and Learning,
School of Education and Lifelong Learning,
University College Dublin,
Woodview, Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 2839/2034

Fax: +353-1-716 1164

Email: teachingandlearning@ucd.ie

Website: www.ucd.ie/teaching

Applications forms should be submitted to the Course Director, Dr Geraldine O'Neill, to the above address, by Tuesday 1st November 2005.

There will be information sessions regarding queries about the course on Monday 3rd October, 2005 from 10.00-11.00 in the seminar room, Centre for Teaching and Learning, Woodview, Belfield.

Higher Diploma in Women's Studies (HDipWS)

IFHDF0009 Full-time, IFHDP0017 Part-time

Course Description

This is an interdisciplinary postgraduate diploma, which draws on feminist theory, scholarship and politics to develop new and more profound understandings of gender relations and of women's historical and contemporary experiences. Women's Studies critically explore the construction of power relations through the interaction of gender, class, sexuality, ethnicity and other social forces, and challenges inequalities through rigorous analysis.

Admission Requirements

Applicants will normally be required to hold a university degree, although applicants with other equivalent qualifications will also be considered. Successful completion of the diploma with honours qualifies for admission to the MA in Women's Studies.

Organisation of Studies and Examination

The Higher Diploma may be taken full-time over one year or part-time over two years.

The course is divided into three components: Core Courses, Options and Research. Students must take two core courses and two options.

1. Core Courses

| | |
|--|--------|
| Feminism: Theories, Policies and Practices | WSP312 |
| Creative and Imaginative Practice | WSP001 |

2. Options

| | |
|--|--------|
| Feminism, Sexuality & Politics in Contemporary Ireland | WSP016 |
| Women and Change in Irish Society, 1850-1950 | WSP015 |
| Women in Early and Medieval Irish Sources | WSP310 |
| Lesbian Studies and Queer Culture | WSP010 |
| The Art of Autobiography | WSP005 |
| Women, the Visual Arts and Popular Culture | WSP004 |
| Women and Psychology | WSP009 |
| Writing Irishwomen's Lives | WSP017 |
| Women, Inequality and Public Policy | WSP019 |
| Feminist Perspectives on Globalisation | WSP018 |

Options may vary from year to year subject to staff availability and student interest.

3. Research

Diploma students present a major essay (7,000 words).

Assessment of the Diploma is by means of course essays and a major essay.

Application Procedure

The closing date for applications is 1 May in the year for which entry is sought. Applications from overseas candidates should be received before 31 March of the year of entry. Late applications will be considered strictly subject to availability of places. Application forms may be obtained from:

Ailbhe Smyth, Director, WERRC,
School of Social Justice,
University College Dublin,
Arts Annexe,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8571
Fax: +353-1-716 1195
Email: werrc@ucd.ie
Website: www.ucd.ie/werrc

**Higher Diploma in World Heritage Management
(HDipWHMgmt)**

IFHDF0002

Course Description

The Higher Diploma introduces a comprehensive programme of education and training in World Heritage Management. It is intended for managers responsible for World Heritage sites and equivalent protected areas and those involved in the conservation and management of critical natural habitats worldwide. It includes both the theory and practice of Conservation Management in the field and also concentrates on the practical

skills of project assessment, monitoring and evaluation. The course comprises lectures, seminars, workshops and practical hands-on work out of doors. The Higher Diploma is a one-year, full-time course organised over 24 weeks.

Admission Requirements

Applicants must have a university degree and preferably experience of conservation/heritage issues.

Course Requirements

Participants sit an examination at the end of each semester. A practical conservation management project is undertaken in the second semester. Essays and assignments are an integral part of the course.

Course Content

Man and the Environment

WHMP001

This course is designed as an introduction to the physical environment and how we as humans interact with it. It is hoped that, after successful completion of the course, students will be equipped to understand how some of the earth's systems work, as well as how they influence us, and us them. It has a strong physical geography emphasis, however the focus will be on how humans and their interaction with this environment.

International Strategies and World Heritage Conventions

WHM P016

This unit will deal with the stakeholders from the global to local level and the international agencies that are responsible for the global response to environmental issues through international legislation conventions, etc.

The origin and the development of the convention will be examined concentrating on case studies of selected world heritage sites such as Galapagos, Yellowstone and Donana.

Landscape Archaeology

WHM P015

This unit will deal with the key issues of landscape archaeology in relation to planning and development policies, site investigation, interpretation, presentation and conservation. Landscape archaeology focuses on the interaction between people and their surroundings, and explores how people experienced and perceived landscapes both in the distant past and in the present. Several case studies of Archaeological landscapes in Ireland will be analysed.

Sustainable Development

WHMP004

This unit will concentrate on the core issues of poverty, population environmental degradation, and education especially of women, and the efforts to develop a globally sustainable development model.

Environmental Interpretation and Promotion

WHMP005

This unit will focus on explaining the nature of the environment to the public, local communities, decision makers and legislators. It will also concentrate on the means and methodologies for communicating with these target groups and on the promotion of environmental awareness.

Project Development, Management, and Marketing

WHMP006

The unit will concentrate on project planning and needs analysis as well as the implications for human resources, recruitment and training. It will also deal with project management, monitoring and accountability.

Conservation Biology

WHMP007

This unit will concentrate on the theoretical basis for ecological principles and processes and the implications for populations of plants and animals in a global context.

Global Biodiversity and Heritage

WHMP008

This unit will explore the meaning of Biodiversity and its origins in the natural world. It will explore the problem of extinction, passed, present and future and the role of habitat fragmentation.

Animal Resource Management

WHMP009

This unit will deal with the theoretical aspects of the theory of conservation, control, and exploitation of wild animal populations including the practical techniques of monitoring and data collection. It will also deal with the question of harvesting and the conflicts between commercial and recreational use.

Ecological Assessment

WHMP010

This unit will concentrate on ecological assessment for sustainable development and environmental impact assessment (EIA). This will include mapping techniques and baseline ecological studies.

Habitat Management and Restoration

WHMP011

This unit will deal with selection and management of protected areas as well as ex-situ conservation and the UN system of classification and designation for such areas. It will also deal with reintroduction, trans-location of new wildlife populations, and habitat restoration and rehabilitation.

Exploitation of Natural Resources

WHMP012

This unit will deal with the 'mining' of natural resources and the development of non-destructive land uses. It will also concentrate on the use of the earth's natural resources, both renewable and non-renewable, and their impacts on the long-term ecology of the planet.

Note: Not all of these courses will necessarily be offered every year and course content may vary.

Application Procedure

Application forms and further information may be obtained from:

University College Dublin,
Roebuck Castle, Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8712

Fax: +353-1-283 0669

Email: cpe@ucd.ie

Website: www.ucd.ie/cpe

Diploma in World Heritage Management (DipWHMgt)

IFDPF0001

Course Description

The Diploma introduces a comprehensive programme of education and training in World Heritage Management. It is intended for managers responsible for World Heritage sites and equivalent protected areas and those involved in the conservation and management of critical natural habitats worldwide. It includes both the theory and practice of Conservation Management in the field and also concentrates on the practical skills of project assessment, monitoring and evaluation. The course comprises lectures, seminars, workshops and practical hands-on work out of doors. The Diploma is a one-year, full-time course organised over 24 weeks.

Admission Requirements

Applicants for the Diploma must have a good level of secondary education and several years post Leaving Certificate experience in a related field.

Course Requirements

Continuous assessment is an integral part of the course as are essays and assignments from each module. A practical conservation management project is undertaken in the second semester.

Course Content

Man and the Environment

WHM1001

This course is designed as an introduction to the physical environment and how we as humans interact with it. It is hoped that, after successful completion of the course, students will be equipped to understand how some of the earth's systems work, as well as how they influence us, and us them. It has a strong physical geography emphasis, however the focus will be on how humans and their interaction with this environment.

International Strategies and World Heritage Conventions

This unit will deal with the stakeholders from the global to local level and the international agencies that are responsible for the global response to environmental issues through international legislation conventions, etc.

The origin and the development of the convention will be examined concentrating on case studies of selected world heritage sites such as Galapagos, Yellowstone and Donana.

Landscape Archaeology

WHM 1015

This unit will deal with the key issues of landscape archaeology in relation to planning and development policies, site investigation, interpretation, presentation and conservation. Landscape archaeology focuses on the interaction between people and their surroundings, and explores how people experienced and perceived landscapes both in the distant past and in the present. Several case studies of Archaeological landscapes in Ireland will be analysed.

Sustainable Development**WHM1004**

This unit will concentrate on the core issues of poverty, population environmental degradation, and education especially of women, and the efforts to develop a globally sustainable development model.

Environmental Interpretation and Promotion**WHM1005**

This unit will focus on explaining the nature of the environment to the public, local communities, decision makers and legislators. It will also concentrate on the means and methodologies for communicating with these target groups and on the promotion of environmental awareness.

Project Development, Management, and Marketing**WHM1006**

The unit will concentrate on project planning and needs analysis as well as the implications for human resources, recruitment and training. It will also deal with project management, monitoring and accountability.

Conservation Biology**WHMP007**

This unit will concentrate on the theoretical basis for ecological principles and processes and the implications for populations of plants and animals in a global context.

Global Biodiversity and Heritage**WHM1008**

This unit will explore the meaning of Biodiversity and its origins in the natural world. It will explore the problem of extinction, passed, present and future and the role of habitat fragmentation.

Animal Resource Management**WHM1009**

This unit will deal with the theoretical aspects of the theory of conservation, control, and exploitation of wild animal populations including the practical techniques of monitoring and data collection. It will also deal with the question of harvesting and the conflicts between commercial and recreational use.

Ecological Assessment**WHM1010**

This unit will concentrate on ecological assessment for sustainable development and environmental impact assessment (EIA). This will include mapping techniques and baseline ecological studies.

Habitat Management and Restoration**WHM1011**

This unit will deal with selection and management of protected areas as well as ex-situ conservation and the UN system of classification and designation for such areas. It will also deal with reintroduction, trans-location of new wildlife populations, and habitat restoration and rehabilitation.

Exploitation of Natural Resources**WHM1012**

This unit will deal with the 'mining' of natural resources and the development of non-destructive land uses. It will also concentrate on the use of the earth's natural resources, both renewable and non-renewable, and their impacts on the long-term ecology of the planet.

Note: Not all of these courses will necessarily be offered every year and course content may vary.

Application Procedure

Application forms and further information may be obtained from:

University College Dublin,
Roebuck Castle,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8712

Fax: +353-1-283 0669

Email: cpe@ucd.ie

Website: www.ucd.ie/cpe

Postgraduate Certificate

Certificate in Research Methods for Postgraduates in Biology, Agriculture and Veterinary Medicine

Course Description

This course, is aimed at students engaging in postgraduate research in the biological, agricultural and veterinary sciences, particularly those who are at the beginning of their research. It comprises about seventy contact hours of lectures and practical sessions. Successful participants are awarded a certificate.

Course Requirements

The course runs from September to May and meets from 2.00 to 5.00 p.m. each Wednesday. Contact hours will be 24 in lectures (24 x 1) and 48 in computer laboratory and other practicals. Assessment will be by examination.

Course Content

The course rests on the concept that the biological scientist must have a broad range of skills in each of the four phases of research, i.e. planning, execution, analysis and reporting. The lectures, although mainly concerned with experimental and statistical procedures, cover a wide range of other topics including library use and literature sources, recording methods and the legal and environmental framework for animal research. Training is also given in the presentation of scientific material. The practical sessions concentrate mainly on developing skills in statistical computing and word-processing, but also cover aspects of survey design, planning of data recording and library use.

There is a strong emphasis on practical statistical computing and word-processing in the course.

Application Procedure

Further information may be obtained from:

Ms Marie Doyle,
University College Dublin,
Room L535, Library Building,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 7103/7152

Fax: +353-1-716 1186

Email: marie.doyle@ucd.ie

Website: www.ucd.ie/statdept

Interdisciplinary Undergraduate Degree

Degree of Bachelor of Science (BSc) (Sports Management)

IFBDF0011

Course Description

The Degree of BSc (Sports Management) is an innovative, full-time, three-year intercollegial degree programme, which recognises the increasing significance of Sport at local, regional, national and international levels. The nature of Sport and the sports industry is changing dramatically and will be offering increasing numbers of challenging opportunities in the future.

The development of management skills will be a critical part of this development and this degree programme is designed to provide students with the knowledge and skills necessary to choose a wide range of careers in the sports industry.

Admission Requirements

Entry will be by:

- 1) CAO designated entry. All students entering the programme should meet the matriculation standard and have achieved B3 in ordinary level mathematics in the Leaving Certificate or equivalent.
- 2) Matriculation on grounds of mature years.
- 3) Holders of the Diploma in Sports Management at distinction level who have achieved a distinction level in the Dissertation (SMGT2010) may be admitted to year two of the programme with the approval of the Academic Management Group of the Centre for Sports Studies on the recommendation of the Academic Director.

Course Requirements

The course is delivered on a full-time basis over three years (six semesters). There are a total of 25 modules comprising 22 taught courses, an elective, a work placement and a dissertation.

Assessment

Students are assessed by means of written assignments, examination papers and a minor dissertation based on individual research projects.

Course Content

Year 1

Organisation and Policy in Sport

SMGT 1101

This module focuses on the organisation, delivery and legislative framework of sport in Ireland and includes comparisons with other sporting nations.

Financial Management

SMGT 1102

The focus of this module is on the role of accounting, auditing and financial management in the day-to-day running of sports organisations.

Information Technology 1**SMGT 1103**

This module focuses on the basics of computing and familiarisation with computer software used in the sports industry.

Sports Management**SMGT 1104**

This module addresses the main functions of business and management activities and the manner in which they apply to the sporting industry. Subjects to be addressed include strategic planning, leadership, and the theories of motivation and organisational behaviour.

Sports Marketing 1**SMGT 1105**

With both a theoretical and practical approach, this module introduces the student to the marketing process, the business of marketing and its application to sporting events and organisations.

Sports Science 1**SMGT 1106**

The student is introduced to the fundamentals of Sports Science including anatomy, biomechanics and physiology and will be provided with an underlying knowledge of the movement of the human body.

Sociology of Sport**SMGT 1107**

This module identifies the role of sport in present-day culture and investigates the socio-economic aspects of modern sport and recreation. Consideration is given to the history of Sport and to sociological, ethical and drugs-related issues in Sport.

Coaching**SMGT 1108**

Students are introduced to the principles of coaching and will obtain NCTC Level 1 coaching certification in an appropriate sport.

Year 2**Legislation of Sport****SMGT 2118**

This module explores the relationship between Sport and the Law. It focuses on the aspects of legislation that relate to the world of sport, including the legal responsibilities of those involved in the management of sport.

Sporting Facility Management 1**SMGT 2119**

This module focuses on the management of both indoor and outdoor sports facilities. Consideration is given to the design, construction and organisation of such facilities as well as to the practical aspects of their management.

Event Management**SMGT 2120**

The module examines the requirements of managing sporting events from both a practical and theoretical perspective. Topics to be addressed include bidding, planning, organisation, resource allocation, staffing, logistics and marketing of local, national and international events.

Sports Marketing 2**SMGT 2117**

This module develops concepts introduced in the Sports Marketing 1 Module. Particular focus is given to the area of sports sponsorship.

Sports Tourism SMGT 2121

This module considers the development, scope and social and economic importance of the travel and tourism industry and examines its relationship to the sports industry in Ireland.

Sports Science 2 SMGT 2122

Building upon some of the concepts encountered in the Sports Science 1 Module, this module provides the foundation for an understanding of nutrition, exercise physiology and training and of the concepts and application of sports psychology.

Economics of Sport**SMGT 2123**

This module will define sport as an industry, introduce economic concepts and how they pertain to the sports industry.

Elective**SMGT 2108**

Students undertake an elective in one of a number of topic areas, which permits them to develop a greater understanding of that particular sector of the sports industry.

Work Placement SMGT 2109

Students undertake a three-month work placement within the sports industry.

Year 3**Human Resources Management****SMGT 3101**

This module addresses the management skills that are necessary for successful personnel and organisation management within the sports and recreation industry and focuses on relevant industrial relations and human resource issues.

Facility Management 2**SMGT 3102**

This module develops and expands issues raised in the Sports Facility Management 1 Module, dealing with both indoor and outdoor facilities.

Enterprise and Development**SMGT 3103**

This module focuses on the establishment of business in the corporate world. It provides an insight into effective management skills, issues in personal development, as well as innovation and new ventures in the sports industry.

Health and Safety Management**SMGT 3104**

This module is an introduction to a range of issues relating to health and safety in the workplace with particular reference to the sports industry.

Sports Science 3 SMGT 3105

This module builds on the previous Sports Science modules and deals with exercise prescription, occupational first aid and looks at the basics of Sports Injuries Management.

Communications and Media in Sport**SMGT 3106**

This module investigates how the print, radio and television media have influenced the development of sport and examines the effect of the corporate world on the business of sport. Students gain an understanding of the value of effective public relations and of the practical skills involved.

Research Methodology**SMGT 3108**

This module provides an overview of project design and organisation, and of the different methods of data acquisition, analysis and presentation available to the sports industry.

Dissertation

SMGT 3110

Students produce a dissertation of approximately 10,000-15,000 words on a topic in the student's area of choice selected in consultation with the Academic Director.

Application Procedure

Application is through the Central Applications Office, Tower House, Eglinton Street, Galway.

For further information may be obtained from:

School of Public Health and Population Science
University College Dublin,
Woodview,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8712/4

Fax: +353-1-283 0669

Email: cpe@ucd.ie

Website: www.ucd.ie/cpe

Continuing Professional Education

The School of Education and Lifelong Learning offers professional development education, which is focused on satisfying the learning needs of professionals in industry and business.

The School manages the design, delivery and promotion of courses in association with UCD, external academics and experts. The School works closely with individual organisations, industry sectors and professional bodies in developing programmes. CPE is a leader in the field using innovative technology and flexible learning methods to deliver these programmes.

CPE courses are tailored to meet the needs of professionals and are constantly monitored and updated to reflect emergent issues and trends. The courses provide the latest thinking and theory in specialist areas including best practices and practical guidance for the implementation of EU directives. The uniqueness of these courses is the combination of a professional qualification with university accreditation, in areas often supported and or driven by European legislation.

There are currently approximately 1,000 students enrolled in accredited Continuing Professional Education courses. The School offers a wide variety of multidisciplinary programmes at certificate, diploma, bachelor and master degrees level.

Accredited courses are offered in the following areas:

Environment Studies

Diploma in Environmental Impact Assessment Management
Diploma in World Heritage Management
Higher Diploma in World Heritage Management
Master of World Heritage Management

Landscape Architecture

Master of Landscape Architecture
Master of Landscape Management
Higher Diploma in Landscape Studies

Sports Studies

Master of Science (Sports Studies)
BSc in Sports Management
Diploma in Sports Management
Certificate in Injury Management and Fitness in Sport

Disability Studies

Higher Diploma in Developmental Disability Studies

Mediation Studies

Diploma in Mediation Studies

Aviation Medicine

Certificate in Aviation Medicine

Application Procedure

For further information may be obtained from:

School of Education and Lifelong Learning,
College of Human Sciences,
University College Dublin,
Roebuck Castle,
Belfield, Dublin 4, Ireland.

Telephone: +353-1-716 8712/4

Fax: +353-1-283 0669

Email: cpe@ucd.ie

Website: www.ucd.ie/cpe

Adult Education

The School of Education and Lifelong Learning offers a diverse and dynamic range of courses on a part-time basis.

Students can choose a course purely for interest purposes or can opt for an accredited course leading to the award of NUI Certificate or Diploma. All our courses are designed using adult-friendly methodologies. Our current programme attracts almost 5,000 student registrations annually.

Interest courses on offer cover a variety of subjects including Astronomy, Art, Communications, History, Music, Philosophy, Politics, Psychology and Writing. These courses are open to all adult learners wishing to study a subject without submitting for assessment. It's the perfect opportunity to gain knowledge in a new area, deepen one's understanding of a particular subject and meet new people.

Credit courses allow students to learn at their own pace and gain an NUI award. Certificates in Adult Education, Archaeology, Communication Skills, Contemporary Studies and Genealogy are available within our flexible programme. Among the Diplomas on offer, the centre offers a Diploma in the History of European Painting, the Diploma in Adult Education and the Diploma in Communication Skills.

The Adult Education Centre offers three Access Courses. The Access to Arts courses has been in operation for 12 years and attracts large numbers of students every year taking up the challenge of returning to education. Access to Arts, Access to Science and Engineering and the Access to Commerce provide students with study skills, IT skills and relevant academic subjects. The Access courses confer access to UCD undergraduate courses.

Our Tutor Development Manager has developed resource material for Tutor Training. This material contributes to the emerging professionalism of Adult Education tutors. Funding has also been secured in this area for an EU Grundtvig Project.

The School of Education and Lifelong Learning offers courses in outreach centres throughout Dublin city and county. The centre has formed important partnerships with companies and groups for whom it tailors programmes to meet specific needs. We are currently offering a Certificate in conjunction with Bord Gáis and a Diploma with the Merchants' Quay Project. Some of our other partners include The Central Remedial Clinic, The National Children's Nurseries Association, and The National Association for the Deaf and The Irish Society of Hearing Aid Audiologists.

Application Procedure

For further information may be obtained from:

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| School of Education and Lifelong Learning, | Telephone: +353-1-716 7123 |
| University College Dublin, | Fax: +353-1-716 7500 |
| Library Building, | Email: adult.education@ucd.ie |
| Belfield, Dublin 4, Ireland. | Website: www.ucd.ie/adulted |