BA Children’s Studies
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BA Children’s Studies

The BA (Children's Studies) is an interdisciplinary degree designed to equip students with a theoretical and practical understanding of the lives of children and youth today. This four-year degree draws on expertise from a wide range of areas including the creative arts, literature, law, health, human rights, history, sociology and psychology, and incorporates the optional study of one modern language. Community-based service-learning and enquiry-based learning are embedded across the degree and the third year placement combines valuable practical experience with specific career-orientated goals.

The learning outcomes of this programme include a theoretical and practical understanding of the issues relevant to the study of children and children’s lives; competence in writing and communication skills; knowledge of social and community settings that have relevance to children’s lives; and research skills relevant to the study of children.

Year 1: Introduction to Children’s Studies: Core Concepts

The first year focuses on providing the foundations of Children’s Studies and builds core study skills by introducing students to essay writing, information literacy, basic research skills, service learning, and guided enquiry-based learning.

In Year 1, students will acquire:
- Study and research skills across the various disciplines (Social Sciences, Law, Humanities);
- Theoretical frameworks for the study of childhood and adolescence in Sociology, History, Psychology, Literature and Culture, Human Geography, and Health.

Year 2: Children in the Irish Context

The second year focuses on the position of children and young adults in Ireland from historical, cultural, legal and societal aspects. It builds on the study skills acquired in first year, and introduces the students to the skills required to carry out research.

In Year 2, students will acquire:
- Understanding of the position of the child in Irish history, literature and culture and an overview of the Irish legal, educational, and policy situation;
- Understanding of the health and well-being status of children in Ireland;
- Basic research skills and participative research methods.

Year 2 results count as 30% towards your overall Degree
Year 3

The third year focuses on developing comparative views of children and young people across nations. It provides an opportunity for students to have real-life work experiences in the national and international community and it includes an optional international exchange. In year 3, students will:

• Develop global perspectives on children and childhood through class-based modules and work placement;
• Explores contemporary issues and debates around the status of children and young adults in society and culture from an interdisciplinary perspective.
• Learn about the ethics and methodology of child-centred research.
• Choose between student exchange, national or international work placements;

Year 4

The fourth year focuses on current issues in the lives of children and adolescents, focusing on cutting-edge topics and phenomena and building on the knowledge gained in the previous three years. This year builds on existing study skills, expands the student’s existing theoretical framework, enables students to specialise and guides them through an extended research project. In year 4, students will:

• Develop an independent project;
• Gain understanding on various cutting-edge issues in children’s lives including:
  o Disabilities,
  o Children’s rights,
  o Children and the media
• Explore future careers and professional development.

Year 4 results count as 70% towards your overall Degree
Children’s Studies Contact Information

**Dr Michal Molcho (Programme Director)**
Office: Room 342, Arts Millennium Building
E-mail: michal.molcho@nuigalway.ie

**Dr Lindsay Myers**
Office: Room 315, Arts Millennium Building
E-mail: lindsay.myers@nuigalway.ie

**Dr Colette Kelly**
Office: Room 309, Áras Cairnes
E-mail: colette.kelly@nuigalway.ie

**Ms. Jamie Canavan**
E-mail: j.canavan2@nuigalway.ie

**Dr Caroline Heary**
Office: Room 1045, Arts Millennium Building Extension
E-mail: caroline.heary@nuigalway.ie

**Dr Kate Harvey**
Office: Room 335, Arts Millennium Building
E-Mail: kate.harvey@nuigalway.ie

**Dr Anne Egan, LL.B**
E-mail: annecoletteegan@gmail.com

**Dr Eilís Ní Dhúill**
E-mail: eilils.nidhuill@oegaillimh.ie

**Devon Goodwin**
E-mail: d.goodwin1@nuigalway.ie
First Year Modules

Core (compulsory) Modules (40 ECTS):

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Semester</th>
<th>ECTS</th>
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</thead>
<tbody>
<tr>
<td>CN1106</td>
<td>Introduction to Children’s Studies</td>
<td>1&amp;2</td>
<td>10</td>
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<tr>
<td>CN1101</td>
<td>Children and Creativity</td>
<td>1</td>
<td>5</td>
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<tr>
<td>CN1100</td>
<td>Children and Health</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>CN1104</td>
<td>Fairytales and Children</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>PS1101</td>
<td>Developmental Psychology</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>CN1103</td>
<td>Children in Social Contexts</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>CN1102</td>
<td>The History of Childhood, 1500-2001</td>
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Elective Modules (20 ECTS):*

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Semester</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>SP160</td>
<td>Problems in Politics and Sociology</td>
<td>1&amp;2</td>
<td>5</td>
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<tr>
<td>SP158</td>
<td>Introduction to Politics and Sociology</td>
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<tr>
<td>SP159</td>
<td>Concepts and Practices in Politics and Sociology</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>CN1105</td>
<td>The Child in Film</td>
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*Students who are studying Children’s Studies with a modern language (see p. 13) should replace these modules with 20 ECTS in their chosen language, as directed by the relevant language department. All other students should register for the four elective modules above.

N.B. The following module descriptions contain indicative content only; while every effort is made to keep them up to date some details (e.g. learning materials or assessment methods) may vary from year to year at the discretion of the lecturer.
Module Coordinator: Dr Michal Molcho

Module Description

This module provides students with a solid grounding in the social and cultural discourses at the heart of the interdisciplinary field of Children’s Studies. It examines the social, legal, economic and cultural contexts that frame the lives of children and adolescents today and it situates contemporary constructions of childhood and adulthood within a broad international framework.

Learning Outcomes

Upon completion of this module students should be able to:

- Critically examine the figure of the child as constructed within a variety of discourses particular to the 20th and 21st Centuries.
- Describe the social, legal, and cultural factors that have influenced constructions of childhood and adulthood over time and across the world.
- Discern the voice of the child within society and culture, and position this voice within the broader social and cultural framework.
- Compare and contrast contemporary perspectives on childhood and respond critically to these both verbally and in writing.
- Identify the academic disciplines on which the interdisciplinary field of children’s studies draws and describe how these disciplines relate to each other within the wider picture.
- Develop digital literacy skills and critical writing skills via online independent learning and directed study.

Assessment

- Library Skills (20%)
- Critical Responses to Seminars and Films (10%)
- Critical Essays (70%)
Module Coordinator: Dr Kate Harvey

Module description

This module is designed to provide students with a practical introduction to creative engagement with children. Taught through a combination of lectures and workshops, this course acknowledges the primacy of creativity in the lives of young people and offers students a series of tools designed to optimise their facilitation of children’s creative expression.

Workshops are provided by expert guest lecturers who both demonstrate and explain the techniques used by them to foster children’s creative potential. Students are encouraged to consider questions such as how creative activity enhances the life of a child, how creativity may be better incorporated into the education system and how practitioners working with children can best nurture a child’s innate creative abilities.

Learning outcomes

Upon completion of this course students should be able to:

- Critically assess creative activities for children and determine the context in which such activities are best applied
- Critically discuss the value of a particular piece of art or performance in terms of its potential to foster children’s creative engagement
- Design and plan creative workshops for children drawing on the theories and practices discussed in class
- Identify and distinguish various types of intelligences and discuss how these impact upon children’s creative expression
- Apply the skills learned to other areas of children’s studies

Assessment

- Reflective Journal - 35%
- Baboró Report - 15%
- Final Project - 50%
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<tr>
<th>Course</th>
<th>Semester</th>
<th>Contact hours/week</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>CN1100 Children and Health</td>
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<td>2</td>
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</table>

**Module Coordinator:** Dr Colette Kelly

**Module Description**

The module provides students with an understanding of children's health, health behaviours, and theories about health. The module reviews existing national and international policies and programmes addressing children's health and children's access and interaction with the health services. The module takes an interdisciplinary approach to children's health and is informed by the World Health Organisation’s definition of health (WHO, 1984), as well as Dahlgren and Whitehead's (1991) Social Model of Health.

**Learning Outcomes**

Upon completion of this module students will be able to:

- Demonstrate an understanding of various definitions of health.
- Discuss the Social Model of Health and how it is used as a framework for the understanding of health and health inequalities.
- Describe the various aspects of children’s health.

**Assessment**

This module is assessed by an essay.
Module Coordinator: Dr Lindsay Meyers

Module Description

This module examines the history and development of the Fairytale in Europe from the 16th century to the present day. The course begins with an overview of the most well-known fairytale collections by Giovanni Straprarola, Giambattista Basile, Charles Perrault and the Brothers Grimm, before exploring modern retellings in children’s picturebooks, young adult literature and children’s film. The module is grounded in contemporary psychological and socio-historical fairy-tale theory and encourages students to reflect on the form, purpose and content of classic fairytales over time.

Learning Outcomes

Upon completion of this module students will be able to:

- Demonstrate an understanding of the historical development of European fairytales and of the way in which they gradually came to be associated with a child audience.
- Approach the study of fairytales and fairy-tale films from both a psychological and a socio-historical perspective.
- Critically reflect on the changing moral and didactic function of fairytales over time.
- Describe the key structural and thematic features of fairytales.
- Compare different versions of well-known tales and reflect on their significance in childhood culture and society.

Assessment

- Presentation (15%)
- Critical Review (15%)
- Essay (70%)
Module Coordinator: Dr Caroline Heary

Module Description

The aim of the module is to introduce the student to key concepts and theories in child development and to explore the application of developmental science research to contemporary issues in society. Students will be introduced to processes of growth, change and continuity in the individual across the period of childhood and adolescence, with a particular focus on cognitive and psychosocial development. The implications of psychological knowledge for society will also be considered.

Learning Outcomes

Upon completion of this module students will be able to:

- Understand major concepts in developmental psychology and theoretical approaches to the study of child development.
- Describe key changes and processes relevant to children’s development (e.g. cognitive, language and social development).
- Explain developmental approaches and models used to understand and theorise about human development across infancy, childhood and adolescence.
- Critically examine the contribution of theory and research to our understanding of contemporary issues in children’s lives.
- Identify the practical applications of developmental research and theory to real world settings.

Assessment

- Essay (60%)
- Applied Assignment (40%)
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<th>Course</th>
<th>Semester</th>
<th>Contact hours/week</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>CN1103 Children in Social Contexts</td>
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**Module Coordinator:** Dr Michal Molcho

**Module Description**

This module aims to provide students with an understanding of children's lives within their social contexts. The contexts that are examined in this module include the family, pre-school settings, schools and peer relationships. The module will also examine research with children and ethical concerns relevant to working with children.

**Learning Outcomes**

Upon completion of this module students will be able to:

- Understand the different contexts in which children operate;
- Understand the importance of the different contexts and the role they play in child development;
- Apply theories to the service learning experience.

**Assessment**

As part of this module, students are required to complete 10 hours of service learning in the community, working with children. To fully incorporate the service learning in the class work, students are required to submit learning journals and reflective sessions will be used to discuss the service learning and how it links to the theories discussed in class.

- Children First Training (10%)
- Weekly Reflection Journals (30%)
- Final Essay (60%)
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<th>Course</th>
<th>Semester</th>
<th>Contact hours/week</th>
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<tbody>
<tr>
<td>CN1102 The History of Childhood, 1500-2001</td>
<td>2</td>
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**Module Coordinator:** Ms. Jamie Canavan

**Module Description**

This module will examine the history of childhood from 1500-2001. It will look at Ireland, Britain and the wider Western world, charting changes that have occurred from 1500 to the end of the twentieth century. It will address the historical debates that occurred after the publication of Aries’ *Centuries of Childhood*, and the factors that have contributed to the experience of childhood - primarily class, gender, ethnicity, geography and religion.

**Learning Outcomes**

Upon successful completion of this module students will be able to:

- Understand the historical debates and theoretical frameworks surrounding history of childhood and youth.
- Find relevant texts and articles online and in the library.
- Engage with both primary and secondary materials.
- Examine the experience of childhood in Ireland, Europe and the wider world.

**Assessment**

This module is assessed by continuous assessment.
<table>
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<tr>
<th>Course</th>
<th>Semester</th>
<th>Contact hours/week</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>SP158 Introduction to Politics and Sociology</td>
<td>1</td>
<td>3</td>
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<tr>
<td>SP159 Concepts and Practices in Politics and Sociology</td>
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<td>5</td>
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<tr>
<td>SP160 Problems in Politics and Sociology</td>
<td>1&amp;2</td>
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**Module Coordinator:** School of Political Science and Sociology

**Module Description**

These modules aim (1) to introduce students to the concepts and theories used in the study of contemporary politics and society (e.g. society, state, modernity, power, identity, freedom, equality, government, democracy, capitalism, environmentalism, globalization); (2) To present key areas in political science and sociology. Students are introduced to core ideas and arguments and learn how to analyse political and social phenomena from disciplinary perspectives. (3) To provide the opportunity to develop academic skills: i.e. reading texts critically, taking effective notes, gathering information and using the library, using the internet as a research tool, completing assignments and working in groups, giving presentations, preparing and writing essays, using academic language, revising for and taking exams, preparing for future subject and career choices.

SP158 Introduction to Politics and Sociology and SP159 Concepts and Practices in Politics and Sociology are taught by lectures. SP160 Problems in Politics and Sociology is taught by small-group seminars. Information on seminar groups will be available on Blackboard and on the School of Political Science and Sociology noticeboard.

**Learning Outcomes**

Upon completion of these modules students should be able to:

- Demonstrate knowledge of the key assumptions, ideas, concepts, values, and practices of politics and sociology and to apply political and sociological knowledge to the analysis of core debates on contemporary issues, controversies, and problems, locally and globally.

- Appreciate the complementary disciplines of political science and sociology as they critically engage with the formation and transformation of political and social ideas, actions, and institutions of state and society.
Acquire academic skills such as critical reading and analysis, using different material sources as research tools, oral presentation, report writing, and competent use of academic language and concepts.

Assessment

SP158 Introduction to Politics and Sociology and SP159 Concepts and Practices in Politics and Sociology are assessed by an end-of-semester multiple-choice (MCQ) examination.

SP160 Problems in Politics and Sociology is assessed by continuous assessment as follows:

- Attendance/Participation (12%)
- Assignments (8%)
- Presentations (20%)
- Essays (60%)
<table>
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<th>Course</th>
<th>Semester</th>
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<th>ECTS</th>
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<tbody>
<tr>
<td>CN1105 The Child in Film</td>
<td>2</td>
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**Module Coordinator:** Dr Kate Harvey

**Module Description**

This module critically examines the figure of the child in twentieth-century, world cinema from a variety of perspectives. It explores the role and function of child characters in cinema, the difference between films for children and films for adults and the social, political and cultural ideologies on which contemporary portrayals of childhood and adulthood are constructed in film. Students will view and reflect critically on a number of international films with child protagonists (these will include films produced specifically for children, films aimed at a dual audience and films aimed at adults), and engage in theoretical reading to support their analysis of these works.

**Learning Outcomes**

Upon completion of this module students will be able to:

- Reflect on the centrality of the figure of the child in modern world cinema.
- Gain an understanding of the many different ways in which child characters function in twentieth-century international films.
- Acquire a broad understanding of the history of the child in film.
- Develop the critical skills necessary to discuss films from a theoretical perspective.
- Examine the social, cultural and political ideologies that are associated with the adult/child binary in modern films for both children and adults.

**Assessment**

- Continuous Assessment (100%)
Second Year Modules

Core (compulsory) Modules (35 ECTS):

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Semester</th>
<th>ECTS</th>
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<tr>
<td>CN2101</td>
<td>Research Methods: Quantitative Approaches</td>
<td>1</td>
<td>5</td>
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<td>CN2107</td>
<td>European Educational Approaches, Policies and Practices</td>
<td>1</td>
<td>5</td>
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<tr>
<td>CN2102</td>
<td>Research Methods: Qualitative Approaches</td>
<td>2</td>
<td>5</td>
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<tr>
<td>CN2103</td>
<td>Careers and Professional Skills</td>
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<td>CN2106</td>
<td>Children and Storytelling</td>
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<tr>
<td>CSS201</td>
<td>Introduction to Child Law</td>
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Elective Modules (25 ECTS):

<table>
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<tr>
<th>Code</th>
<th>Module</th>
<th>Semester</th>
<th>ECTS</th>
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<tr>
<td>CN2105</td>
<td>Understanding Children’s Medicine</td>
<td>1</td>
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<td>CN2104</td>
<td>Marginalised Children’s Groups in Ireland</td>
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<td>10</td>
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<td>CN2100</td>
<td>Adolescents in Ireland: Healthy and Risky Behaviours</td>
<td>2</td>
<td>5</td>
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<tr>
<td>CSS1101</td>
<td>Irish Childhoods: Gaelic Language and Literature</td>
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Please note:

- All students should register for all six core modules.

- Students who are studying Children’s Studies with a modern language should register for 5 ECTS in Children’s Studies elective modules, plus 20 ECTS in their chosen language, as directed by the relevant language department.
  
  - Students studying German with Children’s Studies **MUST** register for CN2105 Understanding Children’s Medicine and CN2100 Adolescents in Ireland: Healthy and Risky Behaviours as their elective modules due to timetable clashes.
  
  - Students studying Spanish, Irish, or Italian with Children’s Studies may **NOT** choose CN2105 Understanding Children’s Medicine due to a timetable clash.

- Students who are not studying a modern language with Children’s Studies should register for all four elective modules.
Course | Semester | Contact hours/week | ECTS
--- | --- | --- | ---
CN2101 Research Methods: Quantitative Approaches | 1 | 2 | 1

**Module Coordinator:** Dr Michal Molcho

**Module Description**

Using a positivist approach, this module takes the students through the research process, from formulating quantitative research questions, identifying the most appropriate approach to testing them, developing quantitative research tools, collecting and analysing data and critically interpreting the findings.

**Learning Outcomes**

Upon completion of this module students should be able to:

- Critique the quantitative research process and appreciate the strengths and weaknesses of different methodological approaches
- Identify the appropriate research methods for different quantitative research questions.
- Demonstrate an awareness of ethical consideration in research design.
- Review quantitative research papers.

**Assessment**

- Group Poster (50%)
- Peer Assessment (10%)
- Exam (40%)
Module Coordinator: Devon Goodwin

Module Description

This module will introduce fundamental structures and principles of education with the aim of broadening students’ ideas and knowledge about education systems and policy. Students will be shown a diversity of approaches by highlighting European and international developments which involve an emphasis on creative pedagogical thinking and they will analyse how Ireland fits into this framework. There will also be an examination of the socio-cultural aims and requirements of education focusing on pedagogy but also addressing key areas of policy and practice as they relate to social justice, for example, social inclusion, race and ethnicity, gender and belief systems.

Learning Outcomes

Upon successful completion of this module students will be able to:

- Acquire knowledge of the variety of educational approaches which exist.
- Recognise the need for diversity of educational provision.
- Evaluate the influence of context and culture on education systems.
- Demonstrate critical thinking about both positives and negatives of various educational pedagogies.
- Reflect on how their own education system was formed, where it is now and where it may go in the future.
- Demonstrate an overall understanding of the importance of considering the goals of education.

Assessment

- Essay (70%)
- Project (30%)
Module Coordinator: Dr Michal Molcho

Module Description

Using a constructivist approach, this module takes the students through the qualitative research process, from formulating qualitative research questions, identifying the most appropriate approach to testing them, developing qualitative research tools, collecting and analysing data and critically interpreting the findings.

Learning Outcomes

Upon completion of this module students will be able to:

- Critique the qualitative research process and appreciate the strengths and weaknesses of different methodological approaches.
- Identify the appropriate research methods for different qualitative research questions.
- Understand qualitative data analysis techniques.
- Review qualitative research papers.

Assessment

- Group Poster (50%)
- Peer Assessment (10%)
- Exam (40%)
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<tr>
<th>Course</th>
<th>Semester</th>
<th>Contact hours/week</th>
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<tr>
<td>CN2103 Careers and Professional Skills</td>
<td>2</td>
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</table>

**Module Coordinator:** Dr Michal Molcho

**Module Description**

The module prepares students for negotiating a work placement and for performing well in their placement. The modules provide transferable skills and will serve the student in the work placement and beyond, in the labour market. The module is delivered in collaboration with Career Development Centre.

**Learning Outcomes**

Upon completion of this module students will be able to:

- Perform well in interviews.
- Identify the right work placement that suits them.
- Communicate professionally within a work setting environment.
- Reflect on their practice and link it to theory.

**Assessment**

- Presentations
- CV
- Cover Letter
- Interview
Module Coordinator: Kate Harvey

This course will be delivered by professional Galway storyteller, Rab Fulton, in collaboration with Dr Kate Harvey.

Module Description

This is a workshop-based module in which students and Galway primary-school children work together to co-create and tell original stories. It is constructed in two sections, each lasting six weeks.

The first six weeks consist of six two-hour seminars on campus during which students will learn the skills needed for storytelling and for engaging in collaborative storytelling workshops with children. Seminars will take place from 10-11 and from 12-1 pm on Thursdays.

The second six weeks will take place in local primary schools (within ½ hour walking distance from the campus). The sessions will have a key facilitator overseeing them and will take the form of workshops during which the students will assist local primary-school children in co-creating original stories of their own. Students will be assigned to a school at the beginning of the term and given a time slot. This will either be 9.30-10.30, 10.30-11.30 or 12-1.00pm. Students must leave sufficient time before and after their slot to get to and from the school.

Learning Outcomes

On successful completion of this module, students will be able to:

- Gain an understanding of different types of stories (fairytales/tall tales)
- Analyse the individual and societal benefits of storytelling
- Research new stories through talking and listening to others
- Support other story makers through positive critique and editing
- Create and perform stories
- Learn how to use journals as a creative, expressive and cognitive tool

Assessment

- 2 short journal articles based on creative storytelling workshops (15% each)
- In-class presentation of an original story (20%)
- Reflective exercises on work in schools (25%)
- Essay (25%)
Module Coordinator: Dr Anne Egan

Module Description
The objective of this module is to examine the role of law in regulating the family in Ireland. The course focuses on the legal position of non-marital families, the rights of children and family issues concerning children, including adoption, child care, guardianship and child abduction.

Learning Outcomes
On successful completion of this module, students will be able to:

- Apply the law to each of the subject areas;
- Analyse the effectiveness of the law in each area;
- Make effective and substantiated legal arguments;
- Identify and analyse problems from a legal perspective;
- Use the primary source materials, including statutes and reported cases.

Assessment

- Multiple Choice Questions (15%)
- Essay (85%)
Module Coordinator: Dr Michal Molcho

Module Description

This module is an introduction to children’s medicine. The module consists of 12 hours of lectures delivered by clinicians specialised in a variety of childhood disabilities, with a focus on interdisciplinary working. This is complemented by 12 hours of tutorials identifying how these disabilities are catered for in the community. Students will explore the impact that childhood disabilities have on a child’s participation and performance in everyday life. Students will also explore how various players in children’s lives work in collaboration with the child, their family, and other relevant team members in the health and education systems to maximize the children’s potential.

Learning Outcomes

Upon completion of this module students will be able to:

- Identify the impact of common childhood disabilities on the child’s ability to engage in typical childhood activities
- Recognise the importance of play as a childhood activity
- Analyse the factors involved in determining what activities are meaningful to children.
- Appraise critically how daily activities can be used to positively influence a child’s health and well-being.

Assessment

- Multiple Choice Questions (40%)
- Developing a child friendly information pack (60%)
Module Coordinator: Michal Molcho

Module Description

This module explores the most vulnerable children in Irish society, looking particularly at children in care, carer children, homeless children, children living in poverty, ethnic minorities, and children asylum seekers. The module will involve service learning in services that cater for these population groups, and draws on literature and experience to develop an appreciation for the adversities faced by these children, as well as the services that exist, or are needed, to support these children.

Learning Outcomes

Upon completion of this module students will be able to:

- Appraise the challenges facing marginalised children
- Discern the voices of marginalised children in society
- Demonstrate cultural awareness for diverse population groups

Assessment

- Essay (70%)
- Reflective Journals (30%)
<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Contact hours/week</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CN2100 Adolescents in Ireland: Healthy and Risky Behaviours</strong></td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

**Module Coordinator:** Colette Kelly

**Module Description**

This module explores the literature on healthy and risky behaviour in adolescents and its short- and long-term implication for their health. Building on data from the Health Behaviour in School Aged Children study, most recent evidence on risky and healthy behaviour among adolescents in Ireland will be explored, with special attention given to time trends, gender, social contexts and socio-economic differences reflected in that data.

**Learning Outcomes**

Upon completion of this module students will be able to:

- Distinguish between healthy and risky behaviours amongst adolescents
- Identify the short- and long-term implications of healthy and risky behaviours for young people’s health
- Draw on existing evidence of healthy and risky behaviours and explore areas for intervention

**Assessment**

- Essay 100%
Module Coordinator: Eilis Ní Dhúill

Module Description

This module aims to examine the conception of 'childhood' as depicted in Irish-language texts, including texts from Old and Middle-Irish as well as contemporary literary texts. It also includes the study of Irish language children's literature. It will be delivered through English by members of Roinn na Gaeilge, School of Languages, Literatures and Cultures.

Learning Outcomes

Upon successful completion of this module students will be able to:

- Compare and contrast the representations of childhood in Irish-language literary texts from early Irish through to the modern day.
- Discuss the importance of the National School System (1831) in relation to the Irish language.
- Give an account of traditional Irish-language games for children.
- Conduct independent research on the archival material from the School's Folklore Collection available online at www.duchas.ie.
- Give an account of the prominent themes and motifs in works of fiction for children in the writings of Eilís Dillon and Cathal Ó Sándair.
- Describe the importance attributed to the child in the Irish-language revival movement.

Assessment

- Essay (50%)
- Project (50%)
Third Year Modules

Semester 1 Core (compulsory) Module (10 ECTS):

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Semester</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN3101</td>
<td>Child Centred Research Methods</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Semester 1 Elective Modules (Choose 2 for 20 ECTS):

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Semester</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN3104</td>
<td>Transition in Childhood and Adolescence</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>CSS301</td>
<td>Designing Play*</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>CN3105</td>
<td>Twenty-First Century Young Adult Fiction</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

*CSS301 Designing Play involves 2 hours per week working with teachers and students in the Galway Educate Together School in addition to the scheduled classroom hours. Students are advised to take this into account when choosing their modules.

*CSS301 Designing Play is limited to 30 students. Only the first 30 students to select this module during registration will be able to take it.

Semester 2 is dedicated to the placement. Students should register for one of the following course codes depending on the nature of their placement.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Semester</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS306</td>
<td>Children’s Studies Abroad**</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>CSS309</td>
<td>Children’s Studies Placement</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>CSS307</td>
<td>Children’s Studies Abroad (Year-Long)**</td>
<td>1&amp;2</td>
<td>60</td>
</tr>
</tbody>
</table>

** Students undertaking a work placement outside Ireland AND students participating in a university exchange should register for the relevant Children’s Studies Abroad module. Students undertaking a work placement in Ireland should register for CSS309 Children’s Studies Placement. If you are in any doubt as to which course code applies to you, please contact your NUI Galway placement co-ordinator for clarification.
<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Contact hours/week</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN3101 Child Centred Research Methods</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

**Module Coordinator:** Dr Michal Molcho

**Module Description**

Using an action research approach, this module takes the students through the research process, from formulating a child-centred research questions, identifying the most appropriate approach to testing them, developing participatory research tools, collecting and analysing data and critically interpreting the findings.

**Learning Outcomes**

- On successful completion of this module the learner will be able to:
- Critique the participatory research process and appreciate the strengths and weaknesses of different methodological approaches
- Identify the appropriate research methods for different children groups
- Demonstrate an awareness of ethical consideration in research design
- Review participatory research papers.

**Assessment**

- Research Protocol  - 50%
- Research Project  - 50%
Module Coordinator: Dr Michal Molcho

Module description

Transition has been defined as the process of changing from one state or condition to another and a period of such change (Oxford English Dictionary, 2012). This module will explore transitions that occur in children and adolescents lives, including

‘Vertical transitions’, described as ‘developmental and predictable’ and include moving on from one setting to another at the appropriate stage in education/life; NS ‘Horizontal transition’, described as the movement between activities during the course of a normal day. The module will also explore transitions that result from migration, changes in the family structure, and bereavement.

Learning outcomes
On successful completion of this module the learner will be able to:

- Discern between predictable and unpredictable transitions.
- Appreciate the complexity of emotional transition.
- Prepare a support plan to assist children with transitions.
- Assess the support needs of children with special needs as they go through periods of change.

Assessment

Project: 100%
Module Coordinator: Dr Kate Harvey

Module Description

This module explores recent trends in fiction aimed at the ‘young adult’ (YA) market. Students will read and discuss a range of popular YA novels from a variety of genres; authors include Malorie Blackman, Sarah Crossan, John Green, Patrick Ness, and Louise O’Neill. Definitions of categories such as ‘children’s books’, ‘teen fiction’, and ‘young adult literature’ will be interrogated, as will the related phenomenon of ‘crossover fiction’. Students will explore why particular subjects and genres have proven more popular with young readers than others, and examine recurring themes such as identity formation, transitions, self-image and bodily autonomy, disillusionment with authority, and stereotypical adolescent issues (e.g. bullying, substance abuse, sexual awakening, depression).

Learning Outcomes

On successful completion of this module the learner will be able to:

- Identify and define prominent genres of young adult literature.
- Demonstrate an understanding of the evolving role of literature within adolescent culture.
- Interpret key concepts and themes in novels aimed at young adults.
- Critically engage with current academic research on young adult literature.
- Connect the novels discussed to other areas of children’s studies.
- Develop critical writing and research skills relevant to the study of Arts and Humanities at third level.

Assessment

Essay 100%
<table>
<thead>
<tr>
<th>Module</th>
<th>Semester</th>
<th>Contact hours/week</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS301 Designing Play</td>
<td>1</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

**Module Coordinator:** Lindsay Myers

**Module Description**

This module is designed to equip students with the tools to develop, plan and facilitate creative workshops for children based around a selection of themes, topics or intended outcomes. Through a series of practical workshops, the course will consider the definition of “play” and explore the fundamental importance of play to the lives of children. Students will be introduced to a wide range of play-based resources to aid them in their future work with children, and will be encouraged to appropriate and develop these resources to suit a variety of situations.

Students will also be introduced to the basic theories of play therapy and will be introduced to a selection of techniques which are fundamental to this practice.

Students will be encouraged throughout the course to optimise their own creative potential so as to enable them to feel confident in facilitating play-based workshops with children.

**Learning Outcomes**

Upon completion of this module students should be able to:

- Discuss the basic theories which underpin play therapy
- Identify and apply resources which are useful to working creatively with children
- Plan, develop and realise a workshop for children which addresses a specific issue (e.g. bullying, racism etc)
- Plan develop and realise a workshop for children which centres on a specific theme, technique or medium (e.g. sand, objects, stories)

**Assessment**

This module is assessed in three parts:

- Participation and Homework – 20%
- Playbook – 40%
- Workshop Development Assignment – 40%
<table>
<thead>
<tr>
<th>Module</th>
<th>Semester</th>
<th>Contact hours/semester</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS309 Children’s Studies Placement</td>
<td>2</td>
<td>Minimum 200</td>
<td>30</td>
</tr>
</tbody>
</table>

**Module Coordinator:** Michal Molcho

**Module Description**

Students are required to complete a minimum of 200 hours of work placement (approx. twenty hours per week) with an approved organisation. The objective of the work placement experience is for students to be involved in, and learn from, the work that is carried out by the organisation. In order for the experience to be successful for both the student and the organisation, the organisation is expected to assign a supervisor for the student. Clear objectives and learning goals should be set with the student at the start of the placement. These objectives will be developed, signed by the student and the supervisor and will be sent to the course director.

**Learning Outcomes**

Upon completion of the placement students will:

- Have experience working with or for children;
- Reflect on their learning;
- Integrate their work experience with theories that were taught throughout the programme.

**Assessment**

- Project (60%)
- Presentation (20%)
- Learning Journal (20%)
<table>
<thead>
<tr>
<th>Module</th>
<th>Semester</th>
<th>Contact hours/semester</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS306 Children’s Studies Abroad</td>
<td>2</td>
<td>Minimum 200</td>
<td>30</td>
</tr>
<tr>
<td>CSS307 Children’s Studies Abroad (Year-Long)</td>
<td>1&amp;2</td>
<td>Minimum 400</td>
<td>60</td>
</tr>
</tbody>
</table>

**Module Coordinator:** Michal Molcho

**Module Description**

Students are required to complete a minimum of 200 hours of work placement per semester (approx. twenty hours per week) with an approved organisation abroad. The objective of the work placement experience is for students to be involved in, and learn from, the work that is carried out by the organisation. In order for the experience to be successful for both the student and the organisation, the organisation is expected to assign a supervisor for the student. Clear objectives and learning goals should be set with the student at the start of the placement. These objectives will be developed, signed by the student and the supervisor and will be sent to the course director.

**Learning Outcomes**

Upon completion of the placement students will:

- Have experience working with or for children;
- Reflect on their learning;
- Be aware of specific issues affecting children in the country of placement;
- Integrate their work experience with theories that were taught throughout the programme;
- Have the necessary language skills to progress to the final year of the BA International.

**Assessment**

- Project (70%)
- Learning Journal (30%)
Studying Children’s Studies with a Modern European Language

BA (Children’s Studies) students may study a modern European language (French, German, Italian, Spanish, or Irish) alongside Children’s Studies.

- There is a minimum requirement to study French (C1 or higher in Honours French) or Irish (C3 or higher in Honours Irish). Spanish, Italian, and German may be studied at beginner level. German may also be studied at advanced level.
- BA (Children’s Studies) students are required to undertake a 12-week work placement in the 3rd year of their degree. Students studying modern languages will complete this placement in a country where the relevant language is spoken in order to fulfil the requirements for a BA (International) degree.
- Students are encouraged to try out the various language modules in the first few weeks of the year to help them decide which language to study.

Preparation for Third Year

Third year of the BA (Children’s Studies) programme includes a work placement at home or abroad. It is important to begin to consider the sort of placement which may be of interest to you as soon as possible. An information session will be held at the beginning of semester 2 of second year outlining the different placement options, but if you require any information in the meantime please do not hesitate to contact the programme co-ordinators.

Students studying Children’s Studies with a modern European language (French, Spanish, German, or Italian) must spend a minimum of 12 weeks in a country where the language is spoken in order to fulfil the requirements for the BA (International). These students are therefore advised to seek a placement in such a country. Language students may also replace the work placement with an Erasmus university exchange, subject to the approval of the relevant language department and their Children’s Studies placement co-ordinator.

Every year 1-2 places are available for third-year Children’s Studies students on a university exchange with York University in Canada in lieu of the third-year placement. Selection will be made by the programme co-ordinators on the basis of academic performance in Children’s Studies modules in the first two years. Further details on how to apply will be given to students at the beginning of semester 2.
Additional Information

Attendance

Regular attendance is mandatory for all modules. If for any reason you are unable to attend a lecture, please email the lecturer of the relevant module as soon as possible to explain your absence. Additionally, you need to complete the online medical information form that is on the website below. Once you have completed the form, please upload a copy of the supporting documentation (e.g., medical cert) and click on submit. This goes onto an internal database. College Office will then forward the information to your subject coordinators.


Assessment

Further information regarding assessment methods and deadlines will be made available by the lecturer of each individual course. If you are not entirely clear on any aspect of the assessment method, please contact the relevant lecturer for clarification.

If, for reasons of illness or personal circumstances, you are unable to submit an assignment on time, please contact the relevant lecturer prior to the deadline for submission. Late submissions will be subject to a penalty unless an extension has been granted and/or a valid medical certificate is produced.

Extensions and Late Submission Penalties

If you need to request an extension of a submission date, you must make that request to your module tutor/lecturer in advance of the date, where possible. The granting of an extension in retrospect can occur only in exceptional circumstances. We strive to be as flexible as possible with students who have legitimate reasons for late submissions, however, evidence (i.e., a medical certificate) will be required for an extension to be granted. What this means is that if you anticipate not making a deadline due to illness or a family upheaval you MUST ask your module tutor/lecturer for an extension in advance of the deadline.

If you do not request an extension and just submit an assignment late, marks will be deducted at a rate of 2% per day for 5 days after which the assignment will be marked on a pass/fail basis up to a maximum of 14 days in total (includes Saturdays and Sundays). As such, 1-5 days late, reduction of 2% per day (or part of) / 6-14 days late, marked on a pass/fail basis. After this 14 day period the assignment will no longer be eligible for submission and an alternative
Assignment will have to be completed. Alternative assignments will normally carry a similar timeframe to the original assignment, but will be capped at 40% (i.e. the maximum mark attainable will be 40%). Alternative assignments are subject to the same late penalties as the original assignment. As noted previously, all modules must be passed to successfully complete a year.

Garda Vetting

Garda Vetting (GV) is a requirement of admission and continued eligibility for this course. As such, GV forms should be returned promptly, since delays in returning GV forms may render you ineligible to continue attending this course. Please visit the following webpage for full details on the Garda vetting process: http://www.nuigalway.ie/postgrad-admissions/garda-vetting/

If you take a break from your studies, upon your return you should ensure that your GV will not expire before you complete this course. If it does you will need to apply again for GV for any subsequent years required for you to complete your studies.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First class Honours</td>
<td>70% and above</td>
</tr>
<tr>
<td>Second class Honours, grade 1</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>Second class Honours, grade 2</td>
<td>50%-59%</td>
</tr>
<tr>
<td>Third class Honours</td>
<td>40%-49%</td>
</tr>
<tr>
<td>Marginal Fail</td>
<td>35%-39%</td>
</tr>
<tr>
<td>Fail</td>
<td>0%-34%</td>
</tr>
</tbody>
</table>

Plagiarism

Plagiarism is defined by the NUI Galway Plagiarism Code of Practice as "the act of copying, including or directly quoting from, the work of another without adequate acknowledgement" and is a serious offence. The University guidelines state that "[t]he submission of plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately by the University following the procedures outlined here and with reference to the Disciplinary Code." The full Plagiarism Code of Practice is reproduced as Appendix A of this booklet.

Students should familiarise themselves with the basics of academic referencing in order to ensure that they are not in breach of the Plagiarism Code of Practice. A selection of online resources for students on writing, referencing, and avoiding plagiarism can be found at http://www.nuigalway.ie/wrap
**Student Communications**

There are four avenues of communication between staff and students:

1. **NUI Galway E-mail**

   All students will receive an NUI Galway e-mail address following registration with computer services. This is the only address used by University services (e.g. Examinations, Admissions, Fees Office) and Discipline administrative and academic staff to communicate with students. For reasons of security, privacy and continuity of contact only your NUI, Galway email address will be used. Other addresses (yahoo, hotmail, etc.) will not be used. Therefore, it is essential that students check their NUI, Galway account on a regular basis. **Please note that the account should also be maintained by cleaning the different e-mail folders, as their capacity is limited.**

2. **Blackboard**

   The Discipline also uses the 'Blackboard' virtual learning environment for communication purposes. Course and module specific notices will be posted in the announcements section, course documents, and assignment details in the specific module pages. As Blackboard has a page for announcements, it is important that you check it regularly.

3. **Notice Board**

   There is a notice board close to the Discipline administrative office in The Arts Millennium Building for general notices. All notices of general relevance posted on this notice board will also be made available through the Blackboard website, to facilitate students who are not on campus. Students are advised to request appointments via e-mail or the course administrator. Students may also e-mail the course coordinator directly.

4. **Class Representative**

   A Class Representative should be elected within the first month of study. The Class Representative will be the main point of contact with the Programme Director and will be expected to attend and feedback to the monthly Discipline meetings.

**Language, Writing and Computer Supports**

There are a number of sources of support for students within the University:

**IT Facilities**

Registered students at NUI Galway may use the computer network and the Blackboard virtual learning environment. When you register as a student you will be provided with a Username and Password which you will need to use and access
the IT services and facilities. If you experience any difficulty with IT facilities, you should contact Information Solutions and Services at: http://www.nuigalway.ie/information-solutions-services/services-for-students/

Bulletins providing information on any issues, such as service disruptions, can be accessed on the ISS homepage and faults can be reported through the ISS ‘service desk’ ticketing system.

Library Facilities

The James Hardiman Library is based on the main campus in NUI Galway. When you are registered as a student of the University you are entitled to use the library facilities. The library is on three floors and for anyone with limited mobility there is a lift that serves all floors. The library’s website can guide you through the range of services available in the library. It is also possible to access most of the library’s services directly through the website. You can log onto the library site through www.nuigalway.ie or through Blackboard. The Library webpage includes links to pages such as ‘using the library’, ‘library catalogue’ and ‘off campus access’ and will guide you through using the resources of the library.

You will use your student ID card to borrow books from the library. To use the library resources electronically, you need to activate your campus account.

The Academic Writing Centre

The Academic Writing Centre (http://library.nuigalway.ie/awc) is located within the James Hardiman Library and offers free workshops and one-to-one supports to students with a focus on their writing skills. The Academic Writing Centre is open during the Semester and operates as a drop-in facility although sessions can be pre-booked.

A full range of services available through the James Hardiman Library can be found at http://library.nuigalway.ie/support.

The International Affairs Office

The International Affairs Office (http://www.nuigalway.ie/international/) provides free writing support classes for students whose first language is not English. For more information, please email international@nuigalway.ie

Blackboard Learning Environment

What is Blackboard?

Blackboard is a web-based learning environment. It is a useful way for you to communicate online with staff and other students. You will be able to use Blackboard to read course announcements and access some of your lecture notes. Blackboard allows lecturers/tutors to upload lecture notes, reading lists, assessment information, and other course-related material to their Blackboard site
so that students may access them. It also contains functions that enable students and teachers to interact via class announcements, e-mail, and discussion boards.

Students can log into the Blackboard system (http://blackboard.nuigalway.ie) using their standard student id and password (i.e. the same credentials as used to log into the PC Suites). Queries can be directed to Information Services and Solutions (ISS) **Service Desk at 091 495777 or servicedesk@nuigalway.ie**

### Format for References

All assertions, pieces of evidence, and comments from others must be referenced. This should be done in standard academic format. The guidelines below are based on those of the American Psychological Society, and should be adhered to at all times when submitting written pieces of work, especially for assessment. For example, the way you should reference work in your essay text is as follows:

According to Jones (1993) the level of carbon dioxide in the...

or

The level of carbon dioxide in the surrounding field was elevated (Jones, 1993), while three or more authors are referred to as Jones et al., (1993).

All references used in the text must be included in the bibliography or reference section. Any omissions are a serious breach of acceptable practice. References should be presented in alphabetical order according to the surname of the first author and the second and subsequent lines of any reference should be indented.

**Journal Articles**


**Books**


**Book Chapter**


**Newspaper Article**


Other common forms for references are unpublished reports and personal communications


Use of a Secondary Source

Use of a secondary source (e.g. where you have obtained an account of a study from a textbook) should be made clear in both the text and the reference list. It is very important to correctly reference your sources.

For example, in text;
Naidoo and Wills (1994) cites Herzlich's (1973) study of the health beliefs of a group of middle-class Parisians and Normans...

or

The study of lay health beliefs by Herzlich (1973), as described by Naidoo and Wills (1994), presents an interesting picture of ....

In your reference list secondary references should be as follows:


Citing Documents Published on the Internet.

Increasing numbers of a variety of documents are available from the Internet. This source of documents should be acknowledged just as print material should be. A complication to the citation of internet sources is the wide variation in quality of sites available and the accuracy of information provided. Therefore, assessment of the site is necessary before it is referred to in academic work. Generally, peer reviewed journals published on the web and reports from organisations such as the World Health Organisation and Government publications are acceptable. The citation system that follows is taken from the American Psychological Association and is used extensively.

In the text, as with printed articles and reports the name of the author and year should be given (see previous page).

If a document is known to be available in ordinary printed form, then only its print form need be cited in a reference list. The Publication Manual of the American Psychological Association recommends adding ´[Electronic version]´ after giving a journal paper title referenced in standard print form but viewed in its electronic form. This is because versions may differ in some ways (e.g. there may be additional data in the electronic version).

Where an internet citation must be given, the principle is that enough information should be provided for retrieval of the source. The minimum information needed is:
document title or description;  
website address (of the specific document rather than a home or menu page); and date of retrieval.
The author or originator of a document and the date of publication or update may also be given.

Line breaks can be a problem, especially as the hyphen is a functional character in internet addresses. If an address needs to be broken, avoid breaking directly before or after a full point or hyphen. If possible, break either side of a forward slash or underscore.

avoid: preferred:
www.bps.org www.bps.org.uk/sub-syst/
.uk/sub-syst/subsysyms_div1.cfm subsytems_div1.cfm

www.bps.org.uk.
sub-syst/subsystems_div1.cfm

www.bps.org.uk/sub
-syst/subsystems_div1.cfm

Further examples are as follows:

a. Online journal article (available also in print)

b. Internet-only journal article

c. Non-periodical document

Note: Where no publication date is given, use n.d. instead of the year.

A selection of online resources for students on writing, referencing, and avoiding plagiarism can be found at http://www.nuigalway.ie/wrap
Code of Conduct for Students

Please note that the University has a code of conduct for students, which students are bound to read and abide by. Any student who enrolls for any course in the University in doing so accepts the objectives of the University and is giving a commitment, as a responsible individual and as a member of the University community, to behave in an appropriate manner. The primary objectives of the University are the dissemination and advancement of knowledge and understanding through teaching, research, study and rational discussion.

The Student Code of Conduct offers guidelines as to the norms of behaviour that accord with the obligations of students, but where more specific requirements are in place, they are available on the University’s web site here: www.nuigalway.ie/codeofconduct/. It should be noted that students of the University cannot claim any privileged position in regard to the general law of the land. Breaches of this Code and of any University regulations make students liable to the imposition of sanctions.
# Semester Dates 2018/19

## First Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation 1st Years</td>
<td>TBA (Between Monday 3rd and Friday 7th September 2018)</td>
</tr>
<tr>
<td>Start of Teaching all years</td>
<td>Monday 10th September 2018</td>
</tr>
<tr>
<td>End of Teaching all years</td>
<td>Saturday 1st December 2018</td>
</tr>
<tr>
<td>Study Week</td>
<td>Monday 3rd – Saturday 8th December 2018</td>
</tr>
<tr>
<td>Semester 1 Exams</td>
<td>Monday 10th December 2018</td>
</tr>
<tr>
<td>Semester 1 Exams End</td>
<td>Friday 21st December 2018 (10 Days)</td>
</tr>
<tr>
<td>Christmas Holidays</td>
<td>Saturday 22nd December 2018</td>
</tr>
</tbody>
</table>

## Second Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Begins</td>
<td>Monday 14 January 2019</td>
</tr>
<tr>
<td>Teaching Ends</td>
<td>Saturday 6th April 2019 (12 weeks)</td>
</tr>
<tr>
<td>Study Week</td>
<td>Thursday 11th April – Thursday 18th April 2019</td>
</tr>
<tr>
<td>Easter</td>
<td>Good Friday 19th April – Easter Monday 22nd April 2019</td>
</tr>
<tr>
<td>Semester 2 Exams Start</td>
<td>Tuesday 23rd April 2019</td>
</tr>
<tr>
<td>Semester 2 Exams End</td>
<td>Friday 10th May 2019</td>
</tr>
<tr>
<td>Autumn Exams*</td>
<td>Tuesday 6th August – Friday 16th August 2019</td>
</tr>
<tr>
<td>Holidays</td>
<td>Easter Good Friday 19th April to Easter Monday 22nd April 2019</td>
</tr>
</tbody>
</table>

*If you fail an exam or if you miss it due to medical or personal reasons you will have the opportunity to re-sit it during the Autumn Exam Period. If you fail a module taught by continuous assessment you will have the opportunity to re-submit it during this period.*
## Useful Contact Information for NUIG

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions Office</strong></td>
<td>091 493065</td>
<td><a href="mailto:admissions@nuigalway.ie">admissions@nuigalway.ie</a></td>
</tr>
<tr>
<td><strong>Fees Office</strong></td>
<td>091 492386</td>
<td><a href="mailto:fees@nuigalway.ie">fees@nuigalway.ie</a></td>
</tr>
<tr>
<td><strong>Overseas Students Officer</strong></td>
<td>091 493581</td>
<td><a href="mailto:international@nuigalway.ie">international@nuigalway.ie</a></td>
</tr>
<tr>
<td>Ms. Louise Kelly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disability Support Service</strong></td>
<td>091 492813</td>
<td><a href="mailto:disability.service@nuigalway.ie">disability.service@nuigalway.ie</a></td>
</tr>
<tr>
<td><strong>Mature Students Officer</strong></td>
<td>091 492695</td>
<td><a href="mailto:trish.hoare@nuigalway.ie">trish.hoare@nuigalway.ie</a></td>
</tr>
<tr>
<td>Mrs. Trish Hoare</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accommodation Office</strong></td>
<td>091 492364</td>
<td><a href="mailto:teresa.kelly@nuigalway.ie">teresa.kelly@nuigalway.ie</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>or <a href="mailto:angela.walsh@nuigalway.ie">angela.walsh@nuigalway.ie</a></td>
</tr>
<tr>
<td><strong>Student Health Unit</strong></td>
<td>091 492604</td>
<td><a href="mailto:healthunit@nuigalway.ie">healthunit@nuigalway.ie</a></td>
</tr>
<tr>
<td><strong>Emergency Medical Number:</strong></td>
<td>087 2623997</td>
<td></td>
</tr>
<tr>
<td>Opening Hours:</td>
<td>9.15 a.m. – 12.30 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.30 p.m. – 4.30 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Counselling Office</strong></td>
<td>091 492484 or 087 6644299</td>
<td><a href="mailto:counselling@nuigalway.ie">counselling@nuigalway.ie</a></td>
</tr>
<tr>
<td><strong>Careers Development Centre</strong></td>
<td>091 493589</td>
<td><a href="mailto:careers@nuigalway.ie">careers@nuigalway.ie</a></td>
</tr>
<tr>
<td><strong>Computer Services</strong></td>
<td>091 495777</td>
<td><a href="mailto:UserSupport@nuigalway.ie">UserSupport@nuigalway.ie</a></td>
</tr>
<tr>
<td>User Support Centre (USC)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A: Code of Practice for Dealing with Plagiarism

1.0 Purpose
To set out the code of practice for dealing with issues of student plagiarism.

2.0 Description
Plagiarism is the act of copying, including or directly quoting from the work of another without adequate acknowledgement, in order to obtain benefit, credit or gain. Plagiarism can apply to many materials, such as words, ideas, images, information, data, approaches or methods. Sources of plagiarism can include books, journals, reports, websites, essay mills, another student, or another person.

Self-plagiarism, or auto-plagiarism, is where a student re-uses work previously submitted to another course within the University or in another Institution.

All work submitted by students for assessment, for publication or for (public) presentation, is accepted on the understanding that it is their own work and contains their own original contribution, except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.

Plagiarism can arise through poor academic practice or ignorance of accepted norms of the academic discipline. Schools should ensure that resources and education around good academic practice is available to students at all levels.

The Plagiarism Penalty Grid (included in this document) will be made available to all students.

Cases in which students facilitate others to copy their work shall also be subject to the procedures outlined here.

2.1 Procedures
Each School will appoint at least one plagiarism advisor, who is normally a member of academic staff. These advisors are Designated Authorities, as described in the Student Code of Conduct, and have responsibility and authority for dealing with suspected and reported cases of plagiarism.

A list of the current plagiarism advisors will be maintained and made available to all academic staff of the University.

A member of teaching staff who suspects plagiarism is welcome to speak with an appropriate plagiarism advisor, in confidence, about the case. At this point, the staff member is free not to continue with a formal report.

If a staff member decides to formally report a suspected case of plagiarism, a short report shall be prepared including a (marked-up) copy of the student work, along with any evidence for suspecting plagiarism. This report should be forwarded to the plagiarism advisor.
The plagiarism advisor shall conduct an initial investigation of the alleged plagiarism, to determine if there is a case to be made. If the advisor concludes that there is no case of plagiarism, the reporting member of staff will be notified, with a clear statement of the reasons for the decision. If the plagiarism advisor decides that the case is one of plagiarism, he/she will make an initial assessment of the case using the penalty grid (step 1).

If the points, according to the penalty grid, are in the lower two bands (up to 379) the advisor may conduct an informal interview with the student to discuss the suspected case. If the advisor is satisfied that the case exists, an appropriate penalty will be selected from the grid (step 2).

If the points, according to the penalty grid, are more than 524, the advisor should refer the case to the discipline committee, in accordance with the Student Code of Conduct.

In all other cases (points in the bands 380-524), the student will be invited to attend an interview with the plagiarism adviser and an additional member of staff. The invitation may be by email or letter, and will include an explanation of the purpose of the meeting, including a copy of the marked-up piece of work. The student may be accompanied at the interview by a "friend".

The additional member of staff may be another plagiarism advisor, the member of staff who reported the case, or another senior member of staff from the School.

Where a student does not engage with the process, by not responding or by refusing to attend an interview, the case will be referred to the discipline committee.

At the interview, the student will be given a clear explanation of what has been alleged, shown a copy of his/her work, given the opportunity to justify the work and be invited to admit or deny responsibility.

Following the interview, if the advisor is satisfied that the case exists, an appropriate penalty will be selected from the grid (step 2). After a penalty has been decided, the advisor will perform a fairness check to consider the impact of the penalty on the student’s overall performance. If the impact is incommensurate with the offence, the advisor may choose to adjust the penalty. In all cases, the student will be notified by the advisor, in writing, of the decision and any penalty imposed.

The plagiarism advisor will write a report, recording the decision and any penalty, which should be lodged centrally. This report is confidential and will not reflect upon the student’s record. It will be used to determine if a second or subsequent offence has occurred, and for statistical information only. It may be appropriate for incidents of plagiarism to be made known to relevant academic and support staff where this is required for the proper administration of academic programmes and academic decision making. Such sharing of information with appropriate staff does not breach confidentiality.
3.0 Related Documents

Plagiarism Penalty Grid

Step 1: Assign Points Based on the Following Criteria

History

<table>
<thead>
<tr>
<th>History</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Time</td>
<td>100</td>
</tr>
<tr>
<td>2nd Time</td>
<td>150</td>
</tr>
<tr>
<td>3rd/+ Time</td>
<td>200</td>
</tr>
</tbody>
</table>

Amount/Extent

<table>
<thead>
<tr>
<th>Amount/Extent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5% OR less than two sentences</td>
<td>80</td>
</tr>
<tr>
<td>As above but with critical aspects* plagiarised</td>
<td>105</td>
</tr>
<tr>
<td>Between 5% and 20% OR more than two sentences but not more than two paragraphs</td>
<td>105</td>
</tr>
<tr>
<td>As above but with critical aspects* plagiarised</td>
<td>130</td>
</tr>
<tr>
<td>Between 20% and 50% OR more than two paragraphs but not more than five paragraphs</td>
<td>130</td>
</tr>
<tr>
<td>As above but with critical aspects* plagiarised</td>
<td>160</td>
</tr>
<tr>
<td>Above 50% OR more than 5 paragraphs</td>
<td>160</td>
</tr>
<tr>
<td>Submission purchased from essay mill or ghostwriting service</td>
<td>225</td>
</tr>
</tbody>
</table>

* Critical aspects are key ideas central to the assignment

Level/Stage

<table>
<thead>
<tr>
<th>Level/Stage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>70</td>
</tr>
<tr>
<td>Undergraduate (not 1st or final year)</td>
<td>115</td>
</tr>
<tr>
<td>Final year/Postgraduate</td>
<td>140</td>
</tr>
</tbody>
</table>
Value of Assignment

<table>
<thead>
<tr>
<th>Standard assignment</th>
<th>30 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large project (e.g. final year dissertation, thesis)</td>
<td>115 points</td>
</tr>
</tbody>
</table>

Additional Characteristics (to be used only in extreme cases)

Evidence of deliberate attempt to disguise plagiarism by changing words, sentences or references to avoid detection: 40 points.

Step 2: Award penalties based on the points

Summative Work

In all cases a formal warning is given and a record made contributing to the student’s previous history.

<table>
<thead>
<tr>
<th>Points</th>
<th>Available Penalties (select one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>280-329</td>
<td>• No further action beyond formal warning</td>
</tr>
<tr>
<td></td>
<td>• Assignment awarded 0% - resubmission required, with no penalty on mark</td>
</tr>
<tr>
<td>330-379</td>
<td>• No further action beyond formal warning</td>
</tr>
<tr>
<td></td>
<td>• Assignment awarded 0% - resubmission required, with no penalty on mark</td>
</tr>
<tr>
<td></td>
<td>• Assignment awarded 0% - resubmission required but mark capped or reduced*</td>
</tr>
<tr>
<td>380-479</td>
<td>• Assignment awarded 0% - resubmission required but mark capped or reduced</td>
</tr>
<tr>
<td></td>
<td>• Assignment awarded 0% - no opportunity to resubmit</td>
</tr>
<tr>
<td>480-524</td>
<td>• Assignment awarded 0% - no opportunity to resubmit</td>
</tr>
<tr>
<td>525+</td>
<td>• Case referred to Discipline Committee</td>
</tr>
</tbody>
</table>

Formative Work

<table>
<thead>
<tr>
<th>Points</th>
<th>Available Penalties (select one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>280-379</td>
<td>• Informal warning</td>
</tr>
<tr>
<td>380+</td>
<td>• Formal warning, with record made contributing to the student’s previous history</td>
</tr>
</tbody>
</table>

* Normally, marks will be capped at the pass mark for the assignment.  
(Source: [http://www.nuigalway.ie/plagiarism](http://www.nuigalway.ie/plagiarism))