



UNIVERSITY of LIMERICK
OILESCOIL LUIMNIGH

EHS
Education
& Health Sciences

FACULTY OF EDUCATION & HEALTH SCIENCES

Structured PhD Programme



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Structured PhD Overview

The Faculty of Education and Health Sciences offers a Faculty-wide Structured PhD Programme. The programme seeks to enhance knowledge through original research and offers students a high quality postgraduate research experience integrated with professional development. Taught modules are integral to this programme of activities with PhD candidates' research skills, generic and transferable skills developed through a formalised and integrated programme of activities. Candidates can register on a full-time or part-time basis.

Aims & Objectives

- 1 To provide a programme that is academically rigorous at a level appropriate to postgraduate research and consistent with standards nationally and internationally.
- 2 To educate students in all aspects of research and critical evaluation, including research methodologies, systemic and theoretical literature reviews and ethics.
- 3 To provide skills appropriate for research in professional contexts.
- 4 To facilitate candidates' expertise in translational research and foster practices that promote research impact which has significance nationally and internationally.

The programme is offered across the following six participating Schools / Departments whereby the research thesis is supervised in the school / department of your choice:

- 1 **Graduate Entry Medical School**
- 2 **Department of Nursing & Midwifery**
- 3 **Department of Physical Education & Sport Sciences**
- 4 **Department of Psychology**
- 5 **School of Allied Health**
- 6 **School of Education**

Graduate Entry Medical School



Research activities at the Graduate Entry Medical School (GEMS) relate to human health and illness challenges locally, nationally and internationally. GEMS faculty, based on the university campus at affiliated hospitals and general practices, are experts in their specialty and lead interdisciplinary research programmes that often involved collaboration with government, community and industry stakeholders.

The research strategy implemented in GEMS includes prioritising sophisticated laboratory sciences allied to clinical or translational research. There is equal focus on enhancing wellbeing, avoidance of illness and innovative therapeutic care.

The University has provided the essential research infrastructure required to implement the research strategy, including development of sophisticated core medical research facilities both on the University campus and at the University's lead teaching hospital, the recruitment of experienced leaders across the clinical specialities who are actively engaged in relevant top-tier health-oriented research.

GEMS researchers are members of the the University's Health Research Institute (HRI) and the Centres highlighted below, amongst others.

- **Centre for Interventions in Infection, Inflammation and Immunity (4i)**
- **Centre for Applied Biomedical Engineering Research (CABER)**

Areas of PhD supervisory expertise within GEMS:

Medical education; Anatomy; Biostatistics, Microbiology; Neuroscience; Biochemistry; Immunology; Physiology; Health & Nutrition; Public health and epidemiology; Primary healthcare; Pre-hospital care; Respiratory medicine; General practice; Mental health, addiction & substance abuse; Psychiatry, delirium & dementia, cognition; Paediatric medicine, obesity & diabetes; Obstetrics & gynaecology; General medicine, cardiology, medical software; General, colorectal & vascular surgery; Pharmacology; Medicine-related humanities; Health economics; Medical device, diagnostic & therapeutic development.

Sample Route for PhD in Medicine

Year	Autumn	ECTs	Spring	ECTs	Summer	ECTs
1	Core module: Introduction to Postgraduate Research (ES8021)*	6	Core module: Research Integrity (ES8002)**	3		
			Research Methods: Reporting Results in Physical Science (PH6022)	6		
2	Core module: Entering the Academic Community (ES8003)	3	Elective: Biological Psychology (PS6111)	6		
			Research Methods: Quantitative Research Methods for Science (MS5052)	6		
1-4	Research Project					270
	Generic & Transferable Skills module: Postgraduate School Workshops & Professional Portfolio (ES8014)					12

*Offered in both spring and autumn semesters depending on point of entry

**Offered in summer semester as flexible option particularly for part-time candidates



Joanne Nolan
Structured PhD in
Graduate Entry
Medical School

"The sPhD encouraged me to engage with other students outside of my department. This helped to create a vital support network of peers throughout my PhD journey, one that can be confusing and daunting if a person is isolated. The EHS also has many support funding calls for sPhD students, funding from this will give me the opportunity to travel to America next year to present my work at one of the most significant cancer related conferences worldwide.

Overall, the structured component of the PhD provides students with an extra level of support and encouragement throughout the journey".

Department of Nursing and Midwifery



The Department of Nursing and Midwifery conducts and supervises research in a range of areas and welcomes applications from researchers who wish to undertake a research degree leading to a Master's by Research or PhD award. Our research activity aims to develop nursing and midwifery practice focused research that enhances the health and social care of service users and the educational preparation of health care professionals.

Our work focuses around three main themes:

- **Positive ageing**
- **Acute, enduring and life limiting conditions**
- **Women, child and family health**

Areas of PhD supervisory expertise within Nursing & Midwifery:

These key areas are supported by a group or area of academic staff and research students with a shared research interest around each. The research areas have strong alliances, within the University and with external health care and academic agencies and aim to develop expertise in specific areas of nursing and midwifery education and research.

As a student in the Department, you can expect a vibrant research environment and excellent supervision. Our teams of supervisors have a breadth and depth of research methods experience encompassing qualitative, quantitative, mixed methods and participatory action research. In addition, we have expertise in implementation science, service evaluation and systematic reviews. Our PhD research topics cover these three key areas and some examples include nursing metrics, care of older people, dementia, renal conditions, dermatology, emergency nursing, breastfeeding initiation and duration and professional practice and education.

Sample Route for PhD in Nursing & Midwifery

Year	Autumn	ECTs	Spring	ECTs	Summer	ECTs
1	Core module: Introduction to Postgraduate Research (ES8021)*	6	Core module:		Core module: Research Integrity (ES8002)**	3
	Research Methods: Health Research Methods & Methodology (NS6036)	12				
2	Core module: Entering the Academic Community (ES8003)	3	Elective: Perinatal Bereavement and Loss (NS6122)	9		
1-4	Research Project					270
	Generic & Transferable Skills module: Postgraduate School Workshops & Professional Portfolio (ES8014)					12

*Offered in both spring and autumn semesters depending on point of entry

**Offered in summer semester as flexible option particularly for part-time candidates



Sarah Watkins
Structured PhD
in Nursing

"My experience on the sPhD has been a thoroughly enjoyable one. My background is emergency nursing for the past 25 years. In the beginning I was apprehensive about undertaking this programme but the structured approach gave me the support and assurance I needed. The sPhD has broadened my perspective. It has given me the opportunity to meet other candidates, some of whom are mature and well established in careers like me and others who are in the early stages of career development. Supervision on the sPhD is absolutely critical to success and in this respect I consider myself very fortunate. My primary supervisor is both university and hospital based and as a result I have been provided with much expertise in conducting my research in the clinical setting. Undoubtedly, the sPhD presents challenges but there is a huge sense of personal achievement in progression through the different phases. At the end of this journey I will be equipped with a repertoire of skills that can be used in diverse situations and contexts".

Department of Physical Education and Sport Sciences



The Physical Education and Sport Sciences (PESS) department is a large, multi-disciplinary and vibrant department in the Faculty of Education and Health Sciences. The PESS department's mission is to provide and advance learning and knowledge in the area of physical education and sport sciences through innovative teaching and research. The department supports a thriving research postgraduate community and is recognised for excellence in research in Physical Education, Physical Activity, Health, Sport and Exercise Sciences and related fields. It has a strong emphasis on translating research into action and thereby continually striving to positively impact society through research and innovation. Staff within the PESS Department are associated with a number of research areas:

- **Physical Education, Physical Activity and Youth Sport (PE PAYS) Research Centre**
- **Biomechanics Research Unit (BRU)**
- **Centre for Physical Activity and Health Research (C-PAHR)**
- **4i Centre for Interventions in Infection, Inflammation and Immunity**

Areas of PhD supervisory expertise within PESS:

Food and Health: Skeletal muscle growth and repair; Skeletal metabolism and bone turnover; Change in body mass in healthy adults, athletes and selected disease states (i.e. sarcopenia, osteopenia, inflammatory bowel disease); Nutritional support to high intensity interval training. Golf Performance: Biomechanical and psychological aspects of Golf Performance. Physical Activity and Health: Physical activity (PA), sedentary behaviour and health (cardiometabolic and mental health) across life-span and in clinical populations; Determinants of PA and sedentary behaviour; Quantification of PA and sedentary behaviour using technology; Development, evaluation and implementation of interventions designed to promote PA and decrease sedentary behaviour at programme and policy levels. Sport and Human Performance: Motor Control, Skill Learning and Development; Biomechanics in Sport and Performance; Lower Limb Movement Analysis and Injury; Biofeedback and Movement Variability; Movement Simulation and Musculoskeletal Modelling; Exercise Physiology; Coaching Science; Sport Psychology. Sport Pedagogy: Youth Voice and participation; Physical Education Teacher Education; School-University Partnerships; Sport and Physical Education Policy; Inclusion in physical activity and physical education; Self-study; dance pedagogy; Pedagogical models; digital learning.

Sample Route for PhD in Physical Education & Sport Sciences

Year	Autumn	ECTs	Spring	ECTs	Summer	ECTs
1	Core module:		Core module: Introduction to Postgraduate Research (ES8021)* Research Integrity (ES8002)**	6 3		
			Research Methods: Qualitative Research Methods in Psychology (PS6042)	6		
2	Core module: Entering the Academic Community (ES8003) Elective: Curriculum and Assessment in Physical Education (PY6011)	3 6	Elective: Performance Psychology (SS6072)	6		
1-4	Research Project Generic & Transferable Skills module: Postgraduate School Workshops & Professional Portfolio (ES8014)					270 12

*Offered in both spring and autumn semesters depending on point of entry

**Offered in summer semester as flexible option particularly for part-time candidates



Brendan O'Keeffe

Structured PhD Student Physical Education & Sport Sciences

"The EHS sPhD programme has afforded me the opportunity to engage in a range of continuous professional development opportunities that have enhanced the quality of my research. The core components of the programme provide the necessary foundations in key areas of doctoral level research. Regular updates on events, CPD opportunities and funding sources from EHS sPhD support staff are of significant value. For me, the single biggest advantage of the EHS sPhD programme is the opportunity to engage in a variety of specialist and research elective modules specific to one's research area. Finally, starting the PhD journey with PhD students across a range of disciplines has developed a sense of community amongst our sPhD cohort that has sustained throughout the programme".

Department of Psychology

The Department of Psychology is a leading centre of psychological research and learning that advances knowledge and addresses contemporary social issues. It provides excellent research opportunities at PhD level, based on the expertise of its staff, combined with a student-centred and supportive environment. You can look forward to quality supervision by academics who are also world-class researchers. PhD students are invited to attend research discussions and interact with a range of staff, including visiting international academics, research fellows as well as other PhD students, and have access to state of the art research facilities in a young and dynamic department. The Department is home to the Centre for Social Issues Research which facilitates impactful collaborations between NGO partners and many PhD student projects. It also offers students in terms of writing for publication, research proposal incubation and peer reviewing experience.

Our research groupings are:

- **Social Psychology**
- **Clinical and Health Psychology**

Areas of PhD supervisory expertise within Psychology:

Caregiver Health; Citizenship and National Identity in Ireland; Cognition and Psychopathology; Culture & Wellbeing; Emotion, Motivation, and Cognition; Gender and Intersexuality; Heroism; Masculinity; Minorities and Majority Intergroup Prejudice in National Contexts; Mood Disorders, Anxiety, Trauma; Perceptions and Consequences of Whistleblowing; Psychological Analysis of Contemporary Social Issues; Psychological Well-Being and Distress in Marginalized Social Groups; Psychosocial Factors in Physiological Responses to Stress; Stigma and Psychological, Physical and Social Health; Stress, Self-Regulation and Subjective Wellbeing; Social Inclusion and Well-being Aspects of Immigration and Homelessness; Social Cognition, Decision Making & Existential Psychology; Social Identity, Social Influence and Prosocial Behaviour; Social identity and the Experience of Trauma; Stress, Social Support, Relationships and Health; Theoretical and Empirical Analyses of Political Engagement.

Sample Route for PhD in Psychology

Year	Autumn	ECTs	Spring	ECTs	Summer	ECTs
1	Core module: Introduction to Postgraduate Research (ES8021)*	6	Core module:		Core module: Research Integrity (ES8002)**	3
	Research Methods: Advanced Analysis in Psychology 1 (PS6051)	6				
2	Core module: Entering the Academic Community (ES8003)	3	Research Methods: Qualitative Research Methods in Psychology (PS6042)	6		
	Elective: Social Influence & Attitude Change (PS6071)	6				
1-4	Research Project					270
	Generic & Transferable Skills module: Postgraduate School Workshops & Professional Portfolio (ES8014)					12

*Offered in both spring and autumn semesters depending on point of entry

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Robert M. MacRory-Crowley
Structured PhD
in Psychology

"I have greatly enjoyed my experiences on the sPhD. Moving to the programme after completing the Psychology Department's MA, the organised learning environment facilitated by the programme's structured elements dispelled my initial doubts about coping with the PhD's work demands. This process was further supported by my supervisors' balance between steady guidance and encouraging personal autonomy; resulting in strong self-direction and professional growth. The continuous professional development opportunities provided by UL have also encouraged self-directed learning, with workshops on research skills applicable within academia and the private sector. Furthermore, cooperation with other sPhD students and departments created a friendly and helpful atmosphere, which not only facilitated research, but also encouraged engagement and networking at conferences. Although the programme presented significant challenges, it also provided the tools to overcome them and supported my growth into an effective researcher, with the confidence, skills and focus to complete practical and influential research."

School of Allied Health



The School of Allied Health, incorporating the professions of Nutrition & Dietetics, Occupational Therapy, Physiotherapy and Speech and Language Therapy is a vibrant school within the Faculty of Education and Health Sciences. The school has an active research profile across a wide range of areas. It provides excellent research opportunities at PhD level through supportive supervisors and a student centred approach. The integrated nature of the department allows for interdisciplinary research opportunities. Recent areaing of research across the school provides excellent opportunities for mentorship and support to new researchers.

The research groupings are:

HEALTH SERVICES RESEARCH

- Health Services Delivery
- Health Services Education
- Social Science Informed Analysis of Allied Health

POPULATION HEALTH

- Long Term Conditions
- Musculoskeletal Disorders
- Acquired Neurological Conditions Integrated Research
- Speech, Language and Communication Needs

Areas of PhD supervisory expertise within the School of Allied Health:

HEALTH SERVICES RESEARCH

Health Services Delivery

Collaborative health research with and about healthcare partners, includes person-oriented healthcare, inclusive healthcare, treatment benefit and burden, clinical and shared decision making, human rights in healthcare, sustainable health and social care systems and implementation science

Health Services Education

Innovative health education including clinical performance assessment, models of student placement, novel educators and inter-professional learning.

Social Science Informed Analysis of Allied Health

Social science theories and methodologies addressing contemporary healthcare practice, questions, debates and dilemmas; foundational relationships between allied health professionals and their enduring legacy, history of the use of occupation as therapy from the mid-19th Century onwards, service users experiences of occupational therapy and the role of gender in occupational and vocational experiences.

POPULATION HEALTH

Long-term Conditions

Long-term and chronic illnesses focusing on physical, metabolic and mental health including depression and anxiety, exercise and physical activity, health behaviour change, assistive technology, multi-morbidity, nutrition and diet, sleep, interventions to promote movement and well-being including dietary patterns, walking and dance.

Musculoskeletal Disorders

Includes low back pain and arthritis, exploring the biological and psychosocial aspects of MSDs, injury surveillance and ultrasound imaging.

Acquired Neurological Conditions Integrated Research

Neurological conditions and their sequelae not limited to but including Parkinsons Disease, Paediatric Neurological Conditions, Motor Neuron Disease, Multiple Sclerosis, Stroke, Traumatic Brain Injury, falls prevention and dysphagia.

School-Aged Language Speech, Language and Communication Needs

Best outcomes for children with SLCN particularly at school-age, collaborative co-designed service delivery models, assessment, profiling, curriculum-relevant and peer-mediated intervention development, understanding intervention mechanisms and development of Interprofessional Education between relevant professions.

Sample Route for PhD in School of Allied Health

Year	Autumn	ECTs	Spring	ECTs	Summer	ECTs
1	Core module: Introduction to Postgraduate Research (ES8021)*	6	Core module: Research Integrity (ES8002)**	3		
	Research Methods: Enquiry in Healthcare 1 (CT4001)	6				
2	Core module: Entering the Academic Community (ES8003)	3	Elective: Evidence Based Practice (PY5021)	12		
1-4	Research Project					270
	Generic & Transferable Skills module: Postgraduate School Workshops & Professional Portfolio (ES8014)					12

*Offered in both spring and autumn semesters depending on point of entry

**Offered in summer semester as flexible option particularly for part-time candidates



Amy Connery

Structured Masters by Research School of Allied Health

"I am currently completing the Structured Masters by Research programme within the School of Allied Health. I am enjoying the structured nature of the programme, as it facilitates interactions with researchers in other schools within the Faculty of Education and Health Sciences. The programme allows the opportunity to select a number of research and specialist modules from across the university based on an individual's specific learning needs and interests. These modules provide knowledge and skills which support completion of your own research thesis. Some of the modules have an online learning component. This is an advantage to me, as I am working full-time as a Speech and Language Therapist. My supervisors' expert knowledge and encouragement facilitates my learning and ensures I am reaching my research goals. They also direct me towards useful conferences and networking opportunities. What is particularly useful about this programme is the opportunity to progress to the Structured PhD programme, if you so wish. The modules completed for the Structured Masters by Research are modules also required for the sPhD, so credits can be accumulated and used for the sPhD programme. Overall, my experience of this programme thus far has been very positive, and it has provided me with increased knowledge, skills and competencies within the field of research."

School of Education



The School of Education has expertise in a distinctive combination of disciplines including Education, Psychology, Psychotherapy, Counselling and Sociology. The department strives to promote the professional development of teachers and others at both undergraduate and postgraduate level. The Research Centre for Education and Professional Practice (RCEPP) was established in the department in 2009 and aims to advance the well-being of children, young people and adults in Ireland through research and the dissemination of knowledge, which will inform policy and practice.

The School has emerged as a leading provider of structured and professional doctorate programmes in the University of Limerick. The School has Doctoral Students on various Doctoral Programmes which include: (traditional pathway; PhD by publication; & the SPhD)

Areas of PhD supervisory expertise within the School Of Education:

Teaching, Learning and Assessment

Critical pedagogy, androgyny, subject specific learning, motivation, mentoring, use of ICT and assessment.

Psychology and Health Education

Educational & Guidance Counselling, Integrative Psychotherapy, Learning/behavioural difficulties and Health Promotion.

Teacher Education and Professional Practice(s)

Pre-service and in-service education, induction, clinical placements, teaching practice, mentoring and CPD.

Science and Technology Education

Digital media literacy, science and technology.

Curriculum, Development, Evaluation and Leadership

Institutional reform, curriculum reform, leadership, policy documents, evaluating practice and education law.

Globalisation and Diversity Education

Shifting demographic trends, class & gender, cultural change, inter-cultural education, citizenship, Educate Together and integrated education.

Sample Route for PhD in School of Education

Year	Autumn	ECTs	Spring	ECTs	Summer	ECTs
1	Core module: Introduction to Postgraduate Research [ES8021]*	6	Core module: Research Integrity [ES8002]**	3		
	Elective: Independent Learning Module [ES8011]	6	Research Methods: Contemporary Issues in Teaching Learning and Assessment [EN7022]	6		
2	Core module: Entering the Academic Community [ES8003]	3	Research Methods: Advanced Research Methods 1: Research Design [EN7021]	6		
1-4	Research Project					270
	Generic & Transferable Skills module: Postgraduate School Workshops & Professional Portfolio [ES8014]					12

*Offered in both spring and autumn semesters depending on point of entry

**Offered in summer semester as flexible option particularly for part-time candidates



Lorna Barry
Structured PhD
in Education

"My experience on the sPhD has been a positive one thus far. I have really enjoyed engaging in the many workshops and professional development courses on offer by the University, and feel that these have greatly enhanced my academic skills. I find the community in UL so supportive, and my supervisors have given me great guidance whilst completing my first year. I particularly enjoy the structured element to this PhD, as the process of completing PhD studies can be very isolating. Having this structured component facilitates communication, collaboration and networking across faculties for my peers and I. This has helped us to form a community of peer support, which has been invaluable at times. Overall, my experiences on the sPhD have been the right mix of challenge and enjoyment."



Programme of Study

Stage One: (Years 1&2):

In addition to beginning their supervised research project students will take the following taught modules:

- **Core modules are; Introduction to Postgraduate Research, Research Integrity and Entering the Academic Community.**
- **Research Methods modules; these may be chosen from a range of research modules within the faculty. The sample routes provided in this brochure contain recommended research methods modules as a guide.**
- **Elective modules; these are chosen from the range of postgraduate modules across the university. The sample routes provided in this brochure contain recommended elective modules as a guide.**
- **The taught components are usually completed within the first two years of the programme. Part-time PhD candidates usually complete the modules with in the first three years with up to an additional two years provided to complete the Research Project.**

Stage Two: (Years 3&4):

In addition to completing their supervised research project students will take the following level 10 module for 12ECTs:

- **Postgraduate School Workshops & Professional Portfolio. Candidates submit the portfolio at stage (2) of the programme following completion of the taught components at stage (1).**

Entrance Requirements

Applicants will be expected to hold an Honours degree (minimum 2.2) or equivalent in a discipline appropriate to their area of research.

- **Minimum of 3 years' full-time professional practice or equivalent in an educational setting or related interdisciplinary area.**
- **Normally hold a Master's degree or a minimum of a 2:2 Honours degree, a Higher Diploma, or a Postgraduate Diploma in Education or a cognate discipline.**
- **Other qualifications may be considered under the University regulations.**

English Language Entry Requirements

- **Applicants whose first language is not English must provide evidence of either prior successful completion of a degree qualification taught through the medium of English or meet the criteria below (no longer than two years prior to application):**
- **IELTS – Minimum score of 6.5 with no less than 6.0 in any one component.**

Application Procedure

Applicants in the first instance must discuss their application with their potential supervisor. Where a potential supervisor is not identified applicants will need to complete an Expression of Interest form and a Research Proposal. For guidance on the process of submitting a research proposal and identifying appropriate supervision please contact ehssphd@ul.ie at the initial stage of enquiry.

Postgraduate application forms can be obtained from www.graduateschool.ul.ie or contact

Postgraduate Admissions Office

Graduate School

Foundation Building

University of Limerick

Completed Applications are submitted via Postgraduate Admissions:

Email: Postgradadmissions@ul.ie

Tel: +353 61 234377

Fax: +353 61 233287

Closing Date: Applications can be made throughout the year with two annual entry points:

- **Autumn Entry Point: Latest date for applications 27th August each academic year**
- **Spring Entry Point: Latest date for applications 19th December each academic year**

Fees

For up-to-date information regarding fees please contact the Fees Office www.ul.ie/fees

Structured Research Programmes

The Faculty of Education & Health Sciences also offer the Structured Masters by Research Programme. The programme was designed to fit with the Structured PhD and offers successful candidates the option to transfer to the sPhD route. Whilst structured programmes are the default mode of postgraduate research study, the traditional route will be facilitated for those whom the structured route is not appropriate or possible.

The Structured PhD Programme Content Comprises:

Core Modules	Module Code	Credits Awarded	Academic Year – Semester
Introduction to Postgraduate Research Level 9	ES8021	6 credits	Year 1 Semester One / Two
Research integrity Level 9	ES8002	3 credits	Year 1 Semester Two / Summer
Entering the academic community Level 9	ES8003	3 credits	Year 2 Semester One
PG School Workshops & Professional portfolio Level 10	ES8014	12 credits	To be completed by Year 4 Semester One
Research & Electives		Total Credits	
Research methods level 8/9*		6 -12 credits	Years 1- 2
Specialist modules level 8/9**		6 -12 credits	Years 1- 2
		Research Thesis 270 Credits	
Total credits		312	

Core modules are represented in **BOLD** and can be taken in a particular semester contingent on point of entry.

*Existing modules within the EHS Faculty / Intra-faculty modules ** Existing University modules

Part time students normally complete the taught modules within three years with an extended period of up to two years granted for the research project and the professional portfolio.

Course Content

The taught core modules are "Introduction to Postgraduate Research", "Research integrity" and "Entering the academic community." Students will take 6-12 credits of Research Methods modules and 6-12 credits worth of Specialist modules from the suite of existing faculty modules. Students will also complete a research project.

Exemptions for non-core taught modules may be awarded on review of application. Students who hold a Master's degree recognised by the University of Limerick (either a taught or a research Masters) will be able to apply for exemptions for up to 6 ECTS of the research methods credits and up to 6 ECTS of the specialist module credits; a maximum of 12/18 of the elective credits. No exemptions will be offered for the Core credits except for candidates who have completed the Structured Masters by Research Programme within the Faculty of Education & Health Sciences.

Contact

Initial Enquiries: EHSSPHD@ul.ie

Phone: +353 61 202651

<http://www.ul.ie/>

The Structured Masters by Research Programme Content Comprises:

Core Modules	Module Code	Credits Awarded	Academic Year – Semester
Introduction to Postgraduate Research Level 9	ES8021	6 credits	Year 1 Semester One / Two
Research integrity Level 9	ES8002	3 credits	Year 1 Semester Two / Summer
Entering the academic community Level 9	ES8003	3 credits	Year 2 Semester One
Research & Electives		Total Credits	
Research methods level 8/9*		6 -12 credits	Years 1-2
Specialist modules level 8/9**		6 -12 credits	Years 1-2
		Research Thesis 150 Credits	
Total credits		180	

Core modules are represented in **BOLD** and can be taken in a particular semester contingent on point of entry.

*Existing modules within the EHS Faculty / Intra-faculty modules ** Existing University modules

Part-time students normally complete the taught modules over two years with an extended period of one year to complete the Master's thesis. Transfer to sPhD must occur on or prior to month 18 of the Masters.

Course Content

The taught core modules are "Introduction to Postgraduate Research", "Research integrity" and "Entering the academic community." Students will take 6-12 credits worth of Research Methods modules and 6-12 credits worth of Specialist modules from the suite of existing faculty modules. Students will also complete a research project.

Applicants who hold either a postgraduate certificate / diploma will be eligible to apply for exemptions up to a maximum of 12 credits from the specialist modules. There are no exemptions from the core modules.

Application Procedures:

The procedure for submitting applications is similar to that of the Structured PhD Programme (see page 15).

Entry Requirements:

An appropriate Master's degree or equivalent recognised by the University of Limerick. An honours primary bachelor's degree or equivalent (minimum 2.2). Candidates with an equivalent qualification and a period of appropriate professional experience may also be considered for this programme. English Language requirements are similar to that of the sPhD Programme (see page 15).

Contact

Initial Enquiries: EHSStructuredmasters@ul.ie

Phone: +353 61 202651

<http://www.ul.ie/>



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