



NUI Galway  
OÉ Gaillimh

Adult Learning and Professional Development

# Student Handbook



Dear Adult Learner

Welcome to the beginning of the academic year at the Centre for Adult Learning and Professional Development, NUI Galway. I hope the year brings you experiences that will enhance your personal and professional development.

For many of you, distance learning may be a new experience. Our aim is to provide you with a supportive environment in which you can pursue your distance learning studies. Our staff offer support and assistance that aim to make your studies personally enjoyable and intellectually stimulating.

The purpose of the Student Handbook is to provide you with information on the requirements of your participation in your chosen course of study. While it strives to provide essential information, it cannot be completely comprehensive. Please do not hesitate to contact our staff if you have any questions.

May I wish you every success in your studies. I hope that the combined efforts of you, the student, and our staff will ensure the success of your goals and aspirations for your studies.

Dr. Anne Walsh  
Academic Co-ordinator  
**Adult Training and Education Studies**

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## 1 Introduction

Your course of study is a modular based course which is delivered, assessed and certified by the National University of Ireland, Galway. The course is delivered using a blended learning approach. This includes self-study, tutor led workshops and online learning activities.

We pledge to provide a supportive structure through which you can successfully pursue your studies. The student handbook aims to provide information on the many aspects involved in your course of study. It informs you about contact information, course structure and requirements, workshop attendance, assignment requirements, student supports and services.

## 2 Contact Information

Name	Telephone/Email
<b>Adult Training and Education Studies,</b> Centre for Adult Learning and Professional Development, NUI Galway, Nuns' Island, Galway	091 494055 <a href="mailto:trainingeducation@nuigalway.ie">trainingeducation@nuigalway.ie</a>
<b>Foundation Diplomas</b> Berna Morgan	091 494055 <a href="mailto:berna.morgan@nuigalway.ie">berna.morgan@nuigalway.ie</a>
<b>Certificate and Diploma in Employee Assistance and Social Support</b> Pauline Dillon	091 494059 <a href="mailto:pauline.dillon@nuigalway.ie">pauline.dillon@nuigalway.ie</a>
<b>Certificate in Training and Education</b> Year 1 - Edel Molloy	091 494058 <a href="mailto:edel.molloy@nuigalway.ie">edel.molloy@nuigalway.ie</a>
<b>Diploma in Arts (Training and Education)</b> Year 2 - Pauline Dillon	091 494059 <a href="mailto:pauline.dillon@nuigalway.ie">pauline.dillon@nuigalway.ie</a>
<b>Bachelor of Arts (Training and Education)</b> Year 3 - Phil Gilmore	091 494060 <a href="mailto:phil.gilmore@nuigalway.ie">phil.gilmore@nuigalway.ie</a>
<b>Bachelor of Arts (Training and Education)</b> Year 4 - Berna Morgan	091 494055 <a href="mailto:berna.morgan@nuigalway.ie">berna.morgan@nuigalway.ie</a>
<b>Professional Diploma in Education (Further Education)</b> Edel Molloy	091 494058 <a href="mailto:edel.molloy@nuigalway.ie">edel.molloy@nuigalway.ie</a>
<b>MSc in Leadership Development</b> Berna Morgan	091 494055 <a href="mailto:berna.morgan@nuigalway.ie">berna.morgan@nuigalway.ie</a>
<b>MA in Adult Learning &amp; Development/ MA in Adult Learning &amp; Teaching / Accounts</b> Tara Prendeville	091 494061 (am only) <a href="mailto:tara.prendeville@nuigalway.ie">tara.prendeville@nuigalway.ie</a>
<b>Postgraduate Certificate in TEFL</b> Marie Morrissey	091 493898 <a href="mailto:marie.morrissey@nuigalway.ie">marie.morrissey@nuigalway.ie</a>
<b>Tutor Support Line</b> Weds/Thurs/Fri: 9:30am-12:30pm, 2:30pm-4:30pm	091 494065

### 3 Courses

Courses comprise a number of modules and awards. Course modules are allocated either 5 or 10 ECTS (European Credit Transfer and Accumulation System). Awards are made at Level 7, 8 and 9 of the National Framework of Qualifications (NFQ). Table 1 provides an overview of the undergraduate course modules, awards, NFQ Levels and ECTS. Table 2 provides an overview of the postgraduate course modules, awards, NFQ Levels and ECTS.

#### 3.1 Undergraduate Courses

**Table 1: Undergraduate Courses**

Courses	Modules	NFQ Level	ECTS
<b>Foundation Diplomas</b>			
1. Training and Education	Learning – Essential Trainer Skills	7	10
2. Skills for Professional Development	Skills for Professional Development	7	10
3. Training and Education	Essential Trainer Skills (Sports Coaching)	7	10
4. Assessment Theory and Practice	Assessment Theory and Practice	7	10
<b>Total Credits for Foundation Diploma</b>			<b>10</b>
<b>Certificate in Advanced Trainer Skills</b>			
<b>Certificate in Advanced Trainer Skills</b>	<ul style="list-style-type: none"> <li>• Coaching and Mentoring</li> <li>• Skills for Professional Development</li> </ul>	7	10 5
<b>Total Credits for Certificate in Advanced Trainer Skills</b>			<b>15</b>
<b>Employee Assistance and Social Support</b>			
<b>Certificate in Employee Assistance and Social Support – Year 1</b>	<ul style="list-style-type: none"> <li>• Individual Help in the Employee Assistance Process</li> <li>• Employee Assistance: Origins, Principles and Organisation</li> <li>• Problem Management and Creativity</li> <li>• Negotiations and Negotiation Skills</li> <li>• The Legal and Policy Framework of EAP</li> <li>• Work-based Project</li> </ul>	7	10 5 5 5 10 10
<b>Total Credits for Certificate (Year 1)</b>			<b>45</b>
<b>Diploma in Employee Assistance and Social Support – Year 2</b>	<ul style="list-style-type: none"> <li>• Responding to Substance Misuse in the Workplace</li> <li>• Introduction to Research in the Social Sciences</li> <li>• Depression and Common Mental Disorders in EAP</li> <li>• Employee Assistance: Psychological Trauma</li> <li>• Employee Assistance: Bullying and Harassment</li> <li>• Work Based Project</li> </ul>	7	10 5 10 5 5 10
<b>Total Credits for Certificate and Diploma (Year 1 &amp; Year 2)</b>			<b>90</b>

**Table 1** (continued)

Courses	Modules	NFQ Level	ECTS
<b>Bachelor of Arts (Training and Education)</b>			
<b>Certificate in Training and Education – Year 1</b>	• Introduction to Learning	7	5
	• Learning – Essential Trainer Skills		10
	• The Individual Learner		5
	• Learning in Groups		10
	• The Learning Process		5
	• Skills for Professional Development		10
<b>Total Credits for Certificate in Arts (Training and Education)</b>			<b>45</b>
<b>Diploma in Arts (Training and Education) – Year 2</b>	• The Assessment of Learning	7/8	5
	• Management of Training and Education		10
	• Course Design		10
	• Course Delivery		5
	• Introduction to Research in the Social Sciences		5
	• Work-based Project		10
<b>Total Credits for Diploma in Arts (Training and Education) – Years 1 &amp; 2</b>			<b>90</b>
<b>Bachelor of Arts (Training and Education) – Year 3</b>	<i>Includes core and optional modules</i>		
	• Understanding Communities	8	5
	• Critical Thinking		10
	• Social Science: Research Methods		5
	• Project Planning, Management and Innovation		5
	• Lifelong Learning: Contemporary Policy and Practice		5
	• The Virtual Learning Environment		10
• Work-based Project	10		
<b>Bachelor of Arts (Training and Education) – Year 4</b>	• Organisational Management: Human Resources	8	10
	• Management of Innovation		10
	• The Political and Social Context of Education		10
	• Coaching for Improved Performance		10
	• Quality Assurance: Monitoring, Evaluation Assessment		10
	• Research Project		15
	<b>Total Credits for Bachelor of Arts (Training and Education)</b>		
<b>NOTE:</b> Course Modules are subject to change			

For further information on the courses visit the website at:

[www.nuigalway.ie/adultlearning](http://www.nuigalway.ie/adultlearning)

For further information on credits and award levels, visit the Quality and

Qualifications Ireland (QQI) website at: [www.qqi.ie](http://www.qqi.ie)

## 3.2 Postgraduate Courses

**Table 2: Postgraduate Courses**

Courses	Modules	NFQ Level	ECTS
<b>Professional Diploma in Education (Further Education)</b>			
Year 1	<ul style="list-style-type: none"> <li>Teaching Practice and Learning Methods</li> <li>Programme Design, Development and Assessment</li> <li>Psychology of Learning: Theories and Concepts</li> </ul>	8	10 10 10
Year 2	<ul style="list-style-type: none"> <li>Professional Teaching Practice</li> <li>Quality Assurance: Monitoring and Evaluation</li> <li>The Learning Society: Context, Structure and Policy</li> </ul>	8	15 5 10
<b>Total Credits for Professional Diploma in Education (Further Education)</b>			<b>60</b>
<b>MA in Adult Learning and Teaching</b>			
Year 3	<ul style="list-style-type: none"> <li>Social Science Research</li> <li>Management and Leadership in Training &amp; Education</li> <li>Online Learning Design</li> <li>Dissertation</li> </ul>	9	10 10 10 30
<b>Total Credits for MA in Adult Learning and Teaching</b>			<b>60</b>
<b>Postgraduate Diploma in Leadership Development (options for progression exist)</b>			
Year 1	<ul style="list-style-type: none"> <li>Management Skills</li> <li>Effective Leadership</li> <li>Leading Organisational Change</li> <li>Critical Thinking for Leaders</li> </ul>	9	10 5 10 5
Year 2	<ul style="list-style-type: none"> <li>Leading and Managing Strategically</li> <li>Business Negotiations</li> <li>Performance Management</li> <li>The Ethical Leader</li> </ul>	9	10 5 10 5
<b>Total Credits for Postgraduate Diploma in Leadership Development</b>			<b>60</b>
<b>MSc in Leadership Development</b>			
Year 3	<ul style="list-style-type: none"> <li>Dissertation</li> </ul>	9	30
<b>Total Credits for MSc in Leadership Development</b>			<b>90</b>
<b>Master of Arts in Adult Learning and Development</b>			
Year 1	<ul style="list-style-type: none"> <li>Human Resource Development and Training for Work</li> <li>The Psychology of Adult Learning and Development</li> <li>Adult Learning Theories and Concepts</li> <li>Teaching and Learning Online</li> <li>Lifelong Learning: Concepts, Context and Issues</li> <li>Social Science Research</li> </ul>	9	5 10 5 5 10 10



**Table 2 (continued)**

<b>Courses</b>	<b>Modules</b>	<b>NFQ Level</b>	<b>ECTS</b>
<b>Master of Arts in Adult Learning and Development (continued)</b>			
Year 2 ( <i>includes electives</i> )	<ul style="list-style-type: none"> <li>• Learning and the Individual</li> <li>• Management and Leadership in Training and Education</li> <li>• Online Learning Design</li> <li>• Dissertation</li> </ul>	9	5 10 10 30
<b>Total Credits Master of Arts in Adult Learning and Development</b>			<b>90</b>
<b>Postgraduate Diploma in Adult Learning and Development</b>			
Year 1 & Year 2	Modules same as MA above, excluding Dissertation 30 ECTS.	9	60
<b>Total Credits Postgraduate Diploma in Adult Learning and Development</b>			<b>60</b>
<b>Postgraduate Certificate in Teaching English as a Foreign Language (TEFL)</b>			
Year 1	<ul style="list-style-type: none"> <li>• Methodology and Approaches in Teaching English as a Foreign Language</li> <li>• Linguistics, Language Analysis and Language Learning</li> <li>• Teaching Practice, Micro Teaching and Portfolio Development</li> </ul>	9	10 10 10
<b>Total Credits Postgraduate Certificate in TEFL</b>			<b>30</b>
<b>NOTE: Course Modules are subject to change</b>			

### **Garda Vetting Requirements**

NUI Galway offers a number of courses that require students to undertake placements with external agencies, which will bring them into contact with the public and in which they will assume positions of trust. In such cases students are subject to Garda Vetting policy requirements as detailed on the NUI Galway Garda Vetting/Police Clearance website.

The Professional Diploma in Education (Further Education) requires students to complete a teaching placement in Year 2 of the course, and consequently requires students to adhere to Garda Vetting requirements. In line with the Garda Vetting process, applicants to the PDE(FE) are required to disclose any relevant conviction/s.

Applicants who have been offered and accepted a place on the PDE(FE) are sent a Garda Vetting Form with instructions for completion of the form. The documentation highlights for applicants the importance of full disclosure. The forms must be returned to the Authorised Signatory within two weeks of receipt.

Where a student fails to provide the required documentation, the Admissions Office will issue a reminder to the student by SMS or e-mail

requesting that the documentation is returned within a designated period. If the student fails to return the documentation within the specified timeframe, the Dean of the relevant College is notified and a further reminder is issued by the Admissions Office. If the required documentation has not been submitted by the students within 2 weeks of this second reminder he/she is liable to have her/his registration cancelled. A student whose registration is cancelled will be notified by registered letter to her/his home address.

In the event where applicants do not meet the Garda Vetting requirements of the University, registration on such courses may be subject to cancellation. If information relating to a conviction is not given or is given in an incomplete form, the University reserves the right at any stage (including after an offer of a place has been made, or after registration) to reject the application or, where applicable, withdraw the offer or cancel the registration. Students on the PDE(FE) who acquire a conviction during their course of study are required to notify the Authorised Signatory of that conviction and will be subject to the provisions of this Policy.

## **4 Student ID Card**

When you register as a student in NUI Galway, you will be issued with a student card. Your Student ID (along with your unique PIN) allows you to register, get exam results and access the Blackboard Learning Management System and the NUI Galway Library. When accessing campus services or presenting for examination, you will be asked to produce your Student ID.

You are advised to safeguard your card; there is a fee for a replacement ID card.

## **5 Managing your Study Time**

Completing a course of study takes time, commitment and effort. Planning your studies helps to organise your time and moderate your commitment. This section outlines techniques that you may find useful in planning and managing your studies. In particular the section outlines:

- Time management techniques
- Study session planning

## 5.1 Time management techniques

Managing your time so that you can allocate dedicated periods for study in the midst of personal and professional responsibilities helps you balance your various activities and helps you achieve the requirements of your course of study.

The first stage in managing your study is to determine how much time you can commit to your study (see section 5.4 re course workload). Keeping in mind all your activities, make a realistic estimate of how much time you can dedicate to study. Some people like to or are able to dedicate entire days to their studies, for others, spreading their studies across a number of days is more effective. Once you have made this estimation, you will need to manage your study time efficiently. You can do this by:

- Committing to specific periods of study; daily, weekly and monthly periods
- Identifying your pace of work; identifying how much time it takes you to complete study tasks
- Planning the study sessions; daily, weekly and monthly plans
- Setting priorities for your time; identify urgent, essential and non-essential activities in a priority-setting list of activities
- Working backwards from deadlines to set study schedules
- Preparing for unforeseen events that may disrupt your study schedule

## 5.2 Planning your study session

Planning individual study sessions will help you get the most from the sessions. You can optimise your study sessions by:

- Setting realistic targets for your study session; what can you reasonably expect to achieve during the session?
- Setting mini-goals to break the study session into short manageable study periods
- Developing questions for the session; what questions do you hope to have answered on completion of the session? You can do this by using the 5WH mnemonic:
  - What: what is the nub of the question you are studying?
  - Where: where did it happen? Where can you apply new learning? (e.g. I can apply my new learning 'in...')
  - When: when did it happen? When can you use your new learning? (e.g. I can use my new learning 'during...')

- Why: why did it happen? Why is it or might it be important? (e.g. it is important 'because...')
- Who: who was involved? Who is or might be affected by it?
- How: how did it happen? How are you going to research it? (e.g. I intend to investigate the problem 'by...')
- Surveying the reading materials to get a sense of what you need to study. Scan the table of contents, the introduction and the learning outcomes for the module.
- Reading specific units and sections of the course text, completing the activities and the progress checks if included.
- Engaging in active learning through the completion of module learning activities, reflecting on your learning and applying new learning to experiences. Don't rely solely on what you read to answer questions: draw on the wealth of knowledge you have from your own life experiences
- Highlighting key points that seem especially noteworthy
- Drawing on your experience to help you understand new ideas and concepts
- Reflecting on what you have studied and learned in a learning journal; you can use the 5WH questions to help you structure your learning reflections. Write a rough draft; don't worry about 'getting it right' at this point. You can revise later.

*Other suggestions that can help:*

- Find a suitable place to study; a comfortable, well-ventilated room, warm and well-lit.
- Study when you are fresh; pick a time of day that suits you best.
- Take frequent breaks; have some refreshments or take a stretch at least every hour.

Refer to your Introduction to Learning module for further information.

### 5.3 How others can help

While study can be an isolating activity, you are encouraged to seek the support of others as you pursue your course of study. You can for example:

- Form a study group with other participants. Share progress and experience with the other members of your group.
- Talk about the course; discuss the course with colleagues and friends. For example, make a point of discussing course contents at coffee breaks.
- Get family support; involve your family. Remember, this course is a big time commitment. Help them to understand this is part of your life.
- Make the best use of any available support; contact your Course Coordinator (p.1) or the Support Tutor to seek help on problems you may have.
- Get others to read your drafts; they may have helpful comments regarding your assignments or projects. Because you are so close to the work, you can miss problems that another person will easily spot.
- Work closely with those who help you most; avoid the pessimists!

### 5.4 Course workload

Expected course workloads are determined by the European Credit and Accumulation and Transfer System (ECTS) weighting of each module. ECTS was developed as a way of harmonising the credit system of educational courses across Europe. ECTS is based on the workload students need to achieve expected learning outcomes. Workload refers to the time students typically need to complete learning activities. Within the ECTS structure, student workload has been somewhat standardised, with each credit expecting 20 hours of student learning activity. Thus a 10 credit module typically requires 200 hours of learning activity.

Each module consists of a module text (printed or online) which students need to work through in their private study time. This is supplemented by classroom activity, online activity and assessment tasks. In the case of part-time students who are working full-time in the discipline they are studying, integration of new learning into work-related activities can be included in student workload hours. This means that when you integrate new knowledge and skills into your professional work, it is regarded as part of your course workload. Table 2 provides indications as to the workload of the formal requirements of course modules.

**Table 2: Module Workload**

<b>Module ECTS</b>	<b>10</b>	<b>5</b>
Approximate module self-study workload (in hours)	60	30
Approximate workshop activities workload (in hours)	16	8
Approximate online contributions workload (in hours)	12	9
Approximate assignment completion workload (in hours)	22	16
Approximate learning review journal completion workload (in hours)	10	5
Remaining workload is expected to comprise integration of formal learning and professional topic related activity (in hours)	80	32
Total expected workload per module (in hours)	200	100
<b>NOTE:</b> <i>These workload allocations are approximate only; they should not be interpreted as recommended times. Individual workloads will vary.</i>		

## 5.5 Recommended reading

Cottrell, S. (2008) *The study skills handbook*. 3<sup>rd</sup> edn. Hampshire, UK: Palgrave Macmillan.

Talbot, C. (2007) *Studying at a distance: a guide for students*. 2<sup>nd</sup> edn. Berkshire, UK: Open University Press.

## 6 Workshops

Workshops are a central feature of the course and are organised throughout the academic cycle.

Each module of the course has an associated workshop session. Workshops are facilitated by experienced tutors and focus on learning activities that help you explore knowledge and skills that you learned about in your module text.

This section outlines:

- Workshop attendance requirements
- Workshop activities
- Workshop etiquette

## 6.1 Workshop attendance requirements: Undergraduate Courses

Attendance at workshops is an NUI Galway requirement for undergraduate course completion. In general, each 10 ECTS module requires attendance at a two-day workshop; each 5 ECTS module requires attendance at a one-day workshop. In addition, some courses require attendance at a 1 day orientation. Table 3 provides an overview of workshop allocations.

**Table 3: Undergraduate Workshop Allocation**

Courses	Modules	ECTS	Workshop
<b>Foundation Diplomas</b>			
1. Training and Education	Learning – Essential Trainer Skills	10	4 days
2. Skills for Professional Development	Skills for Professional Development	10	4 days
3. Training and Education	Essential Trainer Skills (Sports Coaching)	10	4 days
4. Assessment Theory and Practice	Assessment Theory and Practice	10	4 days
<b>Certificate in Advanced Trainer Skills</b>			
<b>Certificate in Advanced Trainer Skills</b>	• Coaching and Mentoring	10	2 days
	• Skills for Professional Development	5	2 days
<b>Employee Assistance and Social Support</b>			
<b>Certificate in Employee Assistance and Social Support – Year 1</b>	• Individual Help in the Employee Assistance Process	10	2 days
	• Employee Assistance: Origins, Principles and Organisation	5	1 day
	• Problem Management and Creativity	5	1 day
	• Negotiations and Negotiation Skills	5	1 day
	• The Legal and Policy Framework of EAP	10	2 days
	• Work-based Project	10	2 days
	<b>Diploma in Employee Assistance and Social Support – Year 2</b>	• Responding to Substance Misuse in the Workplace	10
• Introduction to Research in the Social Sciences		5	1 day
• Depression and Common Mental Disorders in EAP		10	2 days
• Employee Assistance: Psychological Trauma		5	1 day
• Employee Assistance: Bullying and Harassment		5	1 day
• Work Based Project		10	2 days

**Table 3 (continued)**

Courses	Modules	ECTS	Workshop
<b>Bachelor of Arts (Training and Education)</b>			
<b>Certificate in Training and Education – Year 1</b>	• Introduction to Learning/Orientation	5	2 days
	• Learning – Essential Trainer Skills	10	2 days
	• The Individual Learner	5	1 day
	• Learning in Groups	10	2 days
	• The Learning Process	5	1 day
	• Skills for Professional Development	10	1 day
<b>Diploma in Arts (Training and Education) – Year 2</b>	• The Assessment of Learning	5	1 day
	• Management of Training and Education	10	2 days
	• Course Design	10	2 days
	• Course Delivery	5	2 days
	• Introduction to Research in the Social Sciences	5	1 day
	• Work-based Project	10	1 day
<b>Bachelor of Arts (Training and Education) – Year 3</b>	<i>Includes core and optional modules</i>		
	• Critical Thinking	10	2 days
	• Social Science: Research Methods	5	1 day
	• Project Planning, Management and Innovation	5	1 day
	• Understanding Communities	5	1 day
	• Lifelong Learning: Contemporary Policy and Practice	5	1 day
	• The Virtual Learning Environment	10	1 day
	• Work-based Project	10	1 day
<b>Bachelor of Arts (Training and Education) – Year 4</b>	<i>Includes core and optional modules</i>		
	• Organisational Management: Human Resources	10	2 days
		10	1 day
	• Management of Innovation		
	• The Political and Social Context of Education	10	2 days
		10	1 day
	• Coaching for Improved Performance		
	• Quality Assurance: Monitoring, Evaluation Assessment	10	1 day
		15	1 day
• Research Project			
<b>NOTE: Workshop allocations are subject to change</b>			

## 6.2 Workshop attendance requirements: Postgraduate Courses

### 6.2.1 Professional Diploma in Education (Further Education)

Attendance at workshops is an NUI Galway requirement for completion of the Professional Diploma in Education (Further Education) and the MA in Adult Learning and Teaching. In general, each 10 ECTS module requires attendance at a two-day workshop; each 5 ECTS module requires attendance at a one-day workshop. In addition, the course requires attendance at a 1 day orientation and a 1 day professional stance workshop. Table 4 provides an overview of workshop allocations.



**Table 4: Professional Diploma in Education (Further Education) Workshop Allocation**

Course	Modules	ECTS	Workshop
<b>Professional Diploma in Education (Further Education) – Year 1</b>	• Teaching Practice and Learning Methods	10	2 days
	• Programme Design, Development and Assessment	10	2 days
	• Psychology of Learning: Theories and Concepts	10	2 days
<b>Professional Diploma in Education (Further Education) – Year 2</b>	• Professional Teaching Practice	15	2 days
	• Quality Assurance: Monitoring and Evaluation	5	2 days
	• The Learning Society: Context, Structure and Policy	10	2 days
<b>MA in Adult Learning and Teaching</b>	• Social Science Research	10	2 days
	• Management and Leadership in Training & Education	10	2 days
	• Online Learning Design	10	1 day
	• Dissertation	30	3 days
<b>NOTE:</b> <i>Workshop allocations are subject to change</i>			

### 6.2.2 Postgraduate Diploma in Leadership Development

Attendance at workshops is an NUI Galway requirement for completion of the Postgraduate Diploma and MSc in Leadership Development. In general, each 10 ECTS module requires attendance at a two-day workshop; each 5 ECTS module requires attendance at a one-day workshop.

**Table 5: Postgraduate Diploma in Leadership Development Workshop Allocation**

Course	Modules	ECTS	Workshop
<b>Postgraduate Diploma in Leadership Development – Year 1</b>	• Management Skills	10	2 days
	• Effective Leadership	5	1 day
	• Leading Organisational Change	10	2 days
	• Critical Thinking for Leaders	5	1 day
<b>Postgraduate Diploma in Leadership Development - Year 2</b>	• Leading and Managing Strategically	10	2 days
	• Business Negotiations	5	1 day
	• Performance Management	10	2 days
	• The Ethical Leader	5	1 day
<b>Msc in Leadership Development</b>	• Dissertation	30	3 days
<b>NOTE:</b> <i>Workshop allocations are subject to change</i>			

### 6.2.3 Postgraduate Diploma and Master of Arts in Adult Learning and Development Workshop Allocation

Attendance at all workshops is not a requirement for completion of the Postgraduate Diploma in Adult Learning and Development or the MA in Adult Learning and Development. Please inform your Course Coordinator (p.1) if you are unable to attend a module workshop.

In general, each 10 ECTS module involves attendance at a two-day workshop; each 5 ECTS module involves attendance at a one-day workshop. In addition, Year 1 students attend a 1 day orientation. Table 5 provides an overview of workshop allocations.

**Table 6: Postgraduate Diploma and Master of Arts in Adult Learning and Development Workshop Allocation**

Course	Modules	ECTS	Workshop
<b>Postgraduate Diploma in Adult Learning and Development</b>	• Human Resource Development and Training for Work	5	1 day
	• The Psychology of Adult Learning and Development	10	2 days
<b>AND</b>	• Adult Learning Theories and Concepts	5	1 day
<b>MA in Adult Learning and Development – Year 1</b>	• Teaching and Learning Online	5	1 day
	• Lifelong Learning: Concepts, Context and Issues	10	2 days
	• Social Science Research	10	2 days
<b>– Year 2</b> <i>(includes electives)</i>	• Learning and the Individual	5	1 day
	• Management and Leadership in Training and Education	10	2 days
	• Online Learning Design	5	1 day
	• Dissertation (MA only)	30	1 day
<b>NOTE:</b> <i>Workshop allocations are subject to change</i>			

### 6.2.4 Postgraduate Certificate in Teaching English as a Foreign Language (TEFL)

Attendance and teaching practice requirements include:

- Attendance: a minimum of 120 hours of classroom-based learning (typically 2 evenings per week)
- Teaching Observation: minimum of 6 hours, 6 classes at a minimum of 2 different levels
- Teaching Practice: 6 hours supervised, observed and assessed

### 6.3 Compensatory requirements

To comply with University academic standards, distance learning courses must adhere to student workload requirements. Workload includes self-study, workshop attendance, assignment completion and in the case of part-time students, experiential integration of learning. In the case of courses with mandatory attendance requirements, students are obliged to attend all scheduled workshops. However, in the event of a student being unable to attend a workshop or part of a workshop because of extenuating circumstances, a process whereby the student can compensate for the failure to meet workshop attendance requirements has been put in place.

An application to fulfil attendance requirements by compensation must be submitted outlining the reasons for inability to fulfil requirements. Requests for consideration must be genuine and must include written evidence to support the request. Following a successful application, the compensation process will be put in place.

A compensatory assignment is only allowed in the case of one missed workshop. If you miss more than one workshop, you will be deemed to have failed the attendance requirements of the course. You will be required to attend the missed workshop in the following academic year. Graduation from the year of study will be delayed accordingly.

### 6.4 Workshop activities

Workshops are designed to include learning activities that facilitate further exploration and understanding of ideas and concepts that you learned about in your private study of the course modules. Experienced tutors facilitate lectures, discussions and group work designed to present additional information and understanding in ways that assist your engagement with course material. You are encouraged to draw on practical experience and to apply new learning to work related situations and contexts. Participation in group learning activities enhances the learning process.

In addition to the more formal aspects of workshops, course workshops provide opportunities to meet fellow students, to compare experiences and to develop study and professional networks.

To gain maximum value from workshops activities, it is essential that you have read the module prior to attendance.

**You are expected to have studied relevant course modules and completed pre-workshop online activities before attending workshops. Workshops only form part of your study responsibilities of a module. Not all contents of module texts will be covered in workshops. You are expected to complete study of the module in your own time.**

## 6.5 Workshop etiquette

You are expected to arrive on time for workshops. Workshops start at 9.15 am. and close at 5.15 pm. You are required to sign an attendance sheet for each day of workshops attended. If you are late for a workshop or if you leave a workshop early, you will be required to complete a Workshop Withdrawal Form.

During workshops, you are expected to:

- Treat tutors with dignity and respect
- Treat other students with dignity and respect
- Switch off/silence mobile phones
- Participate in group activities
- Participate in discussions
- Keep discussion to topic
- Complete the workshop

**NOTE:** You can read the NUI Galway student code of practice at: [www.nuigalway.ie/codeofconduct/](http://www.nuigalway.ie/codeofconduct/)

## 7 Assignments

Each module requires completion of assignments. Assignments relate to material covered in course modules and consist of varied activities including:

- a 'written' assignment
- online contributions
- learning review journals
- recorded activity (DVD)
- research project
- PowerPoint presentation
- written examinations
- self-reflection and feedback dialogue

These assignments emphasise the practical application of new knowledge and skills. Depending on the year of study you are enrolled for, you are required to complete between three and six written assignments over the course of the year, as well as a project proposal and research project or portfolio.

Do not complete written assignments until after the relevant workshop. You will have opportunities to discuss the assignment with the workshop tutor.

You are given four weeks to complete a written assignment for a major module (10 ECTS) and three weeks in which to complete a written assignment for a minor module (5ECTS). The submission dates are available on Blackboard.

**Note that all assignment activities must be submitted by the due date. See submission details later in this Handbook.**

You should follow all assignment guidelines given to you. It is essential that you confirm the declaration of academic honesty (available on Blackboard) with all written assignments.

All assignments, project proposal and other requirements, in addition to the project itself, must be submitted through Blackboard by the due date. For assignments requiring DVDs and a written assignment, submit the written portion through Blackboard. Submit DVDs according to instructions provided on assignment brief.

**Students should keep a copy of all work submitted to the university (including DVDs).**

## **7.1 Preparing your written assignments**

Over the course of the academic year, you will be required to submit a significant amount of assignment work. Assignment guidelines will explain what you are expected to consider when completing and submitting your assignment.

### **7.1.1 Clarify the task**

Before you start researching and planning your assignment, you need to ensure that you know exactly what is required of you. To do this, carefully read the Assignment Brief a few times, identify the *academic key words*, further instructions and the word count given for the assignment. The academic key words (for example, discuss, critically assess) indicate the approach expected in the assignment. Further instructions could indicate the context in which you need to apply the action indicated by the academic key words. For example, you might be asked to “*Assess the value of performance management in your own organisation*”. The word count will guide you as to the level of detail required in the assignment. (*The Study Skills Handbook* by Stella Cottrell includes a comprehensive list of academic keywords).

### **7.1.2 Structuring your assignments**

Your assignments should be structured along particular guidelines. While individual assignment guidelines may differ in some aspects, the general structure of assignments should adhere to the following guidelines:

- **Title page**: – see Box 1 for example of the title page format
- **Table of contents** (essays generally do not have a table of contents, reports do)
- **Glossary** – if applicable, where you explain technical language or concepts that are specific to your topic.

- **Acronyms** – if applicable, where you explain acronyms used in your submission.
- **Introduction:** the introduction should explain what the report or essay is going to do:
  - Describe the topic or question that you are writing about. Give some relevant background and explain why the topic is worth writing about
  - Explain the purpose of the report or essay. The purpose of the report or essay should reflect the assignment task. For example, if you are asked to ‘discuss’ elements or aspect of training, the purpose of the report or essay should reflect this. If you are writing an essay, this segment should state the thesis statement of the essay.
  - Explain the scope of the report or essay. This means explaining the issues about the topic that will be included in your report or essay.
  - Provide a plan of development. This means providing a brief overview of how you intend to set out your report or essay. The plan of development is like a prose version of the table of contents.

The introduction should have a word count of between 5% and 10% of the total word count requirements of the assignment.

- **Main Body:** the main body of the assignment is where you develop the elements or aspects of the topic that you mentioned in the introduction. It is the most important element of the assignment. Keep in mind the assignment requirements and guidelines. Ensure that you cover all required elements. The main body should:
  - Tackle the assignment topic in a logical and coherent way
  - Use headings to set out the elements of the topic and to signpost what is to come
  - Be structured into paragraphs that deal with one main point and that reflect headings
  - Be clear and coherent; do not rely on the assessor to decide if you have addressed all required areas of the assignment brief.
- **Conclusion:** the conclusion draws together the main points that your assignment has developed. Link the conclusion to the purpose (or thesis statement) of the essay or report to develop one general conclusion, pointing out its significance. Never introduce new material into the conclusion.

- **Reference List or Bibliography:** list all the sources that you consulted in the preparation of your assignment. Entries should be listed in alphabetical order and should be formatted according to the Harvard style (see referencing later in these guidelines).
- **Appendix:** this is where you include any extra material that you have referred to in the report or essay. Do not include any material that you have not referred to in the report or essay.

When completing your assignment, keep in mind that marks are awarded for content and presentation.

### Box 1: Example of Title Page

<p><b>Name of Course of Study</b>  <b>Title of Module</b>  <b>Title of Assignment</b></p>	
<p><b>Your Name</b>  <b>Your organisation (if any)</b>  <b>Student ID</b></p>	
<p><b>Name of Course Coordinator</b></p>	<p><b>Date</b></p>

### 7.1.3 Practical tips for completing your assignments

- All reports must be typed in a 12 point font and double-spaced.
- Use an easy to read font style such as Times New Roman or Arial.
- Use regular type (not bold or italics) except for circumstances as described below. In general bold type and italics should be used sparingly.
- Use bold type for headings.
- Use italics when naming the title of a publication or Latin abbreviations such as *et al.* Italics can also be used in a heading style. [The Harvard referencing format has its own specific rules about using italics].

- All direct quotations must be clearly identified.
- Use single quotation marks for direct quotations that are included as part of a sentence [e.g. Denscombe (2007, p. 247) suggests that analysing research data involves 'the search for things that lie behind the surface content of the data.']. In general, you can include a direct quotation within a sentence like this when the quotation is less than 20 words.
- For a longer direct quotation, you need to set the text apart from your text. Use a smaller font and indent the quotation. See the section on Referencing in this guide for an example of inserting a long quotation.
- Direct quotations from literature sources should be carefully selected and should be used sparingly. If essential, they must be integrated into your text to show linkage and relevance.
- Avoid starting a new section on the bottom one-third of a page.
- Include page numbers on the bottom centre of each page (except for the title page – no number). Use small Roman numerals for the preliminary pages. Restart numbering so that the first page of the Introduction is page number 1.
- Edit your work before sending it in. Leave yourself time to go back over it, correcting any mistakes and aiming to make it clear and well written.

## **7.2 Word count and submission dates**

Practical issues to consider when completing and submitting your assignments include:

- Word count recommendations
- Assignment due dates

### **7.2.1 Word count recommendations**

Ensure that your assignment is within the allotted word count. Workload for all module assessment (incl. online activities, Learning Review Journals (LRJ), written assignment and written examinations) follow guidelines:

- Undergraduate students:
  - 5 ECTS: 2,500 – 3,500 words
  - 10 ECTS: 4,500 – 5,500 words



- Postgraduate students:
  - 5 ECTS: 3,500 – 4,000 words
  - 10 ECTS: 5,500 – 6,500 words

All assignments must comply with word count limits (typically +/- 20%, but see assignments briefs for specific limits). The word count includes all words from the beginning of the Introduction to the end of the Conclusion. The word count of preliminary pages, Reference List and Appendices should not be included in the word count.

***Penalties will be imposed as follows:***

Word count over upper limit by up to 10%	deduct 5 marks
Word count below lower limit by up to 10%	deduct 5 marks
Word count over upper limit by 10-20%	deduct 10 marks
Word count below lower limit by 10-20%	deduct 10 marks
Word count over upper over limit by more than 20%	deduct 15 marks
Word count below lower limit by more than 20%	deduct 15 marks

**The assessor may stop reading your assignment at the point where the word count is exceeded; you will then be graded on the basis of what has been assessed to that point.**

**7.2.2 Submission dates**

Ensure that you submit your assignment through Blackboard before 5.00 pm on or before the due date.

**Note:** Do not submit a hardcopy of your assignment, electronic copy only.

All components of module assessment must be submitted by the due date. Outstanding components will render the total assignment late.

Ensure that your name, course, date and assignment title are included on all elements of your assignment including DVDs, reports, appendices, and attachments. All components (with the exception of the DVD) should be contained within one document labelled with the assignment title. You should include your Student ID number on all pages of your assignment.

**7.2.3 Late assignments**

All assignments must be submitted by the due date attached to each module. If this is not adhered to, the assignment will be deemed late. Assignments that fail (without formal extension or approval) to meet the end-of-year submission deadline will not be presented at the Summer examination board. In such cases, late submissions will be presented to the Autumn examination boards. Students submitting to the Autumn

Board will be deemed to be absent from the Summer board and to have failed the first sitting.

### 7.3 Deferral to Autumn Board

In exceptional circumstances, and at its discretion, the College of Arts, Social Sciences, and Celtic Studies considers applications for the deferral of examinations, where grounds of ill-health, bereavement or other extraordinary circumstances can be established to the satisfaction of the College. In cases where deferrals are granted, student work in the relevant modules will be submitted to the Autumn Board.

Deferrals may only be granted by the Dean of the College of Arts, Social Sciences, and Celtic Studies or his agents. An application is made by completing the appropriate form.

- Application for deferral of a module must be submitted before the deadline date for the Module in question or within 5 days after that deadline.
- Applications for deferral of written exams must be submitted before the examination date or within 5 days after the examination date.

Students granted a deferral by the Dean of the College in a module will not be deemed to have failed the Summer sitting and will not be liable for the resubmit fee to the Autumn Board for that module. However where a student has a deferral in some but not all modules and is submitting work to the Autumn board in modules for which there is no deferral, the Autumn fee will apply.

**NOTE:** The examinations office at NUI Galway imposes a fee for submissions that fail to meet the requirements for the Summer examination board. Failing the requirements may be as a result of late submission, failure to submit or a requirement to resubmit. When submissions are not presented at the Summer examinations boards and therefore must be presented at the Autumn examination board, a late fee must be paid by the student. Non-payment of fee/non-return of form will result in Repeat Results being withheld.

**NOTE:** It is essential that you contact your Course Coordinator (p.1) promptly when circumstances prevent you from completing your assignments on time. Contact your tutor before the submission deadline if you wish to request a formal extension. Contact your Course Coordinator (p.1) regarding a deferral. **Late requests for extensions or deferrals will not be accepted.**

### ***Late submission penalties***

The university reserves the right to cap late assignments. Assignments that are submitted late without an approved extension will be subject to penalties according to the following scale:

Late by up to and including 7 calendar days	deduct 10% of marks awarded
Late by 8 to 14 calendar days	deduct 15% of marks awarded
Late by 15 to 21 calendar days	deduct 20% of marks awarded
Late by more than 21 calendar days	deduct 30% of marks awarded

## **7.4 Assessment of assignments**

Your assignments are assessed by tutors who provide written feedback on submissions. Assessors aim to provide feedback within four to six weeks of submission. Broadly, assessment aims to measure the extent to which you have achieved defined learning outcomes.

Assignment assessors are looking for:

- Assignments that are well written, using a formal style of writing
- Assignments that are well presented
- Evidence of your familiarity with course material
- Evidence of your ability to meet assignment criteria as indicated in the assignment guidelines
- Demonstration of your grasp of topics and issues identified in assignment guidelines
- Evidence of your ability to relate theory to practical issues in training and/or education
- Demonstration of analytical skills in which you discuss relationships between different elements of an issue or problem
- Evidence of your ability to draw on relevant sources of information to support your points
- Presentation of your points in a well-organised and logical manner
- Assignments that stick to the assignment brief, that do not go off the point and that do not repeat the same ideas in different words
- Use of the Harvard referencing style to acknowledge material used in the completion of your assignment

Content marks are awarded for:

- Showing that you understand the issues raised in the assignment brief
- Demonstrating your ability to relate theory to practice
- Making good general topic related points, supported by evidence from your reading and from practical examples

- Providing a clear, coherent discussion: a well argued assignment
- Demonstrating analytical ability: ability to view things from different perspectives, ability to see relationships between different elements of the topic and ability to form sensible conclusions based on evidence

Presentation marks are awarded for:

- A neat, well organised assignment
- Appropriate use of language
- Correct grammar, spelling, punctuation, sentence structure, paragraph structure
- Logical arrangement of ideas, presented in sections
- Table of Contents for assignments that have more than five pages and that have sections (such as reports)
- A proper title page: the title of the assignment should be located about 1/3 of the way down the page, your name, year of the course you are completing and date of submission should be included on the title page (see Box 1).
- A comprehensive Introduction, stating the topic of the assignment, the purpose of the assignment, the scope and limitations of your treatment of the topic and outline of how the assignment is organised
- A comprehensive Conclusion drawing together the main points from the assignment; no new material should be introduced in the conclusion
- Reference List and in-text citations, correctly formatted in the Harvard Referencing Style; the Reference List should document all material you have referenced while completing the assignment: material such as course modules, books, journal articles and websites

Assignments may receive a poor grade or may not achieve a passing grade if they are assessed as demonstrating inadequate knowledge or skills. Reasons for poor grading include:

- Not addressing some elements of the assignment brief (leaving out parts of the assignment)
- Making unsupported points: that is making bald statements with no evidence either from practical examples or from reading materials (properly referenced)
- Plagiarism (see section on Academic Honesty)
- Poorly referenced material: no references to support your points, or show where you got your information (see section on Referencing)
- Ranting and raving
- Vagueness

- Very long rambling paragraphs or sentences which make little or no sense
- Assignments presented like a set of notes, lists or bullet points without proper sentences
- Assignments composed mainly of sentences quoted from the course manual or some other sources, with insufficient original student thought in them
- Assignments that repeat the same ideas in different words

## 8 Online Support and Contributions

Online support and contributions are managed by NUI Galway's Blackboard Learning System.

This section provides an overview of:

- NUI Galway's Blackboard Learning System
- Online contribution requirements

### 8.1 Blackboard Learning System

All students who have registered with NUI Galway and who have settled their course fees will have automatic access to the Blackboard Learning System.

This includes:

- Access to course information, course announcements, course materials, course assignments, general notifications
- Access to assignment submission utility
- Access to utilities such as blogs, discussion groups and wikis
- Access to NUI Galway's library catalogue and electronic resources
- Access to your unique NUI Galway email account

You need your Student ID number and your unique PIN to access Blackboard.

You can log into Blackboard by going to [www.nuigalway.ie/blackboard](http://www.nuigalway.ie/blackboard) and using your student ID and PIN.

NUI Galway has prepared guides on accessing and using Blackboard. They are available at: [www.nuigalway.ie/blackboard/](http://www.nuigalway.ie/blackboard/)

**It is your responsibility as an NUI Galway student to regularly access Blackboard and to regularly access your email account in order to keep up to date with:**

- Course announcements
- Course materials
- Assignment requirements
- Assignment submission dates
- Assignment feedback and mark
- Email communications (emails will not be sent to personal email addresses)
- Additional material added by the tutor

**NOTE:** All assignment feedback is communicated to you through the Grade Centre on Blackboard.

## **8.2 Resolving Technical Difficulties**

Should you experience difficulties with your NUI Galway email (e.g. password) or access and use of Blackboard you need to contact the ISS service desk. To do this access the Blackboard login page and (a) read any system announcements, (b) click on ISS service desk if the system announcement do not address your difficulty.

## **8.3 Online contribution requirements**

Online contributions and activities are a compulsory component of course assessment processes.

To fulfil online contribution requirements you are required to submit contributions through blogs, discussion fora or wikis through Blackboard.

- A blog is an online log or diary used for comments, opinions and personal reflections on a particular topic.
- A discussion forum allows asynchronous online discussion of a topic in which participants post a discussion contribution and others respond.
- A wiki is a tool for collaborative writing in which participants post information to develop an information resource.
- Blackboard Collaborate is an online virtual classroom that allows synchronous discussions.

Details about the specific type of contribution and activity along with clear guidelines will be posted on Blackboard for each course module. In addition, module tutors will provide guidance and advice.

### **Example of Online Blog Guidelines**

You are asked to contribute to a blog on Course Delivery in which you draw on ideas and content from the course module you are studying, illustrate with relevant personal experience and support with relevant content from a web resource. Your blog should not exceed 350 words.

### **Example of Online Blog Contribution**

The aspect of course delivery I have selected to discuss is group learning activities and their role on promoting active learning. One of the arguments in the course module suggests that trainers must strive to 'break the learner out of the traditional passive role, and become an active learner' (NUI Galway, 2006, p. 91). In principle all training must be focused on helping learners to learn. They must have the opportunity to construct meaning for their learning.

Having read Race's (2007) *The Lecturer's Toolkit*, I believe that his five interrelated principles offer to provide a robust background for the overall aims of active learning.

- Wanting to learn
- Needing to have relevance to learning
- Doing provides active learning opportunities
- Digesting helps students making sense of their learning
- Feedback provides comments that clarify, encourage assimilation and help transfer of knowledge

I think of group learning activities as instructor led in which learners are organised to collaborate on the exploration of issues and problems related to a particular topic. I have used this approach in my training activities and believe it fulfils Race's (2007) five principles to motivate trainees to participate in learning, to bring relevance to their learning, to get trainees to become active in their learning, to help them make sense of their learning and to allow opportunities for instructor feedback when necessary.

Moon (2009) provides useful tips on making groups work through the principles of academic assertiveness. Even though Moon's works refers to higher education, ideas can be used in many education and training environments. Moon contends that group work is one way of developing academic assertiveness through the use of activities that encourage critical thinking and analysis and that challenge the learner. She provides 'scenarios' that may be used in learning activities to encourage discussion. Combined with Race's principles of motivating learners, these learning activities provide opportunities for active learning within the context of effective course delivery.

### **Reference List**

Moon, J. (2009) Making groups work. Available at:  
<http://escalate.ac.uk/downloads/5413.pdf> (Accessed 20/6/2010).

NUI Galway (2006) *Course delivery*. Galway: NUI Galway

Race, P. (2007) *The lecturer's toolkit: a practical guide to assessment, learning and teaching*. 3<sup>rd</sup> ed. Oxon, UK: Routledge.

Points to consider when making online contributions:

- Keep your writing friendly and informal – this means writing as you speak. Using ‘I’ is acceptable practice.
- Remember your netiquette – this means engaging in acceptable writing practices such as: 1) referencing all sources; 2) avoiding injecting insult, irony, cynicism or ranting into your writing.
- Reflect your opinions of the topic, what you have learned from the relevant module and what personal experience you feel illustrates the point you are making
- Integrate literature that you are reading outside of the module; this may be from a web resource that you feel is useful to your understanding of the point you are making
- Share your resources with fellow students – this means including a list of references

#### **8.4 Assessment of online contributions**

Online contributions will be assessed on general criteria such as:

- Coherence of contribution – ability to convey key points within the word count limitations
- Number of contributions – ability to meet online contribution guidelines
- Communication – ability to use clear and appropriate language, to present a coherent point of view, to support points with illustrations from personal experience and to document consulted sources of information
- Understanding of subject matter – evidence that the learner understands the subject matter being discussed
- Engagement – evidence of the learner’s ability to engage with other students’ contributions
- Reading – evidence that the learner has read course material and has consulted resources outside of the course module
- Learning and reflective thinking – evidence that the learner has learned from completing the online contribution

Specific criteria will be listed on Blackboard.



## 9 Reflective Learning Journals

Completing reflective learning journals is a compulsory part of the course. You will be asked to submit work based on your journal as part of written assignments. Marks will be awarded for this work.

Essentially a reflective learning journal documents your learning journey. It allows you to actively engage with the material you are studying. You can use it to record:

- Key points or insights that you gain as you work through the material in the module
- Points you found interesting
- Questions that arise as you work through material
- Points you agree/disagree with
- Links to learning gained in previous sections or modules studied
- Feelings you experience
- Previous experiences relating to the material you are studying
- Research you might like to conduct around the topic you are studying
- The process you followed in completing course work. What worked well? What hindered your work?
- Your thoughts about the above points. This means that you also need to use your journal to explore and resolve thoughts/feelings/difficulties you might experience while completing modules.

Points to consider when completing your learning review journal:

- You should work through and apply the stages of Kolb's learning cycle
- Make regular entries into the journal
- Keep the writing style fairly formal, but you may use the personal 'I'
- Date each entry
- Use the 5WH mnemonic to help stimulate your thinking and interaction with the work
- Organise the entries into points
- Be specific about content/thoughts/feelings you are grappling with
- Your writing should contain very little description; the event/incident you are writing about requires only brief description.
- The focus of your writing should be on exploring *what, why, where, how*. You thus adopt a more analytical approach.

See Box 2 for sample format for a DRAFT Reflective Learning Journal. When completing the Reflective Journal for your assignment you will be given specific guidelines and prompts. However you can use the points in your DRAFT journal to complete the assignment journal.

## Box 2: DRAFT Reflective Learning Journal

<b>Date</b>	<b>Tuesday, 22 September</b>
Description of event	The Learning Process Module: Worked through section on Individual Differences (Learning Styles)
What did I learn?	<ul style="list-style-type: none"> <li>• People have different learning styles and engage in different ways with the material they are studying/the learning event. Think I tend to be more of an activist according to Honey and Mumford/Kolb.</li> <li>• Gardner's Multiple Intelligence broadens whole concept of IQ.</li> <li>• Am "morning" learner (Hartley)</li> </ul>
How and where can I use this now? In the future?	<ul style="list-style-type: none"> <li>• Need to do more research on my own learning style. Knowing more about my style could help me make better use of study time.</li> <li>• Observe differences in course participants on next course; how can I facilitate different learning styles in the classroom?</li> <li>• Could be interesting topic to research.</li> </ul>
How do I feel about this? Why?	<ul style="list-style-type: none"> <li>• Fascinated by the concept of individual differences. Had never given it much thought, although I was aware of trainees responding differently especially when given group tasks. Some groups 'just get on with it' while others always want more instructions.</li> <li>• Perhaps my difficulty/dislike of the reflective journal process links in to my activist learning style. Find the reflective process quite difficult.</li> </ul>
What could I do differently?	<ul style="list-style-type: none"> <li>• Be more aware of how I engage in my learning.</li> <li>• Look at how I can develop my reflective learning style.</li> <li>• Try and develop different ways of helping trainees engage in learning</li> </ul>
Notes/Question/For follow up	<ul style="list-style-type: none"> <li>• Are there any Learning Style Questionnaires available for free on the web?</li> <li>• Could I use these with my trainees?</li> </ul>

**Note:** Remember the sample format above is an example of a working DRAFT Reflective Journal. Your final journal will be discursive and will follow assignment guidelines.

### 9.1 Assessment of reflective learning journals

Reflective learning journals will be assessed on general criteria such as:

- Coherence of contribution – evidence of reflective analysis
- Communication – evidence of clarity and good observation in presenting and reflecting on learning

- Understanding of subject matter – evidence of deep approach to subject matter
- Engagement – evidence of critical and creative thinking, of thoroughness of reflection and of a willingness to revise ideas in the face of new information
- Reading – evidence that the learner has read course material and has consulted resources outside of the course module
- Learning and reflective thinking – evidence that the learner has learned from completing the reflective journal.

Specific criteria will be listed on Blackboard and/or in the assignment brief

## 9.2 Assessment: Feedback Dialogue

Feedback dialogue is a way of doing feedback that sees learners and tutors actively co-engaged in the feedback process. It allows you to self-assess your assignment and reflect on the feedback you receive from the tutor. The goal of this approach is to help you:

- Develop your understanding of the purpose and value of feedback
- Judge your own work through self-assessment
- See feedback as something you can use rather than something than is imposed on you
- Develop self-regulation skills in terms of your academic work
- Relate the impact of feedback to current and future modules
- Strengthen your capacity to monitor your academic performance
- Develop your critical thinking and analytical skills
- Generate plans that will improve your learning achievements

Self-assessment is based on five aspects of your assignment:

- **Knowledge and Comprehension:** how well have you demonstrated your knowledge of the module? For example, if discussing a theory or principle have you demonstrated an excellent, good or adequate understanding? Does your discussion indicate a detailed and thorough knowledge or just a basic grasp of knowledge? Are you using technical terms and the language of the topic correctly? In addition to the assessment criteria, consult the Sample Grade Descriptors (detailed later) in the Student Handbook to help this aspect of your self-assessment.
- **Application, Analysis, Argument:** how well have you applied your knowledge to the task set? Is your analysis of issues insightful or underdeveloped? Have you gathered sufficient information from your module and wider reading to provide a balanced argument?

Is your critique biased? Have you reasoned your argument? Are your opinions well-supported? Is your argument convincing? Is your argument logical? Your module, *Introduction to Learning*, and the Blackboard module, *Skills4Study*, provide really useful information that will help your self-assessment on this aspect.

- **Structure:** have you included a title page for your assignment (see the Student Handbook for guidelines)? How comprehensive is the introduction? Does it include the key elements of an informative introduction? How well have you drawn together the main findings or insights gleaned from your discussion of the task set in a conclusion? What do they all mean? How well have you interpreted them to make recommendations?
- **Referencing:** how well have you adhered to referencing practices? Are you using the Harvard referencing system? Have you included references for all paraphrasing and direct quotations? Have you formatted direct quotations correctly? Have you used direct quotations sparingly, if not why? How well have you formatted your reference list? Is the formatting of your in-text references and your reference list consistent? Are all of your in-text references included in your reference list? Have you referenced every source cited? Is there any reason why Turnitin should find similarities between your assignment text and text in the Turnitin database?
- **Presentation & Format:** how well have you adhered to font style and line spacing guidelines? Is your writing style clear? Are sentences complete? Have you used punctuation in a way that allows fluid reading? Does your submission have long rambling sentences or are they short and succinct? A good general rule of thumb is to keep sentences between 20 and 40 words long. Longer sentences should be punctuated appropriately. Is there a logical flow to your paragraphs? Have you used the mnemonic PEAR to help structure your paragraphs (see *Introduction to Learning*)? Have you explained unusual terms? Have you refrained from using jargon/slang, colloquialism/cliché (e.g. 24/7, cool, awesome, dogs on the street, money doesn't grow on trees, up the walls)? Have you paid attention to grammar (they did - NOT, they done; I did - NOT, I done). Overall, is your assignment easy to read, does it follow a logical path and draw logical conclusions?

Full details of the Feedback Dialogue process will be provided by Module Tutors.

## 10 End-of-Year Research Project

Your course of study might require you to complete an end-of-year research project or a dissertation. Details of the specific requirements for each year of study will be provided at research project workshops. BA Year 3 & 4 students and MA students should refer to the *Research Project Guidelines* booklet for comprehensive guidelines on their research projects.

There are general considerations that are important for successful completion of your research project:

- The topic chosen must have relevance to your course of study; in other words the topic you choose to research must address some aspect of the course you are studying
- The end-of-year project is an opportunity for you to apply what you have learned to a problem or issue in your workplace
- Choose a topic that is of interest to you; you will be spending a significant amount of time on the project, so you will want to select a topic that you find appealing
- Choose a topic, issue or problem that offers to be useful for yourself, your professional practice and your organisation
- Choose a research approach that is feasible and practical; can you complete the project within the time constraints?
- Choose a topic that extends your knowledge; for example, a topic that offers to solve a problem or to develop a new training practice or procedure

## 11 Examinations

Where formal examinations form part of assessment, you will be given specific information about the examinations. Details of the dates of the examinations will be clarified early in the academic year. All examinations will be held in a Galway venue.

Refer to Examination Techniques Guidelines on Blackboard for guidelines on preparing for and tackling written examinations.

## 12 Marks and standards

The marking system for assignments, examinations and projects is as follows:

Percentage	Grade
70+	H1
60 – 69	H2.1
50 – 59	H2.2
45 – 49	H3
40 – 44	H3

**NOTE: You must achieve a passing grade in all assessment components of each module in order to successfully complete the module.**

### 12.1.1 Grade descriptors

Table 4 provides examples of grade descriptors. Please note that these descriptors provide a broad overview of grading bands; they are used for guidance only.

### 12.1.2 Re-submits

If the minimum standard of 40% is not achieved, you will be given the opportunity to re-submit the assignment one more time. The assessor will recommend changes, additions and alterations to you. **Resubmits may be capped at 40% (see Capping Regulations below).** A maximum of three weeks will be allowed for submission of resubmits. For each module, only one re-submit is permitted. If the re-submit fails to reach a passing grade, you will be asked to attend for an oral examination.

### 12.1.3 Capping Regulations

The following capping regulations were agreed by the University's Academic Standing Committee for repeat exams and assessments. Capping means that when students repeat their exams or assessments, the maximum mark they can be awarded is the pass mark for the module (i.e. 40%).

#### **Short Courses: Foundation Diplomas/Certificates**

- NOT capped

#### **BA in Training And Education**

- Year 1 (Certificate): repeats/resubmits NOT capped
- Year 2 (Diploma): repeats/resubmits capped at 40%
- Year 3: repeats/resubmits capped at 40%
- Year 4 (Degree): repeats/resubmits capped at 40%

**Diploma in Employee Assistance and Social Support**

- Year 1 (Certificate): repeats/resubmits NOT capped
- Year 2 (Diploma): repeats/resubmits capped at 40%

**Professional Diploma in Education (Further Education)**

- Year 1: repeats/resubmits capped at 40%
- Year 2: repeats/resubmits capped at 40%

**MA in Adult Learning and Teaching**

- Year 1: repeats/resubmits capped at 40%

**Postgraduate Certificate in TEFL**

- Year 1: repeats/resubmits capped at 40%

**MSC in Leadership Development**

- Year 1: repeats/resubmits capped at 40%
- Year 2 (Postgraduate Diploma): repeats/resubmits capped at 40%
- Year 3 (MSc): repeats/resubmits capped at 40%

**MA/Postgraduate Diploma in Adult Learning and Development**

- Year 1: repeats/resubmits capped at 40%
- Year 2: repeats/resubmits capped at 40%

**12.1.4 Failure to reach a passing grade**

If a student fails to reach a passing mark for a module, then the student will be required to repeat the module in the following year. A registration fee of 10% will apply. In addition, write-up fees will apply. The amount of the write-up fee will depend on the number and weightings of modules being retaken.

Your final degree award is calculated as follows:

- 30% of your overall mark in Third/pre-Final Year and 70% of your overall mark Final Year is used to calculate your degree award.

**Table 4: Sample Grade Descriptors**

Grade and Marks Band	Grade Criteria relevant to modules in 1 <sup>st</sup> Year and in the 2 <sup>nd</sup> Year of 4 year courses	Additional criteria more relevant to modules in the later course years including postgraduate courses
70 – 100	<p><b>Excellent:</b> A comprehensive, highly-structured, focused and concise response to the assessment tasks, consistently demonstrating some or all, as appropriate, of the following:</p> <ul style="list-style-type: none"> <li>• an extensive and detailed knowledge of the subject matter</li> <li>• a highly-developed ability to apply this knowledge to the task set</li> <li>• evidence of extensive background reading</li> <li>• clear, fluent, stimulating and original expression</li> <li>• excellent presentation (spelling, grammar, graphical) with minimal or no presentation errors</li> </ul>	<p>A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting;</p> <ul style="list-style-type: none"> <li>• a deep and broad knowledge and critical insight as well as extensive reading;</li> <li>• a critical and comprehensive appreciation of the relevant literature or theoretical, technical or professional framework</li> <li>• an exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis, amply supported by evidence, citation or quotation;</li> <li>• a highly-developed capacity for original, creative and logical thinking</li> </ul>
60 – 69	<p><b>Very Good:</b> A thorough and well-organised response to the assessment tasks, demonstrating some or all, as appropriate, of the following:</p> <ul style="list-style-type: none"> <li>• a broad knowledge of the subject matter</li> <li>• considerable strength in applying that knowledge to the task set</li> <li>• evidence of substantial background reading</li> <li>• clear and fluent expression</li> <li>• quality presentation with few presentation errors</li> </ul>	<p>A substantial engagement with the assessment task, demonstrating</p> <ul style="list-style-type: none"> <li>• a thorough familiarity with the relevant literature or theoretical, technical or professional framework</li> <li>• well-developed capacity to analyse issues, organise material, present arguments clearly and cogently well supported by evidence, citation or quotation;</li> <li>• some original insights and capacity for creative and logical thinking</li> </ul>
50 – 59	<p><b>Good:</b> An adequate and competent response to the assessment tasks, demonstrating some or all, as appropriate, of the following:</p> <ul style="list-style-type: none"> <li>• adequate but not complete knowledge of the subject matter</li> <li>• omission of some important subject matter or the appearance of several minor errors</li> <li>• capacity to apply knowledge appropriately to the task albeit with some errors</li> <li>• evidence of some background reading</li> <li>• clear expression with few areas of confusion</li> <li>• writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary</li> <li>• good presentation with some presentation errors</li> </ul>	<p>An intellectually competent and factually sound answer, marked by,</p> <ul style="list-style-type: none"> <li>• evidence of a reasonable familiarity with the relevant literature or theoretical, technical or professional framework</li> <li>• good developed arguments, but more statements of ideas, arguments or statements adequately but not well supported by evidence, citation or quotation</li> <li>• some critical awareness and analytical qualities</li> <li>• some evidence of capacity for original and logical thinking</li> </ul>



**Table 4** (continued)

Grade and Marks Band	Grade Criteria relevant to modules in 1 <sup>st</sup> Year and in the 2 <sup>nd</sup> Year of 4 year courses	Additional criteria more relevant to modules in the later course years
45 – 50	<p><b>Satisfactory:</b> An acceptable response to the assessment tasks with</p> <ul style="list-style-type: none"> <li>• basic grasp of subject matter, but somewhat lacking in focus and structure</li> <li>• main points covered but insufficient detail</li> <li>• some effort to apply knowledge to the task but only a basic capacity or understanding displayed</li> <li>• little or no evidence of background reading</li> <li>• several minor errors or one major error</li> <li>• satisfactory presentation with an acceptable level of presentation errors</li> </ul>	<p>An acceptable level of intellectual engagement with the assessment task showing</p> <ul style="list-style-type: none"> <li>• some familiarity with the relevant literature or theoretical, technical or professional framework</li> <li>• mostly statements of ideas, with limited development of argument</li> <li>• limited use of evidence, citation or quotation</li> <li>• limited critical awareness displayed</li> <li>• limited evidence of capacity for original and logical thinking</li> </ul>
40 – 44	<p><b>Acceptable:</b> The minimum acceptable standard of response to the assessment tasks which</p> <ul style="list-style-type: none"> <li>• shows a basic grasp of subject matter but may be poorly focussed or badly structured or contain irrelevant material</li> <li>• has one major error and some minor errors</li> <li>• demonstrates the capacity to complete only moderately difficult tasks related to the subject material</li> <li>• no evidence of background reading</li> <li>• displays the minimum acceptable standard of presentation (spelling, grammar, graphical)</li> </ul>	<p>The minimum acceptable level of intellectual engagement with the assessment task with</p> <ul style="list-style-type: none"> <li>• the minimum acceptable appreciation of the relevant literature or theoretical, technical or professional framework</li> <li>• ideas largely expressed as statements, with little or no developed or structured argument</li> <li>• minimum acceptable use of evidence, citation or quotation</li> <li>• little or no analysis or critical awareness displayed or is only partially successful</li> <li>• little or no demonstrated capacity for original and logical thinking</li> </ul>
35 - 39	<p><b>Marginal:</b> A response to the assessment tasks which fails to meet the minimum acceptable standards yet</p> <ul style="list-style-type: none"> <li>• engages with the subject matter or problem set, despite major deficiencies in structure, relevance or focus</li> <li>• has two major error and some minor errors</li> <li>• demonstrates the capacity to complete only part of, or the simpler elements of, the task</li> <li>• an incomplete or rushed answer e.g. the use of bullet points through part/all of answer</li> </ul>	<p>A factually sound answer with a partially successful, but not entirely acceptable, attempt to</p> <ul style="list-style-type: none"> <li>• integrate factual knowledge into a broader literature or theoretical, technical or professional framework</li> <li>• develop arguments</li> <li>• support ideas or arguments with evidence, citation or quotation</li> </ul>

**Table 4** (continued)

<b>Grade and Marks Band</b>	<b>Grade Criteria relevant to modules in 1<sup>st</sup> Year and in the 2<sup>nd</sup> Year of 4 year courses</b>	<b>Additional criteria more relevant to modules in the later course years</b>
<b>20 – 34</b>	<p><b>Unacceptable:</b> A response to the assessment tasks which is unacceptable, with</p> <ul style="list-style-type: none"> <li>• a failure to address the subject matter resulting in a largely irrelevant answer or material of marginal relevance predominating</li> <li>• a display of some knowledge of material relative to the question posed, but with very serious omissions/errors and/or major inaccuracies included in answer</li> <li>• solutions offered to a very limited portion of the problem set</li> <li>• an answer unacceptably incomplete (e.g. for lack of time)</li> <li>• a random and undisciplined development, layout or presentation</li> <li>• unacceptable standards of presentation, such as grammar, spelling or graphical presentation</li> </ul>	<p>An unacceptable level of intellectual engagement with the assessment task, with</p> <ul style="list-style-type: none"> <li>• no appreciation of the relevant literature or theoretical, technical or professional framework</li> <li>• no developed or structured argument</li> <li>• no use of evidence, citation or quotation</li> <li>• no analysis or critical awareness displayed or is only partially successful</li> <li>• no demonstrated capacity for original and logical thinking</li> </ul>
<b>0 – 19</b>	<p><b>Wholly unacceptable</b></p> <ul style="list-style-type: none"> <li>• complete failure to address the subject matter resulting in an entirely irrelevant answer</li> <li>• little or no knowledge displayed relative to the question posed</li> <li>• little or no solution offered for the problem set</li> </ul>	<p>No intellectual engagement with the assessment task</p>

## 12.2 Recommended reading

Cottrell, S. (2008) *The study skills handbook*. 3<sup>rd</sup> edn. Hampshire, UK: Palgrave Macmillan.

The author of this publication provides excellent advice on academic writing skills, strategies for developing your writing skills, completing projects, reports and essays.

Greetham, B (2008) *How to write better essays*. 2<sup>nd</sup> edn. Basingstoke, Hampshire, UK: Palgrave Macmillan.

Greetham provides excellent advice on the essay writing process

## 13 Withdrawal and Result Appeal

### 13.1 Withdrawal

Candidates who do not complete all course requirements in one academic year (such as attending a workshop, completing each assignment and course project) may request, in writing, to postpone completion and to carry forward marks following consultation and within a time frame agreed with the University. The University reserves the right to refuse this request.

Students who wish to apply for deferral to the next academic year must complete a Course Withdrawal form and return it to the Course Coordinator (p.1). Students who postpone completion to the next academic year will encounter a re-registration fee of 10% of the course fee. An additional 'writing up' fee may also be applied.

It is important that if you are in circumstances that prevent you from completing your studies that you contact the Course Coordinator (p.1) to discuss your options. Don't just 'drop out' of your course.

**If you are considering withdrawing from your course of study contact the Course Coordinator (p.1).**

### 13.2 Result appeal

There is a strict procedure regarding the appeal of results. If you wish to appeal your results after receipt of your final end-of-year results, you may do so in writing. You will need to set out the grounds on which you are appealing. Your appeal must be submitted to the Registrar within a specific date following the issue of the Summer Boards Examination and the Autumn Boards Examination. Information on appealing a result is available at: <http://www.nuigalway.ie/exams/appeals.html>

**There will be a fee for a result appeal.**

## 14 Ethics

The blended learning approach calls for a high level of motivation from the student. It also requires good ethical practice, something that is especially important where the student proceeds through the course by means of essay type assessment.

In turn, the university seeks to ensure confidentiality, especially of student records. In particular, results are issued only to the candidate in question. Your results will not be divulged to your employer or others, unless you give permission. Neither will comments be expressed to others on your progress as a participant on the course without your permission.

In instances where the assessor is familiar with the course participant for reasons unconnected with the course, a different assessor is invited to assess work submitted.

All students must pay careful attention to the following:

- **Authenticity:** Students taking up blended learning courses do so for their own self-development as well as hoping to achieve certification. If you get someone else to do your work for you, both of you are collaborating in an attempt, not only to deceive the university, but also to inhibit your own educational development. It may get you through the course, but it does little for your learning and education. We maintain that all students have the right to develop their own educational skills and that all students, and staff, have the right to be protected from deceit. To this end, the university requires all students to submit their own work and to sign a declaration that this is so.
- **Consent and Confidentiality:** As you work your way through the course, you will be required to work with colleagues or trainees in order to complete an assignment or project work. You have a responsibility to behave ethically at all times when engaged in such assignment and project work. An ethical approach helps to safeguard your well-being and integrity as a researcher and helps maintain the dignity and well-being of your research participants. At all times, it is important to ensure that you have agreed informed consent and confidentiality.

**NOTE:** you can read about the NUI Galway Code of Practice in Research on the NUI Galway website.

## 15 Academic Honesty

NUI Galway has a responsibility to promote academic honesty. Academic honesty is about appropriately acknowledging the use of others' material and work in your work. When you use others' ideas and words you have an ethical obligation to acknowledge and accurately reference the sources of those ideas and words.

Academic dishonesty means that appropriate acknowledgement has not been afforded to referencing others' work. Academic dishonesty is a form of cheating and is referred to as plagiarism. Plagiarism is claiming as your own work something developed or written by someone else. The NUI Galway Code of Conduct defines plagiarism as 'the act of copying, including or directly quoting from, the work of another without adequate

acknowledgement' (NUI Galway, 2014). Submitting plagiarised work is fraudulent; all suspected cases will be investigated and dealt with following NUI Galway's Disciplinary Code.

Plagiarism takes many different forms. The following are examples:

- Paraphrasing or copying work that you have already submitted without acknowledgment (self-plagiarism)
- Failure to cite yourself when drawing ideas or text from previous work of your own (auto-plagiarism)
- Getting someone else to write your assignment
- Copying material written by someone else, putting your own name to it, and handing it in as your own work
- Putting your own name to an assignment written by someone else, and submitting it as your own work
- Copying bits and pieces out of the work of another student and including them in your own assignment
- Downloading content from the Internet, perhaps even a complete assignment on your topic, and implying that you wrote it yourself
- Taking text, ideas, theories, direct quotations, diagrams, statistics, tables, photographs, or graphs from a published source or the Internet, and including them in your assignment without stating a source
- Copying bits and pieces out of the work of another person and including them in your own assignment without referencing them
- Putting an author's ideas into your own words without giving appropriate credit by citing the source of the ideas
- Quoting paragraphs word for word without acknowledging the source
- Copying passages of text, but making changes (such as to words or phrases) and not acknowledging the source of the text
- Over-relying on sources without sufficient evidence of your own work
- Paraphrasing or summarising others' ideas without crediting the source

### Can you recognise plagiarism?

The following example sets out a passage of text from Knowles *et al.* (2005). The original text is presented, followed by two interpretations from two students. Before you look at the answers, make your decision as to whether or not the students have plagiarised.

#### Original text

Technology presents bold new opportunities for providing adults with rich learning experiences in the andragogical tradition. First, it directly caters to adults' desire to be self-directed in their learning. Technology is inherently a self-directed learning media that enables adults to access learning in a just-in-time, just-enough format under conditions of full learner control. In many ways it can provide adult learners with the complete self-directed learning experience (Knowles *et al.*, 2005, p. 237).

Reference: Knowles, M., Holton, E. and Swanson, R. (2005) *The adult learner*. 6<sup>th</sup> edn. Burlington, MA: Elsevier.

#### Example 1: Has this student plagiarised?

Technology presents many new opportunities for providing adults with learning experiences. It caters to adults' need to be self-directed in their learning. Technology is basically a self-directed learning medium that allows adults to access learning in an easy format. In many ways it provides adult learners with the complete self-directed learning experience (Knowles *et al.*, 2005, p. 237).

#### Example 2: Has this student plagiarised?

The flexibility of technology in learning seems to address many needs of adult learners. Knowles, *et al.* (2005, p. 237) for example, suggest that the inherent self-directedness of learning technology, allows adult learners to engage in learning activities at a time and in a way that suits their requirements.

#### Answers

##### Example 1

*This student has plagiarised.* Even though the passage has been referenced, it is neither a direct quotation nor an ethical attempt to paraphrase the meaning of the passage in the student's own words. The student has merely changed or omitted a few words and passed the passage off as a paraphrasing or summary of what the authors wrote.

##### Example 2

*This student has not plagiarised.* The student is making a point about the flexibility of technology and uses the Knowles *et al.* (2005) text to support the point being made. The original text is paraphrased in the student's own words, while at the same time conveying the substance of the original text. The original passage has been accurately referenced within the text.

Greetham (2008, pp.260-261) provides a six-point code to help you make decisions about when to cite sources. The code advises that you should cite when:

- Ideas are distinctive – when opinions or ideas are distinctive to a particular author
- Approaches are distinctive – when an author has taken a distinctive analytical or intellectual approach to a problem or topic
- Information or data are taken from a particular source – if you have taken statistics, diagrams, charts, figures, tables from a particular source
- Verbatim phrases or passages are used – every single word, if it is distinctive to your author’s argument, must be in quotation marks and must be cited
- Ideas are not common knowledge – if the information you are quoting is not widely known, you must cite the source
- You are in doubt – if in doubt, cite it

**Fair use:** Remember, you cannot base your assignment on chunks of material ‘borrowed’ from your course manual or other reading materials. Instead, you must form your own opinions about the assignment topic, and use your reading materials fairly to support your own ideas, making sure to cite the work of others.

The work of another may be in a range of formats such as course material, course handouts, essays, journal articles, reports, dissertations, books, internet articles, blogs, electronic books, audiobooks, plays, films, pictures, photographs, images, cartoons, charts, data, unpublished documents, report or dissertations, podcasts, presentations, conferences, radio and TV programmes, newspaper articles, conversations and interviews. In essence, the sources of information are many and varied; they must be appropriately acknowledged when used in the completion of your academic work.

NUI Galway understands that all work submitted by students is their own original work. The NUI Galway Code on plagiarism states ‘Any work submitted by students for assessment purposes is accepted on the understanding that it is their own work written in their own words except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline’ (NUI Galway, 2012). You are required to submit a declaration of academic honesty with each assignment indicating that the work is your own.

**Submitting the declaration indicating that the work is your own original work indicates a pledge of academic honesty.**

NUI Galway has a responsibility to detect plagiarism and to apply disciplinary procedures when plagiarism is detected. Plagiarism is a serious offence. The Code points out that ‘the submission of plagiarised materials

for assessment purposes is fraudulent' (NUI Galway, 2012). All suspected cases will be investigated and dealt with appropriately by the University, in accordance with their Code of Practice and Disciplinary Procedures.

You can read the full details of the University Code of Practice for Dealing with Plagiarism on the University website: Student Life, University Code of Conduct, [www.nuigalway.ie/plagiarism/](http://www.nuigalway.ie/plagiarism/)

NUI Galway uses TURNITIN\* to detect plagiarism. Each student is required to submit assignments to TURNITIN through Blackboard. Assessors interpret TURNITIN reports to determine whether or not plagiarism is suspected.

For further information on TURNITIN see <http://www.nuigalway.ie/teaching-with-technology/technologies/turnitin/>

\*TURNITIN detects similarity by identify material that is similar to other digitised material. While in itself similarity does not necessarily mean plagiarism, it does mean that Turnitin has found phrases and passages of text in your assignment that match other's material. You are given the opportunity to view your Turnitin report before final submission; you may resubmit your assignment if Turnitin identifies similarity. It is your responsibility to ensure that your assignment meets academic honesty requirements, that you have not copied other's material and that you have adhered to good academic practice.

## 16 Referencing

To avoid plagiarism, you must acknowledge sources in two ways:

- **By in-text citation:** an in-text citation gives brief details in a specific format of the source of the information you are citing.
- **By an entry in a reference list or bibliography:** a reference list is a list of the full details of the sources of information that you have cited within the text. A bibliography is a list of all the sources that you have consulted during the preparation of your work; some of the sources listed in a bibliography may not have been cited within the text.

Each academic discipline has its own convention for citing sources. Each convention has its own particular format for citing sources. The recommended style for your programme of study is the Harvard Referencing style.

The James Hardiman library provides a guide on referencing, available at: [www.library.nuigalway.ie/media/training/nuig\\_lib\\_ref\\_guide.pdf](http://www.library.nuigalway.ie/media/training/nuig_lib_ref_guide.pdf)

### 16.1 Harvard referencing style

There are many variations in the Harvard referencing convention, but broadly the convention adheres to a set of formatting rules that convey accurate information about a source. Once you have selected a particular referencing format, stick to it consistently. The following are general formatting rules:



### 16.1.1 Convention for in-text citation

In-text citations provide brief details within the text of your essay or report about a source that you have consulted. You may be paraphrasing or using a direct quotation from the source. The in-text citation provides a link to the full details of the source which you have listed in the reference list or bibliography.

The convention for an in-text citation adheres to the following rules.

Author's surname (year of publication, page number) **or** (Author's surname, year of publication, page number). The format of the in-text citation depends on whether or not you have integrated the author's surname into the sentence – Mills (2007, p.24) states that... or Training delivers a range of benefits to participants (Mills, 2007, p. 24).

**Author:** surname of the author followed by a comma – Dobbins,

**Year of publication:** the year in which the publication was published, followed by a comma if page numbers are included – 2010, p. or 2010.

**Page number:** the page number or numbers to which you are referring. Use a small p followed by a full stop to indicate one page number, use pp. to indicate more than one page or a range of pages – p. 24 or pp. 24-34 or pp. 24, 25.

The in-text citation is always included in round brackets. When the in-text citation is placed at the end of a sentence, the full stop is placed after the closed bracket of the in-text citation.

In general, it is a good idea to always include the page number you are referencing, whether or not you are including a direct quotation.

### 16.1.2 Convention for reference list entry

Reference list entries should be listed after the conclusion of your assignment and before any included appendices. The list of authors should be organised in alphabetical order and should adhere to the following rules.

Author's surname, Initial. (Year of publication) *Title of publication in italics*.  
Place of publication: Publisher.

**Author:** Surname followed by a comma – Bell,

**Initial:** Initial of first name, in capitals, followed by a full stop. If more than one author separate names by comma or and after initial letter – Jones, M., Williams, M. and Young, H.

**Year of publication:** publication year in round brackets – (2010). Publication year is not reprint year. If no date is available use (no date) or (n/d).

**Title of publication:** full title of book or publication in italics. Capitalise first word and proper nouns only, followed by a full stop unless there is a sub-title – *Evaluating training programs*.

Sub-title: follows a colon at end of title, no capitalisation unless proper nouns, followed by a full stop – *Evaluating training programs: the four levels*.

**Place of publication:** town or city of publication, followed by colon. If necessary for clarity, add County or State – Dublin: or Oxon, OX: or Burlington, MA:

**Publisher:** name of publisher followed by full stop – RoutledgeFalmer.

**NOTE:** All elements including punctuation, capitalisation, formatting style are important elements of the convention.

### 16.1.3 Books – single author

<b>Entry</b>	In-text citation (paraphrasing or summarising)
<b>Rule</b>	Author's surname, year of publication, p. page number
<b>Example</b>	The OECD championed the continuation of learning throughout life and espoused the linking of formal and informal education and training (Field, 2006, p. 17).  <b>NOTE:</b> when paraphrasing main ideas from a publication, you omit page numbers. In general however, it is good practice to include page numbers when possible, so that the reference may be easily located.
<b>Entry</b>	In-text citation (citing a direct quotation)
<b>Rule</b>	Year of publication, p. page number
<b>Example</b>	As noted by Field (2006, p. 14), the OECD's contribution was 'couched more in terms of human capital thinking, albeit laced with more than a few dashes of radical humanism.'  <b>NOTE:</b> you always include the page number when quoting directly from a publication. The author's name has been integrated into the sentence and therefore is not included in the brackets.
<b>Entry</b>	Reference List entry
<b>Rule</b>	Author's surname, Initial. (Year of publication) <i>Title of book in italics</i> . Place of publication: Publisher.
<b>Example</b>	Field, J. (2006) <i>Lifelong learning and the new educational order</i> . Stoke on Trent: Trentham Books.

### 16.1.4 Books – more than one author

<b>Entry</b>	In-text citation (2 authors)
<b>Rule</b>	Authors' surnames, year of publication, p. page number
<b>Example</b>	Merriam and Caffarella (1999, p. 46) suggest that adult learners...
<b>Entry</b>	In-text citation (3 authors)
<b>Rule</b>	Authors' surnames, year of publication, p. page number
<b>Example</b>	Usher, Bryant and Johnston (1997, p. 67) argue that globalisation has precipitated the need for lifelong learning.
<b>Entry</b>	In-text citation (3 authors) + (a range of pages referenced)
<b>Rule</b>	Authors' surnames, year of publication, pp. page numbers
<b>Example</b>	Adult learners are constructed in adult learning literature as self-directed purposeful learners (Knowles, Holton and Swanson, 2005, pp.64-67). <b>NOTE:</b> pp. indicates more than one page
<b>Entry</b>	In-text citation (more than 3 authors)
<b>Rule</b>	Surname of first author <i>et al.</i> , year of publication, page number
<b>Example</b>	Faure <i>et al.</i> (1972, p. xxiv) saw the potential power that mass communication conferred on political and economic authorities and recognised that the individual must 'be able to combat the risk of personality-alienation.'
<b>Entry</b>	Reference List entries (with edition numbers)
<b>Rule</b>	Authors' surnames, Initials. (Year of publication) <i>Title of book in italics</i> . Edn number. Place of publication: Publisher.
<b>Example</b>	Merriam, S.B. and Caffarella, R. S. (1999) <i>Learning in adulthood: a comprehensive guide</i> . 2 <sup>nd</sup> edn. San Francisco: Jossey-Bass. <b>NOTE:</b> edition of book is included if edition is not the first edition. Usher, R., Bryant, I. and Johnston, R. (1997) <i>Adult education and the postmodern challenge: learning beyond the limits</i> . London: Routledge. Knowles, M., Holton, E. and Swanson, R. (2005) <i>The adult learner</i> . 6 <sup>th</sup> edn. Burlington, MA: Elsevier. Faure, E., Herrera, F., Kaddoura, A.-R., Lopes, H., Petrovsky, A., Rahnama, M. and Champion Ward, F. (1972) <i>Learning to be: the world of education today and tomorrow</i> . Paris: UNESCO. <b>NOTE:</b> the names of all the authors are included in the reference list.

### 16.1.5 Publications with organisations as authors

<b>Entry</b>	In-text citation
<b>Rule</b>	Name of organisation, Year of publication, [p. or pp. page number/s if relevant]
<b>Example</b>	In Ireland the policy to widen participation in education was articulated in the White Paper, <i>Learning for Life: White Paper on Adult Education</i> which marked the adoption of lifelong learning as a governing principle of educational policy in Ireland (Dept. Education & Science, 2000).  Gagne's nine events of instruction provide a structured framework for the development of instructional lesson plans (NUI Galway, 2009, pp. 202-211).
<b>Entry</b>	Reference List entry
<b>Rule</b>	Name of organisation, (Year of publication) <i>Title of publication</i> . Place of publication: Publisher
<b>Example</b>	Department of Education and Science (2000) <i>Learning for Life: White Paper on Adult Education</i> . Dublin: Stationery Office.  NUI Galway (2009) <i>Essential trainer skills</i> . Galway: NUI Galway.

### 16.1.6 Chapters of edited books

<b>Entry</b>	In-text citation
<b>Rule</b>	Author's surname, year of publication, p. or pp. page number/s
<b>Example</b>	Dunne (2005, pp. 147, 148), for example, argues that education performs a function of social selection in which income and status become intertwined with 'occupational slots.'  Lifelong learning is becoming increasingly important in a changing society (Edwards, 2000, p. 22).
<b>Entry</b>	Reference List entry
<b>Rule</b>	Author's surname, Initial. (Year of publication) 'Title of chapter,' in Surname/s of book's editor/s, Initial of first name/s. (ed. or eds.) <i>Title of book</i> . Place of publication: Publisher
<b>Example</b>	Dunne, J. (2005) 'What's the good of education?' in Carr, W. (ed.) (2005) <i>Philosophy of education</i> . London: Routledge.  Edwards, R. (2000) 'Lifelong learning, lifelong learning, lifelong learning: a recurrent education?' in Field, J. and Leicester, M. (eds.) (2000) <i>Lifelong learning: education across the lifespan</i> . London: RoutledgeFalmer.

### 16.1.7 Secondary referencing – citing the work of an author which has been cited in the work of another author

<b>Entry</b>	In-text citation
<b>Rule</b>	Surname of primary source, Year of publication, cited in Surname of secondary source, Year of publication, page number/s
<b>Example</b>	<p>Johnstone and Rivera’s landmark study in the US (1965, cited in Merriam and Caffarella, 1999, p. 234) revealed that formal education was identified as a significant contributor to participation in adult education.</p> <p>Individuals must be self directed learners and have ‘a high sense of self worth, individualism, autonomy and enterprise’ (Rajan, 1993, cited in McNair, 1996, p. 235).</p> <p><b>NOTE:</b> in the top example, the Johnstone and Rivera study is the primary source of the information, Merriam and Caffarella is the secondary source. In the second example, Rajan is the primary source and McNair is the secondary source where you read about Rajan’s idea. Remember you are relying on the interpretation of the secondary source for your information, so, where possible you should always try to read the primary source.</p>
<b>Entry</b>	Reference List entry
<b>Rule</b>	Apply appropriate rule depending on number of authors and source.
<b>Example</b>	<p>Merriam, S. B. and Caffarella, R. S. (1999) <i>Learning in adulthood: a comprehensive guide</i>. 2<sup>nd</sup> edn. San Francisco: Jossey-Bass.</p> <p>McNair, S. (1996) ‘Learner autonomy in a changing world,’ in Edwards, R., Hanson, A. and Raggatt, P. (eds.) (1996) <i>Boundaries of adults learning</i>. London: Routledge.</p> <p><b>NOTE:</b> only the author whose work you are consulting is listed in the Reference List; that is only the secondary source is listed.</p>

### 16.1.8 Journal articles

<b>Entry</b>	In-text citation
<b>Rule</b>	Apply rule depending on number of authors, year of publication and page number.
<b>Example</b>	<p>Reay (2004, p. 38) for example, concludes that social class is always implicated in transition to higher education resulting in ‘differing priorities, attitudes and actions’ within studentship.</p> <p>Adults come to their learning as autonomous and self-directed learners (Roberson &amp; Merriam, 2005, p.270).</p>

<b>Entry</b>	Reference List entry
<b>Rule</b>	Author's surname, Initial. (year of publication) 'Title of article in quotation marks', <i>Title of Journal in italics</i> , volume (issue), page number range of article.
<b>Example</b>	Reay, D. (2004) 'Cultural capitalists and academic habitus: classed and gendered labour in UK higher education', <i>Women's Studies International Forum</i> , 27 (4), pp. 31-39.  Roberson, D. and Merriam, S. (2005) 'The self-directed learning process of older rural adults', <i>Adult Education Quarterly</i> , 55 (4), pp.269-287.

### 16.1.9 Unpublished works

<b>Entry</b>	In-text citation
<b>Rule</b>	Author or organisation, year of publication
<b>Example</b>	In recent research, Murray (2009) demonstrated that knowledge of learners' learning styles helps instructors plan instructional events that have more relevance for trainees.
<b>Entry</b>	Reference List entry
<b>Rule</b>	Author or organisation (Year of publication) Title of article or report. Place associated with article or report: clarify that the work is unpublished.
<b>Example</b>	Murray (2009) <i>Using learning styles to enhance instructional activities</i> . NUI Galway: Unpublished Diploma in Training and Education Research Report. <b>NOTE:</b> Give as much information as you can about the unpublished work.

### 16.1.10 Websites

<b>Entry</b>	In-text citation
<b>Rule</b>	Author or organisation, year of publication
<b>Example</b>	AONTAS is the Irish National Association of Adult Education that promotes community education (AONTAS, no date).
<b>Entry</b>	Reference List entry
<b>Rule</b>	Author or organisation (Year the site was published or last updated) Title of article or website. Available at: URL (Date accessed)
<b>Example</b>	AONTAS (no date) <i>Who we are</i> . Available at: <a href="http://www.aontas.com/about/whoweare.html">http://www.aontas.com/about/whoweare.html</a> (Accessed 10/1/2010).  NCCA (2009) National Council for Curriculum and Assessment. Available at: <a href="http://www.ncca.ie/en/">http://www.ncca.ie/en/</a> (Accessed 20/09/2009).

### 16.1.11 Direct quotations

#### Example of Formatting Direct Quotations

UNESCO under the chairmanship of Edgar Faure (Faure *et al.*, 1972), in *Learning to Be*, argued that in the face of the dehumanisation of the world through industrial and technological advancements, and the increasing obsolescence of knowledge, lifelong education should espouse aims that developed the person and that instilled a desire for lifelong learning.

*The aim of education is to enable man to be himself, to 'become himself,' and the aim of education in relation to employment and economic progress should be not so much to prepare young people and adults for a specific, life-time vocation, as to 'optimise' mobility among the professions and afford a permanent stimulus to the desire to learn and to train oneself* (Faure *et al.*, 1972, p. xxxi) (original in italics).

The report clearly advocated that lifelong education was fundamental to a person's development in life, as an individual, a consumer and a citizen:

...the aim of development is the complete fulfilment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments—as individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer (Faure *et al.*, 1972, p. vi).

Faure *et al.* (1972, p. xxiv) saw the potential power that mass communication conferred on political and economic authorities and recognised that the individual as consumer and as citizen must 'be able to combat the risk of personality-alienation.'

Note that

- Both long quotations are indented and typed in a smaller font than the main text.
- The first long direct quotation is reproduced in italics because the original was in italics, and a note to that effect is added.

In the second quotation an ellipsis (...) is used to indicate that a section of the text in the quotation has been omitted. Even though it is used here at the beginning of the quotation, the ellipsis can also be used within the quotation when you want to indicate a missing section of text. [An ellipsis is always three dots].

The final paragraph of the example includes a short direct quotation. Because this direct quotation is less than twenty words, it is included in single quotation marks in the sentence.

**NOTE:** In general you should avoid having too many direct quotations in your assignments. Instead paraphrase and reference the ideas and information. Only use direct quotations when the author expresses the idea or information in a unique way.

Reference: Faure, E., Herrera, F., Kaddoura, A.-R., Lopes, H., Petrovsky, A., Rahnema, M. and Champion Ward, F. (1972) *Learning to be: the world of education today and tomorrow*. Paris: UNESCO.

You will find extensive information on using the Harvard referencing convention at:

[www.library.nuigalway.ie/media/training/nuig\\_lib\\_ref\\_guide.pdf](http://www.library.nuigalway.ie/media/training/nuig_lib_ref_guide.pdf)

Pears, R. and Shields, G. (2008) *Cite them right*. Newcastle upon Tyne: Pear Tree Books.

*Cite them right* is an excellent publication on referencing.

## 17 Student Code of Practice

NUI Galway expects that students who enrol in the University give a commitment to behave in an appropriate manner. This includes a commitment to:

- Treat every staff member with dignity and respect
- Treat every student with dignity and respect
- Acknowledge the authority of the staff of the University, both academic and support staff, in the performance of their duties
- Approach your academic endeavours with honesty and integrity
- Comply with the academic course requirements such as workshop attendance and assessment requirements
- Comply with University requirements such as a payment of fees, use of Blackboard Learning System, examination regulations
- Avoid providing false or misleading information to or withholding relevant information from any party regarding academic achievements
- Behave in a manner that enables and encourages participation in educational activities of the University and does not disrupt the functioning of the University
- Maintain the good name of the University by representing it in a way that does not discredit it.

You can read more about the Student Code of Conduct at:

<http://www.nuigalway.ie/codeofconduct/>



## 18 Student Services and Support

### 18.1 James Hardiman library

All students registered with NUI Galway have access to the James Hardiman Library.

To access the library you will need your Student ID. To access the electronic resources at the library, you will need your Student ID and your PIN.

The library provides a wide range of support services to help the student avail of the library catalogue and e-resources database. Full information on services available at: [www.library.nuigalway.ie](http://www.library.nuigalway.ie)

### 18.2 Tutor support

Tutor telephone support is provided for students who may experience difficulties in completing their coursework. Call or email the Course Coordinator (p.1) to log your request for support.

Support is provided on:

Wednesday/Thursday/Friday: 9:30 am - 12:30 pm and 2:30 pm - 4:30 pm

Tutor support is a support system to clarify general points regarding coursework. It is not a repeat of workshop tutorials and guidelines.

**Detailed discussions on course content or detailed instructions on completing module assignments cannot be facilitated through the tutor support process.**

### 18.3 Other support services

NUI Galway offers a range of service to registered students. These include:

- **The Academic Writing Centre** provides writing skills support for students. Full information is available at: <http://www.library.nuigalway.ie/awc/>
- **Support for students with learning difficulties:** learning difficulties includes any of a diverse group of conditions that cause significant difficulties in perceiving, processing and/or producing either auditory, visual and/or spatial information. It covers disorders that impair such functions as reading (dyslexia) writing (dysgraphia) and mathematical calculation (dyscalcula). Full information on support services is available at: <http://www.nuigalway.ie/disability/>
- **Support for students with disabilities:** if you have a disability, a learning difficulty or a significant ongoing illness, you are welcome to study at NUI Galway. NUI Galway will try, wherever possible, to

facilitate your access and participation. Full information on services available can be accessed at:

<http://www.nuigalway.ie/student-life/students-with-disabilities/>

- **General support for students:** a range of support services including counselling services, career guidance, financial matters advice and disabilities services. Full information at:  
<http://nuigalway.ie/student-life/student-support/>

## 18.4 Student Societies

The University has over 82 student societies, which offer opportunities to meet people with similar interests and try out new things. For a full list of societies, information about how to join and details of meetings, visit the Societies Web site at <http://www.socs.nuigalway.ie/>

## 19 Course Fees

Adult Training and Education Studies manages the fees of all of its students. The following conditions apply:

- Students, once registered, are liable for the applicable full fee whether or not the student completes/attends the course.
- **Schedule of fees:** in order to facilitate students, fees are accepted in two stages.
  - The first half of fees is due by 30<sup>th</sup> August of the year the course commences.
  - The second half is due by the 31<sup>st</sup> January following the commencement of the course.
- **Scholarship programme:** An annual scholarship scheme for the unemployed is offered. This is available for those who have recently become unemployed. Further details are available on the Adult Training and Education Studies website at: <http://www.nuigalway.ie/adult-learning/courses/training-&-education/>
  - Applicants to the scholarship scheme must complete the application form and furnish written proof of their unemployed status with original submission as follows:
    - Semester 1 by 12<sup>th</sup> September
    - Semester 2 by 12<sup>th</sup> December

Applications are assessed on a case by case basis. The maximum amount awarded under the scheme is 30% of course fees in the year of application. Amounts may vary according to application numbers and funds available.

- Scholarship recipients are liable for the balance of their fees and must adhere to the fees schedule as outlined above i.e. 50% of the balance of fees by 30<sup>th</sup> August and the remaining 50% by 31<sup>st</sup> January. Contact your Course Coordinator (p.1) to discuss more flexible payment options.
- Applicants are required to disclose whether they are in receipt of financial assistance from another source. The value of the scholarship will be adjusted as deemed appropriate.
- Applicants are required to declare any changes to their unemployment status.

**NOTE:** Failure to adhere to the above may result in the scholarship being withdrawn.

- **Fee refunds:** Adult Training and Education Studies accepts no obligation to refund any fee or part thereof.
- **Outstanding fees:** failure to pay fees may result in a curtailment of services such as access to tutor telephone support service and receipt of results and feedback. Registration may also be cancelled.
  - In all cases where fees are outstanding at the end of the year, results and awards will be withheld pending full payment of fees. Outstanding fees may include course fees, library fees and Autumn examination fees.
  - Students must successfully complete all aspects of any year of the course in order to progress to the next year of the course. This includes payment of all tuition fees and library fines.
  - Students will not be permitted to re-register in the next Academic year until all fees have been paid in full.
  - Students who have difficulties regarding the payment of fees should contact their Course Coordinator (p.1) as soon as possible. A more flexible payment schedule can be arranged in these cases, usually more frequent payments of smaller amounts.

**NOTE:** Fees should be paid by cheque, draft or postal order. Cash payments cannot be accepted, under any circumstances, for security reasons. All cheques etc. must be made payable to Adult Training and Education Studies. All fees should be forwarded to the Accounts Administrator (p.1). Where payment is made by funds transfer, Adult Training and Education Studies and student name must be referenced.

Please inform the Accounts Administrator that a transfer of funds has taken place. **We will not accept responsibility for fees that are not referenced thoroughly.** Please contact us for Bank Reference Codes for Bank Transfers.

General information on fees policy in the university is available on [www.nuigalway.ie/fees/](http://www.nuigalway.ie/fees/)

## 20 Conferring

The conferring ceremony will take place at the University, typically in October. Parchments will be awarded to each successful student. Parchments will not indicate grades or the overall result achieved. Examination transcripts will be issued by the Examinations Office to give detailed information regarding a student's performance.

To successfully graduate you must:

- Attend all workshops
- Submit assignments by the prescribed dates
- Submit your project by the prescribed date
- Complete required examinations
- Pass all prescribed course work
- Pay course fees
- Settle any outstanding library fees and or fines

You will be provided with information regarding collection of gowns, details on the conferring venue, parking, guest tickets (two guests allowed per graduand) and booking form in early September. You are required to return the booking form by the stated date, to indicate whether or not you wish to attend the conferring ceremony. For further queries please contact your Course Coordinator (p.1).

Conferring information is available at:

<http://www.nuigalway.ie/conferring/>

## 21 Bibliography

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