BA CONNECT with Children's Studies

National University of Ireland, Galway

Handbook for Academic Year 2020/2021

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BA CONNECT with Children's Studies

This programme draws on the expertise from a wide range of areas including the Creative Arts, Literature, Sociology, Psychology and Human Rights. It provides students with the opportunity to examine the socio-cultural construction of childhood and the legal and policy frameworks surrounding children's lives. The programme combines a strong theoretical and academic focus with an applied and practical orientation and has both a historical and a contemporary perspective.

The BA with Children's Studies in NUI Galway is the only programme currently on offer in Ireland or the UK that enables students to take two traditional arts subjects alongside Children's Studies to degree level. The third year placement experience allows students to gain practical experience in the specialist area of Children's Studies.

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; research skills relevant to the study of children.

Degree Structure

Subject combination

When registering in first year, BA Connect with Children's Studies students choose three Arts subjects to study alongside Children's Studies. In the second year, one of these subjects is dropped and the other two subjects are continued to degree level. The third year is dedicated entirely to the Children's Studies specialism. In the fourth year, the two Arts subjects are studied, with no Children's Studies modules.

You are encouraged to try out different subjects in the first week of the year before making your decision. Students are advised to consult with the course co-ordinator and/or their academic advisor for guidance on subject combinations. Students interested in primary school teaching in Ireland are recommended to take Gaeilge as one of their subjects. Students interested in secondary teaching in Ireland are recommended to take two post-primary curricular subjects (see https://www.teachingcouncil.ie/Website/en/Publications/Registration/Documents/Curricular-Subject-Requirments-after-January-2017.pdf).

Distribution of ECTS

YEAR ONE:

Arts Subject 1:   15 ECTS
Arts Subject 2:   15 ECTS
Arts Subject 3:   15 ECTS
Specialism (Children's Studies):   15 ECTS

YEAR TWO:

Arts Subject 1:   25 ECTS
Arts Subject 2:   25 ECTS
Specialism (Children's Studies):   10 ECTS

YEAR THREE:

Specialism (Children's Studies):   60 ECTS

YEAR FOUR:

Arts Subject 1:   30 ECTS
Arts Subject 2:   30 ECTS

Online Learning Guidelines for 2020/21

Due to the current public health situation, and following Department of Health and University Guidelines, a significant portion on learning will take place through online platforms this year, in semester one and potentially in semester two as well.

In light of this temporary change, it is of the utmost importance that all students are made aware of and adhere to online learning guidelines, or "proper netiquette" for online learning.

All instructors will go over guidelines individually, but these general guidelines apply to all online learning platforms you may be asked to interact with your lecturers and/or classmates on. The most commonly used platform will be Blackboard Collaborate, but you may also be asked to interact and engage on Zoom, Teams, or other platforms at the lecturer's discretion.

When you join an online classroom/ group session…check that:

1. **Camera Working? Audio Working?** – you are expected to have your camera on at all times possible, and will require audio during most sessions
2. **Now mute your audio (until you want to speak)** – this reduces background noise
3. **Now go to 'settings' and mute audio notifications -** so they do not disturb you every time a classmate virtually raises their hand or posts a chat message
4. **BE ON TIME! –** students entering and exiting a session throughout is very distracting to other students, no different than it is in a real classroom
5. **COME PREPARED!** – ensure that you have watched all required weekly content and that you have done the required readings before class
6. **RAISE YOUR HAND TO SPEAK** – on Blackboard Collaborate, Teams, and Zoom, there is a hand raising function that you should use to ask questions. Wait until you are called upon. (This does not apply in small group settings most of the time…jump in and engage in small groups)
7. **BEFORE YOU TALK OR WRITE – T.H.I.N.K. –**
    a. Is it **True?**
    b. Is it **Helpful?**
    c. Is it **Inspiring?**
    d. Is it **Necessary?**
    e. Is it **Kind?**
8. **Participate, Collaborate, and Engage…**the success of our online learning communities depends on you, and your classmates, engaging with the subject matter and each other. This year more than any other, you will get out of your education what you put in.

Children's Studies Contact Information

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First Year Modules

Students are required to register for <u>three</u> of the following four modules:

Code	Module	Semester	ECTS
CSS1102	Irish Children's Literature	1	5
CN1100	Children and Health*	2	5
CN1103	Children in Social Contexts	2	5
CSS1101	Irish Childhoods: Gaelic Language and Literature	2	5

*Students who are studying Information Technology or Léann an Aistriúcháin as one of their Arts subjects **may not** take CN1100 Children and Health due to a timetable clash.

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.

The mode of instruction of all modules is subject to change and will at all times follow university and government guidelines.

Module	Semester	Mode of Instruction	ECTS
CSS1102 Irish Children's Literature	1	Online	5

Module Coordinator: Dr Kate Harvey

Module Description

This module explores the importance of literature in children's lives. Students will examine and discuss books and other cultural products aimed at children in Ireland through a range of media, including novels, picturebooks, comics, film, television, and digital media. Students will explore representations of children and childhood in Irish culture, with a particular emphasis on gender, class, age, and religion. Other topics covered include uses of Irish myth and folklore in modern children's fiction; national identity; Irish history in children's fiction; visual narrative; the place of the Irish language; and contemporary children's publishing and broadcasting. This module also provides students with a foundation in academic research and writing skills.

Learning Outcomes

Upon completion of this module students should be able to:

- Engage critically with the key concepts of children's literary and cultural studies.

- Demonstrate an understanding of the evolving role of literature, film, and digital media within children's culture in Ireland.

- Critically discuss the impact of children's literature and culture on its target audience.

- Develop critical writing and research skills relevant to the study of Arts and Humanities at third level.

- Apply the skills learned to other areas of children's studies.

Assessment

- Learning journal (40%)
- Group learning engagement (10%)
- Essay (50%)

Module	Semester	Mode of Instruction	ECTS
CN1100 Children and Health	2	TBC	5

Module Coordinator: Dr Michal Molcho

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	Semester	Mode of Instruction	ECTS
CN1103 Children in Social Contexts	2	TBC	5

Module Coordinator: Dr Lindsay Sullivan

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%)
- Article Critique/Reflection (10%)
- Weekly Reflection Journals (30%)
- Final Essay (50%)

Module	Semester	Mode of Instruction	ECTS
CSS1101 Irish Childhoods: Gaelic Language and Literature	2	TBC	5

Module Coordinator: TBC

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%)

Second Year Modules

Students are required to register for <u>two</u> of the following four modules (10 ECTS total).

Code	Module	Semester	ECTS
CN2107	European Educational Approaches, Policies and Practices	1	5
CSS207	Positive Psychology (Psychological Studies students only)	1	5
PS1101	Developmental Psychology (non-Psychological Studies students only)	2	5
CSS201	Introduction to Child Law	2	5

Please note:

- CSS207 Positive Psychology **is only available** to students who are studying Psychological Studies as one of their Arts subjects. This module is particularly relevant to students who are considering a career in Psychology.

- Students who are studying Psychological Studies as one of their Arts subjects should **NOT** register for PS1101 Developmental Psychology as they will already be taking this as part of their Psychological Studies course.

- Students who are studying Legal Studies as one of their Arts subjects are **required** to take CSS201 Introduction to Child Law.

- PS1101 Developmental Psychology and CSS207 Positive Psychology may clash with modules in other subjects. Students studying the following subjects should consult their timetables **before** registering for these modules.
  - Classics
  - Geography
  - German
  - Léann na Cumarsáide
  - Modern Irish Culture Studies

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.

The mode of instruction of all modules is subject to change and will at all times follow university and government guidelines.

Module	Semester	Mode of Instruction	ECTS
CN2107 European Educational Approaches, Policies and Practices	1	Blended	5

Module Coordinator: Dr Devon Goodwin

Module Description

This module will introduce students to a range of pedagogical approaches that are relevant to the current European educational climate. The aim is a broadening of students' ideas and knowledge about educational approaches, systems and policy. Students will be shown a diversity of approaches by highlighting European and international developments, putting an emphasis on creative pedagogical thinking. They will be required to demonstrate knowledge of these educational approaches, and to compare and contrast with other approaches and 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.

Learning Outcomes

Upon successful completion of this module students will be able to:
- Have gained knowledge of a variety of educational approaches.
- Understand that there is a possibility of diversity of educational provision.
- Be able to critically discuss the influence of context and culture on education systems.
- Demonstrate awareness of both the strengths and the challenges of various pedagogical approaches.
- Be able to critically reflect on how their own education system was formed, where it is now and where it may go in the future.
- Be able to demonstrate an overall understanding of the importance of considering the goals of education in educational debates e.g., what is the purpose of education?

Assessment
- Continuous Assessment (40%)
- Final Essay (60%)

Module	Semester	Mode of Instruction	ECTS
CSS207 Introduction to Positive Psychology	1	TBC	5

Module Coordinator: Dr Caroline Heary

Module Description

The overall objective of this course is to introduce students to key concepts in the study of well-being and human strengths, and particular applications that are relevant within the clinical, educational, and organisational domains.

As a discipline psychology has offered perspectives on well-being for over a century. In this module students are introduced to the emergence of positive psychology as a distinctive field of study and practice.

The module affords students the opportunity to study and discuss a number of topic areas relevant to the study of well-being and human strengths, including positive emotional states, positive traits, and positive institutions.

Learning Outcomes

Upon completion of this module students should be able to:

- Describe the emergence of positive psychology as a distinctive discipline and discuss its relationship to other sub-disciplines within psychology.

- Be able to distinguish hedonic and eudaimonic approaches to studying well-being

- Discuss the role of positive states, traits, and institutions in well-being.

- Synthesise multiple perspectives on well-being

- Critically evaluate interventions designed to enhance well-being

Assessment

- In-class MCQ (20%)
- Reflective Exercise (20%)
- Final Essay (50%)
- Attendance and Participation (10%)

Module	Semester	Mode of Instruction	ECTS
PS1101 Developmental Psychology	2	TBC	5

Course Coordinator: Dr Caroline Heary

Course Description

The overall objective of this course is to introduce students to key concepts and research in the study of developmental psychology, with particular focus on cognitive development, social and emotional development, moral development and gender development. Topics covered include: Introduction to Developmental Psychology; Themes and Theories in Developmental Psychology; Jean Piaget's theory of Cognitive Development; Attachment and Social-Emotional Development; Moral Development; Gender and Development; Peer Influence.

Learning Outcomes

Upon completion of this course students should be able to:

- Describe the features of a life-span perspective on development

- Discuss change and growth as ongoing processes

- Discuss the ecology of development

- Understand and explain the interaction of biological and environmental influences on development

- Evaluate factors that contribute to developmental change

- Synthesise competing perspectives on cognitive and psychosocial development

Assessment

This module is assessed by an essay.

Module	Semester	Mode of Instruction	ECTS
CSS201 Introduction to Child Law	2	TBC	5

Module Coordinator: 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%)

Preparation for Third Year

Third year of the BA with 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 language degree requirements. 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.

Students studying Irish with Children's Studies are encouraged to seek a placement in an Irish-speaking context (e.g. a Gaelscoil) to keep up their skills; however, this is not a requirement of the degree.

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.

Third Year Modules

Students are required to register for any <u>three</u> of the following Semester 1 modules (30 ECTS total):

Code	Module	Semester	ECTS
CN4105	Connecting Research, Policy and Practice in Children's Lives and Services	1	10
CN3105	Twenty-First Century Young Adult Fiction	1	10
CN3104	Transitions in Childhood and Adolescence	1	10
CSS304	Children's Rights	1	10
DT3107	Theatre for Children and Young People	1	10
CN4101	Health and E-Literacy in Young People	1	10

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

Code	Module	Semester	ECTS
CSS306	Children's Studies Abroad**	2	30
CSS309	Children's Studies Placement	2	30
CSS307	Children's Studies Abroad (Year-Long)**	1&2	60

** 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.

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.

The mode of instruction of all modules is subject to change and will at all times follow university and government guidelines.

Module	Semester	Mode of Instruction	ECTS
CN4105 Connecting Research, Policy and Practice in Children's Lives and Services	1	Blended	10

Module Coordinator: Dr Devon Goodwin

Module Description

This module explores the connections between research, policy and practice in children's services and lives. Throughout this module, students will be exposed to critical perspectives on evidence-based policy making and policy theory, being challenged to consider the complex interplay of forces affecting children's policy creation on multiple levels in the Irish context. The module provides students with an introduction to the children's policy landscape in Ireland and Internationally. It provides opportunity for critical analysis of how various policy initiatives are implemented, and how policy impacts the operationalization of key concepts such as family support, resilience, and children's rights. Students will engage in an enquiry-based research project and prepare a report on a key piece of Irish policy of their choice, examining the factors contributing to its rise to the top of the policy agenda, articulating its core principles and goals, and exploring its implementation.

Learning Outcomes

Upon completion of this module students will be able to:

- critically examine the conceptual and practical links between research, policy and practice in the areas of children's services and lives;

- examine the policy literature on and the public movement towards evidence-based policy making, and to critically problematize simple models of this relationship

- evaluate links between international and national policy, and national and organizational policy, as it relates to children's lives.

- demonstrate an awareness and understanding of the children's policy landscape in Ireland, including the multiple levels on which policy is formed, and the inter-relationships between key policies

- carry out an independent inquiry-based research project on a childhood-related policy in the student's area of interest.

Assessment

- Continuous Assessment (50%)
- Final enquiry-based learning project / essay (50%)

Module	Semester	Mode of Instruction	ECTS
CN3105 Twenty-First Century Young Adult Fiction	1	Online	10

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 including historical, dystopian, realist, and science fiction, as well as film adaptations of recent popular YA series. 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).

Content note: The texts you will study on this module necessarily include content that is emotionally challenging and potentially triggering. A full content warning guide will be available on Blackboard for any student who wishes to know about such content in advance.

Learning Outcomes

On successful completion of this module students 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

- Learning journal (40%)
- Group learning engagement (10%)
- Essay (50%)

Module	Semester	Mode of Instruction	ECTS
CN3104 Transition in Childhood and Adolescence	1	Online	10

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

- Extended annotated bibliography
- Reflection on a film

Module	Semester	Mode of Instruction	ECTS
CSS304 Children's Rights	1	Online	10

Module Coordinator: Mr Javier Giménez-Sánchez

Module Description

This module will provide an overview of Children's Human Rights from a legal, philosophical and social perspective. Having the conceptualisation of Human Rights and the International Convention on the Rights of the Child as a starting point, students will debate the concept and perception of childhood. The course will cover critical child issues like access to Health, Education, Cultural Rights, Juvenile Justice, Violence and Participation, focusing on both national and international level.

Learning Outcomes

Upon completion of this module students will be able to:

- Demonstrate an understanding of the issues affecting children's lives and their rights.
- Critically evaluate human rights mechanisms, particularly those related to children.
- Discuss the legal framework and the perception of children and child rights in the national and international context.

Assessment

- This module is assessed by continuous assessment (details TBC)

Module	Semester	Mode of Instruction	ECTS
DT3107 Theatre for Children and Young People	1	Online or Blended*	10

Module Coordinator: Dr Marianne Ní Chinnéide

Module Description

This module provides a broad introduction to the vibrant and growing field of Theatre for Children and Young People in Ireland. The module will examine the subject in terms of its history, practice and function, placing particular emphasis on the three key areas which ground this work: theatre (form), young people (children) and the audience. Fundamentally, this module will enable students to learn about the distinctiveness and purposes of children's theatre, and will provide them with a practical and theoretical understanding to allow them to critically examine it in form and function.

In 2020, this module will have two streams: blended and online only. A limited number of students will be permitted to take the blended learning option alongside Drama students; this will involve hands-on practical workshops on campus. Places in the blended class will be allocated on a first-come, first-served basis. All other students who choose this module must take the online version. Detailed descriptions of both versions, with information on how to apply for the blended version, will be circulated in early September.

Learning Outcomes

Upon completion of this module students will be able to:

- Develop knowledge of children's theatre, its history and development.
- Recognise and develop an appreciation of theatre for children and young people.
- Develop an understanding of a range of theatre techniques and their application in a children's theatre context.
- Develop professional work for children and young people.
- Learn how to engage aesthetically with and understand children's theatre through engagement with theatre artists and performances at Baboró.
- Become critically aware of the role of theatre for young audiences in society.
- Locate and contextualise theatre for young audiences within a wider socio-cultural and educational context.

Assessment

Continuous assessment

Module	Semester	Mode of Instruction	ECTS
CN4101 Health and E-Literacy in Young People	1	Online	10

Module Coordinator: Dr Michal Molcho

Module Description

Health literacy is defined as the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. While much of the focus in the field of health literacy is aimed at adults, as we focus on child-centred health services, there is also a need to explore the health literacy skills and needs of children and adolescents, with some focus on e-health literacy. This module will explore the general literacy of children and adolescents, their health literacy, and will explore the tools that exist to increase health and health literacy in this population.

Learning Outcomes

Upon completion of this module students will be able to:

- Appraise the level of literacy in children and adolescents.
- Recognize the importance of promoting health literacy in children and adolescents.
- Identify the challenges associated with health literacy.
- Assess the existing tools for promoting health literacy in children and adolescents.

Assessment

- Continuous Assessment (100%)

Module	Semester	Mode of Instruction	ECTS
CSS309 Children's Studies Placement	2	Online	30

Module Coordinator: Dr 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%)
- Learning agreement (10%)
- Evaluation (10%)
- Learning Journal (20%)

Module	Semester	Mode of Instruction	ECTS
CSS306 Children's Studies Abroad	2	Online	30
CSS307 Children's Studies Abroad (Year-Long)	1&2	Online	60

Module Coordinator: Dr 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, if studying a language.

Assessment

- Project (60%)
- Learning agreement (10%)
- Evaluation (10%)
- Learning Journal (20%)

Additional Information

Attendance

Regular attendance is mandatory for all modules. This includes both online and in-person classes. 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 on-line 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.

http://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/links/studentformsandlinks/

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 (in other words, it will receive either 40% or 0%) 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 as a second sitting. 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. 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

First class Honours	A	70% and above
Second class Honours, grade 1	B	60% - 69%
Second class Honours, grade 2	C	50%-59%
Third class Honours	D	40%-49%
Marginal Fail	E	35%-39%
Fail	F	0%-34%

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 three 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 <u>only</u> 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. 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

Anand, P., & Dolan, P. (2005). Equity, capabilities, and health. Social Science & Medicine, 60(2), 219-222.

Books

Stanton, A.L. & Jones, P.Q. (1993). Life in the fast lane. Dublin: Poolbeg Press.

Book Chapter

Stanton, A.L. (1993). Life in the fast lane. In P.Q. Jones (Ed.), Happiness Recorded. Dublin: Poolbeg Press.

Newspaper Article

Stockton, W. (1988 March 6) Research tells asthmatics to stay active. New York Times, p.D4.

Other common forms for references are unpublished reports and personal communications

Stanton, A.L. & Jones, P.Q. (1993). Life in the fast lane. Unpublished report: The Happiness Institute.

Stanton, A.L. (1993). Personal communication

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:

Herzlich, C. (1973). Health and Illness. London: Academic Press. Cited in Naidoo & Wills (1994).

Naidoo, J. & Wills, J. (2003). Health Promotion: Foundations for Practice. Edinburgh: Balliére Tindall.

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

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

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

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

Further examples are as follows:

a.   Online journal article (available also in print)

Hughes, L.E. & Wilkins, A.J. (2002). Reading at a distance: Implications for the design of text in children's big books [Electronic version]. British Journal of Educational Psychology, 72, 213-226.

b.   Internet-only journal article

Frederickson, B.L. (2000, 7 March). Cultivating positive emotions to optimise health and well-being. Prevention and Treatment, 3, Article 0001a. Retrieved 20 November 2000 from journals.apa.org/prevention/volume3/pre0030001a.html

c.   Non-periodical document

European Union (n.d.). Draft charter of fundamental rights of the European Union. Retrieved 10 June 2002 from ue.eu.int/df/default.asp?lang=en National Autistic Society (n.d.) About the NAS. Retrieved 14 February 2002 from www.nas.org.uk/nas/index.html
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 2020/21

First Semester

Orientation 1st Years	TBC
Start of Teaching all years	Monday 28 September 2020
End of Teaching all years	Friday 18 December 2020
Christmas Holidays	Monday 20 December 2020 – Sunday 9 January 2021
Semester 1 Exams	Monday 11 January – Friday 22 January

Second Semester

Teaching Begins	Monday 8 February 2021
Easter Holidays	Friday 2 April – Sunday 11 April 2021
Teaching Ends	Friday 7 May 2021
Study Week	Monday 10 May – Friday 14 May 2021
Semester 2 Exams	Tuesday 18 May – Friday 4 Jun 2021
Autumn Exams*	TBC
Bank Holidays: Monday 26 October 2020 / Wednesday 17th March 2021 / Monday 3 May 2021 / Monday 7 June 2021 / Monday 2 August 2021	

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 submit a repeat assignment during this period.

Useful Contact Information for NUIG

Admissions Office	Phone: 091 493065 admissions@nuigalway.ie
Fees Office	Phone: 091 492386 fees@nuigalway.ie
Overseas Students Officer	Phone: 091 493581 international@nuigalway.ie
Disability Support Service	Phone: 091 492813 disability.service@nuigalway.ie
Mature Students Officer Mrs. Trish Hoare	Phone: 091 492695 trish.hoare@nuigalway.ie
Accommodation Office	Phone: 091 492364 teresa.kelly@nuigalway.ie or angela.walsh@nuigalway.ie
Student Health Unit	Phone: 091 492604 healthunit@nuigalway.ie
Emergency Medical Number: Opening Hours:	087 2623997 9.15 a.m. – 12.30 p.m. 2.30 p.m. – 4.30 p.m.
Student Counselling Office	Phone: 091 492484 or 087 6644299 counselling@nuigalway.ie
Careers Development Centre	Phone: 091 493589 careers@nuigalway.ie
Computer Services User Support Centre (USC)	Phone: 091 495777 UserSupport@nuigalway.ie

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

1st Time	**100 points**
2nd Time	**150 points**
3rd/+ Time	**200 points**

Amount/Extent

Below 5% OR less than two sentences	**80 points**
As above but with critical aspects* plagiarised	**105 points**
Between 5% and 20% OR more than two sentences but not more than two paragraphs	**105 points**
As above but with critical aspects* plagiarised	**130 points**
Between 20% and 50% OR more than two paragraphs but not more than five paragraphs	**130 points**
As above but with critical aspects* plagiarised	**160 points**
Above 50% OR more than 5 paragraphs	**160 points**
Submission purchased from essay mill or ghostwriting service	**225 points**

Critical aspects are key ideas central to the assignment

Level/Stage

1st year	**70 points**
Undergraduate (not 1st or final year)	**115 points**
Final year/Postgraduate	**140 points**

Value of Assignment

Standard assignment	**30 points**
Large project (e.g. final year dissertation, thesis)	**115 points**

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.

Points	Available Penalties (select one)
280-329	• No further action beyond formal warning • Assignment awarded 0% - resubmission required, with no penalty on mark
330-379	• No further action beyond formal warning • Assignment awarded 0% - resubmission required, with no penalty on mark • Assignment awarded 0% - resubmission required but mark capped or reduced*
380-479	• Assignment awarded 0% - resubmission required but mark capped or reduced • Assignment awarded 0% - no opportunity to resubmit

480-524	• Assignment awarded 0% - no opportunity to resubmit
525+	• Case referred to Discipline Committee

Formative Work

280-379	• Informal warning
380+	• Formal warning, with record made contributing to the student's previous history

* Normally, marks will be capped at the pass mark for the assignment.

(Source: http://www.nuigalway.ie/plagiarism)