



OLLSCOIL NA GAILLIMHÉ  
UNIVERSITY OF GALWAY

# Bachelor of Arts (Children's Studies) Handbook

Academic Year 2025-2026

University  
ofGalway.ie



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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 Context**

The second year focuses on the position of children and young adults 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 history, literature and culture and an overview of the legal, educational, and policy situations affecting children;
- Understanding of the health and well-being status of children;
- Basic research skills and participative research methods.

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

### **Year 3: Children from a Global Perspective**

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 3 is a Pass/Fail year, with results not counting toward the overall degree mark.**

### **Year 4: Current Issues in Childhood and Adolescence**

The fourth year focuses on current issues in the lives of children and adolescents, focussing 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:
  - Disabilities
  - Children's rights
  - Children and the media
- Explore future careers and professional development.

**Year 4 results count as 70% towards your overall Degree**

## **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 3<sup>rd</sup> 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.

## **Children's Studies Contact Information**

*(Associated BCN module(s) beside staff member name)*

| General Children's Studies Queries<br>Email: <a href="mailto:childrensstudies@universityofgalway.ie">childrensstudies@universityofgalway.ie</a>   |  |
|---|--|
| <b>Professor Michal Molcho (Head of School of Education)</b><br>Email: <a href="mailto:michal.molcho@universityofgalway.ie">michal.molcho@universityofgalway.ie</a>   | <b>Dr Cassie Smith-Christmas (CN1103; CN2111; CN2104; CN3110)</b><br>Email: <a href="mailto:cassandra.smith-christmas@universityofgalway.ie">cassandra.smith-christmas@universityofgalway.ie</a> |
| <b>Dr Kate Harvey (Head of Discipline of Children's Studies) (CN1111; CN1105; CN2106; CN3105; Year 3 Study Abroad; CN4102)</b><br>Email: <a href="mailto:kate.harvey@universityofgalway.ie">kate.harvey@universityofgalway.ie</a> | <b>Dr Lorraine Burke (CN2100; CN2101; CN2105; CN4101)</b><br>Email: <a href="mailto:lorraine.burke@universityofgalway.ie">lorraine.burke@universityofgalway.ie</a>                               |
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| <b>Dr Anna Gasperini (Programme Director) (CN1112; CN2109)</b><br>Email: <a href="mailto:anna.gasperini@universityofgalway.ie">anna.gasperini@universityofgalway.ie</a>   | <b>Ms. Natalia Hermida Cepeda (CSS304)</b><br>Email: <a href="mailto:natalia.hermidacepeda@universityofgalway.ie">natalia.hermidacepeda@universityofgalway.ie</a>                                |
| <b>Dr Siobhan Morrissey (CN1104; CN1107; CN1110; CN2103; CN4100)</b><br>Email: <a href="mailto:siobhan.morrissey@universityofgalway.ie">siobhan.morrissey@universityofgalway.ie</a>   | <b>Dr Lindsay Myers (CN3107; CN4103)</b><br>Email: <a href="mailto:lindsay.myers@universityofgalway.ie">lindsay.myers@universityofgalway.ie</a>  |
| <b>Dr Natasha Daniels (CN3104; CN4105)</b><br>Email: <a href="mailto:natasha.daniels@universityofgalway.ie">natasha.daniels@universityofgalway.ie</a>   | <b>Marianne Kennedy (DT3107)</b><br>Email: <a href="mailto:marianne.nichinneide@universityofgalway.ie">marianne.nichinneide@universityofgalway.ie</a>  |
| <b>Dr Lucy Elvis (CN1108 (Semester 2); CN3101; PI2108)</b><br>Email: <a href="mailto:lucy.elvis@universityofgalway.ie">lucy.elvis@universityofgalway.ie</a>   | <b>Dr Javier Giménez-Sánchez (CN2108; CN3108)</b><br>E-mail: <a href="mailto:javier.gimenez@universityofgalway.ie">javier.gimenez@universityofgalway.ie</a>                                      |

## **First Year Modules**

### **Year 1 Academic Head:**

Dr Siobhán Morrissey ([siobhan.morrissey@universityofgalway.ie](mailto:siobhan.morrissey@universityofgalway.ie))

### **CORE (COMPULSORY) MODULES (40 ECTS)**

*All students must take these Core modules:*

| <i>Code</i> | <i>Module</i>  | <i>Semester</i> | <i>ECTS</i> |
|-------------|--|-----------------|-------------|
| CN1108      | Introduction to Academic Skills in the Context of Children's Studies | 1&2             | 10          |
| CN1110      | Introduction to Children's Studies                                   | 1               | 5           |
| CN1111      | Children and Creativity  | 1               | 10          |
| CN1107      | Modern Children's Literature   | 1               | 5           |
| CN1100      | Children and Health  | 2               | 5           |
| CN1103      | Children in Social Contexts  | 2               | 5           |

### **ELECTIVE MODULES (20 ECTS)**

*At Registration, students will choose whether they will study a modern language (French, German, Irish, Italian, or Spanish) alongside Children's Studies. You must register for ALL elective modules in your chosen pathway as follows:*

#### **Language Students:**

| <i>Code</i> | <i>Module</i>  | <i>Semester</i> | <i>ECTS</i> |
|-------------|--|-----------------|-------------|
|             | Language modules – 20 ECTS of modules in the chosen language as directed by the relevant language department | 1&2             | 20          |

#### **Non-Language Students**

| <i>Code</i> | <i>Module</i>                                     | <i>Semester</i> | <i>ECTS</i> |
|-------------|---|-----------------|-------------|
| CN1112      | History of Modern Ideas about Childhood and Youth | 1               | 5           |
| CN1104      | Fairytales and Children                           | 2               | 5           |
| CN1105      | The Child in Film                                 | 2               | 5           |
| PS1101      | Developmental Psychology                          | 2               | 5           |

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.

| <i>Module</i>  | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|--|-----------------|----------------------|-------------|
| <b>CN1108 Introduction to academic skills in the context of Children's Studies</b> | 1&2             | <b>Core</b>          | 10          |

**Module Coordinator:** Dr Sheila Garrity (Semester 1) and Dr Lucy Elvis (Semester 2)

### **Module Description**

In recognition of the complexity of transitioning from secondary school to university, this module provides students with the knowledge and skills that are required for a positive and successful experience at the University of Galway. The module will focus on effective communication skills, literacy skills, referencing and plagiarism, library skills, and critical thinking skills. Mastering these skills will improve students' performance and enhance their meaningful engagement with the course material.

### **Learning Outcomes**

Upon completion of this module students should be able to:

- Acquire effective communication skills to navigate the degree
- Develop academic literacy skills (writing, reading, note-taking) and critical thinking skills
- Understand referencing (APA style) and plagiarism

### **Assessment**

- Semester 1: Continuous Assessment (40%)
- Semester 2: Continuous Assessment and In-House Exam (60%)

| <i>Module</i>                                    | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|--|-----------------|----------------------|-------------|
| <b>CN1110 Introduction to Children's Studies</b> | <b>1</b>        | <b>Core</b>          | <b>5</b>    |

**Module Coordinator:** Dr Siobhán Morrissey

### **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**

- **Continuous Assessment (100%)**
  - *Cumulative Reflective Journal (30%)*
  - *In-Person Interactive Oral Exam (70%)*

| <i>Module</i>                         | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---------------------------------------|-----------------|----------------------|-------------|
| <b>CN1111 Children and Creativity</b> | <b>1</b>        | <b>Core</b>          | <b>10</b>   |

**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 hands-on creative exploration, 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.

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. Students will have the opportunity to participate in workshops on campus led by expert practitioners who both demonstrate and explain the techniques used by them to foster children's creative potential.

### **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**

- Continuous Assessment (50%)
- Group Project and Oral Presentation (50%)

| <i>Module</i>                              | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|--|-----------------|----------------------|-------------|
| <b>CN1107 Modern Children's Literature</b> | <b>1</b>        | <b>Core</b>          | <b>5</b>    |

**Module Coordinator:** Dr Siobhán Morrissey

### **Module Description**

This course explores the importance of literature and reading in children's lives. Students will examine and discuss a range of literary forms and genres aimed at children, including picturebooks and middle-grade novels, fantasy, dystopia, and realistic fiction. Students will explore representations of children and childhood in Irish and global culture, with a particular emphasis on gender, class, age, and race. Other topics covered include uses of myth and folklore in modern children's fiction; national identity and history in children's fiction; visual narrative; language and modes of address; and popular genres of children's fiction.

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Engage critically with the key concepts of children's literary studies and develop their capacity for literary critical analysis
- Demonstrate an understanding of the significant role of reading and books in children's lives
- Develop their knowledge of the various formats and genres within children's literature

### **Assessment**

- Continuous Assessment (60%)
- Exam (40%)

| <i>Module</i>                     | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|-----------------------------------|-----------------|----------------------|-------------|
| <b>CN1100 Children and Health</b> | <b>2</b>        | <b>Core</b>          | <b>5</b>    |

**Module Coordinator:** Dr Julie Spray

### **Module Description**

Efforts to support child health, including those made by health professionals and services, humanitarian organisations, interventions, and policymakers, are often hindered by common-sense or ageist assumptions about who children are and should be. This course will unpack and contrast those assumptions with evidence from actual children in their lived contexts. Questions will include: Can and should children be responsible for their health, health management, or medications? How do children cope with and care for illness? Who should decide whether a child receives medical treatment? What do and should children know about issues like sexuality, death, and bodily functions? Should we tell a child if they are dying? What happens when health interventions forget children are people? How can health policy perpetuate or address child health inequities? What's wrong with saying "children are resilient"? Students will learn how to think about child health from four perspectives: constructionist, child-centred, critical, and biosocial. Successful completion of this module will equip students with the tools to identify and challenge children's misrepresentation in health contexts and to reshape care and services with child-centred perspectives.

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Understand the range of factors influencing children's health and health experiences, including: structural determinants of health; cultural constructions of childhood; biosocial interactions and children's embodied experiences; children's structural position in society.
- Understand children's embodied and social experiences of acute, chronic and fatal illnesses and their treatment.
- Apply tools to critically evaluate assumptions about childhood and health and consider the complex political and ethical issues related to child health, health inequities, and health decision-making.
- Recognise the value of understanding children's perspectives and including children as participants in health interactions and in health policy making.

### **Assessment**

- Continuous Assessment and Final Exam

| <i>Module</i>                             | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---|-----------------|----------------------|-------------|
| <b>CN1103 Children in Social Contexts</b> | <b>2</b>        | <b>Core</b>          | <b>5</b>    |

**Module Coordinator:** Dr Cassie Smith-Christmas

### **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.

- Participation (10%)
- Children First Certificate (10%)
- Written Assignment (30%)
- Project (50%)

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---|-----------------|----------------------|-------------|
| <b>CN1112 History of Modern Ideas about Childhood and Youth</b> | 1               | Elective             | 5           |

**Module Coordinator:** Dr Anna Gasperini

### **Module Description**

Childhood is a fluid concept: it changes through time and across national and cultural contexts. What causes these changes? Why do we develop certain ideas about what is a child and what childhood means or looks like?

This module will unpack these questions, giving you an overview of how these notions changed over the last two hundred years, developing into modern ideas of childhood we entertain today in Europe and North America. We will examine how art, literature, science, medicine, and philosophy shaped and influenced the way we think about childhood, and our notion of what constitutes a child. We will pay special attention to the role played by medicine and science, and their impact on modern notions about childcare and child development. Simultaneously, we will look at how scholars have attempted to frame and understand these various influences to reconstruct the history of modern childhood. Our work will concentrate on what we can loosely define as “Western countries”, but we will refer to other cultural and geographic context throughout the module.

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Understand childhood as a concept that changes through time.
- Identify the main artistic, scientific, and social ideas that influenced modern conceptions about childhood.
- Critically engage with both primary and secondary sources.
- Examine conceptions of childhood at local, national, and international level.

### **Assessment**

- Continuous Assessment (50%)
- Exam (50%)

| <i>Module</i>                         | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---------------------------------------|-----------------|----------------------|-------------|
| <b>CN1104 Fairytales and Children</b> | 2               | Elective             | 5           |

**Module Coordinator:** Dr Siobhan Morrissey

### **Module Description**

This module examines the history and development of fairy tales from the 16th century to the present day. The course begins with an overview of the most well-known fairytale collections by 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 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.
- Compare different versions of well-known tales and reflect on their significance in childhood culture and society.

### **Assessment**

- Continuous Assessment (60%)
- Exam (40%)

| <i>Module</i>                   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---------------------------------|-----------------|----------------------|-------------|
| <b>CN1105 The Child in Film</b> | 2               | Elective             | 5           |

**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 (60%)
- Exam (40%)

| <i>Module</i>                          | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|--|-----------------|----------------------|-------------|
| <b>PS1101 Developmental Psychology</b> | 2               | Elective             | 5           |

**Module Coordinator:** Dr Mairéad Foody

### **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**

- Written Exam (100%)

## Second Year Modules

### Year 2 Academic Head:

Dr Cassie Smith-Christmas ([cassandra.smith-christmas@universityofgalway.ie](mailto:cassandra.smith-christmas@universityofgalway.ie))

### Core (compulsory) Modules (35 ECTS) (*no max capacity on core modules*):

| <i>Code</i> | <i>Module</i>   | <i>Semester</i> | <i>ECTS</i> |
|-------------|---|-----------------|-------------|
| CN2101      | Research Methods: Quantitative Approaches               | 1               | 5           |
| CN2107      | European Educational Approaches, Policies and Practices | 1               | 5           |
| CSS201      | Introduction to Child Law                               | 2               | 5           |
| CN2102      | Research Methods: Qualitative Approaches                | 2               | 5           |
| CN2103      | Careers and Professional Skills                         | 2               | 5           |
| CN2106      | Children and Storytelling                               | 2               | 10          |

### Elective Modules (25 ECTS):

| <i>Code</i> | <i>Module</i>  | <i>Semester</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|-------------|--|-----------------|-------------|---------------------|
| CN2105      | Understanding Children's Medicine                        | 1               | 5           | -                   |
| CN2104      | Marginalised Children's Groups in Ireland                | 1               | 10          | 50                  |
| CN2108      | Arts and Culture in Education and Social Settings        | 1               | 5           | 40                  |
| CN2100      | Adolescents in Ireland: Healthy and Risky Behaviours     | 2               | 5           | 60                  |
| CN2109      | Food and Health in Children's and Young Adult Literature | 2               | 5           | 40                  |
| CN2110      | Global Childhoods  | 2               | 5           | -                   |
| CN2111      | Irish Childhoods: Gaelic Language and Literature         | 2               | 5           | -                   |

### Please note:

All students should register for **all six Core modules (35 ECTS)**.

- Students who are studying Children's Studies with a modern language should also register 20 ECTS in their chosen language, as directed by the relevant language department, plus **one** 5-ECTS Elective module (25 Elective ECTS; 60 ECTS total).
- Students who are not studying a language should register for 25 **ECTS in Elective modules** from the list above in addition to the six Core modules (60 ECTS total)

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.

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---|-----------------|----------------------|-------------|
| <b>CN2101 Research Methods:<br/>Quantitative Approaches</b> | <b>1</b>        | <b>Core</b>          | <b>5</b>    |

**Module Coordinator:** Dr Lorraine Burke

### **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%)

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---|-----------------|----------------------|-------------|
| <b>CN2107 European Educational Approaches, Policies and Practices</b> | 1               | <b>Core</b>          | 5           |

**Module Coordinator:** Dr Mary Kelly

### **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%)

| <i>Module</i>                           | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---|-----------------|----------------------|-------------|
| <b>CSS201 Introduction to Child Law</b> | 2               | <b>Core</b>          | 5           |

**Module Coordinator:** TBC

### **Module Description**

This module explores the Irish law as it pertains to children. Whilst the law with regard to children is frequently considered to be exclusively a matter of family law, this module takes a multidisciplinary approach to child law. Students will examine laws aimed at protecting children, laws regarding decision making in health and criminal justice, children's rights in education, and the legal principles that underpin these legal frameworks including autonomy, capacity and participation.

The module provides students with an introduction to child law, the influences of international law, and central legal concepts that will be further considered in later elective modules. Students can expect to consider not only Irish legislation, but international human rights treaties, case law and socio-legal scholarship.

### **Learning Outcomes**

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

- Demonstrate understanding of child law in multidisciplinary domains in Ireland and the influence of international law on these domains.
- Critically analyse the compatibility of Irish child law with international children's rights standards.
- Evaluate how children are represented in child law and case law in Ireland and internationally.
- Critically evaluate problem scenarios by applying legal principles and concepts.

### **Assessment**

- Multiple Choice Questions (30%)
- Essay (70%)

| <i>Module</i>  | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|--|-----------------|----------------------|-------------|
| <b>CN2102 Research Methods: Qualitative Approaches</b> | 2               | <b>Core</b>          | 5           |

**Module Coordinator:** Dr Julie Spray

### **Module Description**

Using ethnographic and child-centred approaches, this module introduces students to foundational ideas and techniques of qualitative research. By learning to see and think like a qualitative researcher, students will learn how to see and think about the world as we move through it, making research and critical thinking everyday activities that are integrated into our lives and work. We will explore approaches to research with children and focus on humanistic and child-centred research skills such as active listening, ethnographic observation, ethical thinking and critical interpretation that are broadly relevant to all kinds of professional work with children.

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Understand the foundations of qualitative research.
- Demonstrate listening, observational and interpretive skills.
- Critically consider the ethical implications of research with children.
- Critically analyse a field site through ethnographic and child-centred lenses.
- Apply qualitative research skills to everyday life and work.

### **Assessment**

- Continuous Assessment (100%)

| <i>Module</i>                                 | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---|-----------------|----------------------|-------------|
| <b>CN2103 Careers and Professional Skills</b> | <b>2</b>        | <b>Core</b>          | <b>5</b>    |

**Module Coordinator:** Dr Siobhán Morrissey

### **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**

- Computer and office skills (40%)
- CV (10%)
- Cover letter (10%)
- Interview (20%)
- Presentation (20%)

| <i>Module</i>                           | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---|-----------------|----------------------|-------------|
| <b>CN2106 Children and Storytelling</b> | <b>2</b>        | <b>Core</b>          | <b>10</b>   |

**Module Coordinator:** Dr Kate Harvey

### **Module Description**

This is a workshop-based module in which students collaborate with each other to co-create and tell original stories, developing key skills that will enable them to create and share stories with children in a variety of contexts. Workshops are led by professional storyteller Rab Fulton.

The module is constructed in two sections:

The first six weeks consist of practical workshops during which students will learn the skills needed for storytelling and for engaging in collaborative storytelling workshops with children, and group discussions in which students will engage with contemporary research on storytelling in the classroom and home from a variety of multidisciplinary perspectives. The first half of the module culminates in a storytelling performance in which students put into practice the skills they have been learning in the workshops.

In the final six weeks, there is an optional service learning component. Students who opt for the service learning will join Rab in delivering storytelling workshops in a local primary school. They will work with the school pupils in small groups, supporting and collaborating with them in creating stories. Students who do not participate in the service learning will remain on campus, working in groups to adapt a traditional story into an original piece to be shared with children. **A maximum of 36 students will be allowed to participate in the service learning.** If more than 36 students express interest, places will be allocated based on attendance and engagement in the first 6 weeks of the module.

### **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 creative writing pieces (20%)
- In-class performance of an original story (20%)
- Hypothesis Readings (10%)
- Reflective journal or Group Project (50%)

| <i>Module</i>                                   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>CN2105 Understanding Children's Medicine</b> | 1               | Elective             | 5           | No Max capacity     |

**Module Coordinator:** Dr Lorraine Burke

### **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 child-centered healthcare.
- Appraise critically how daily activities can be used to positively influence a child's health and well-being.
- Identify the benefits of child-friendly health information.

### **Assessment**

- Group work (20%)
- Multiple Choice Questions (40%)
- Final assignment (40%)

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>CN2104 Marginalised Children's Groups in Ireland</b> | 1               | Elective             | 10          | 50                  |

**Module Coordinator:** Dr Cassie Smith-Christmas

### **Module Description**

This module explores the processes by which children are marginalised in Irish society, looking particularly at children in care, carer children, homeless children, children living in poverty, children asylum seekers, as well as children who are from ethnic, linguistic and/or religious minority backgrounds. 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.

**Please note:** Garda-vetting will apply, so if you haven't yet been Garda-vetted (which is normally the case for international students), please get in touch with the module coordinator, Dr. Cassie Smith-Christmas ([Cassandra.Smith-Christmas@universityofgalway.ie](mailto:Cassandra.Smith-Christmas@universityofgalway.ie)) as soon as possible.

### **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**

- Participation (10%)
- Journals (40%)
- In-class writing (50%)

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>CN2108 Arts and Culture in Education and Social Settings</b> | 1               | Elective             | 5           | 40                  |

**Module Coordinator:** Dr Javier Giménez-Sánchez

### **Module Description**

This module provides students with an overview of arts and creativity in educational and social contexts, and its application to Child and Youth Work. As part of the module, different creative projects (national and international) will be presented, to show how arts and creativity can be used as a powerful tool to fight exclusion and promote participation, empowerment, and citizenship education.

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Demonstrate an understanding of the concepts of Art and Culture and its relationship with social dynamics.
- Recognise different ways of applying arts, cultural activities, and creativity in child/youth work, in educational and social intervention contexts.
- Develop intervention programmes through artistic and creative practices, to work with children and youth.

### **Assessment**

- Attendance (10%)
- Group Projects (40%)
- Essay (50%)

| <i>Module</i>  | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|--|-----------------|----------------------|-------------|---------------------|
| <b>CN2100 Adolescents in Ireland: Healthy and Risky Behaviours</b> | 2               | Elective             | 5           | 60                  |

**Module Coordinator:** Dr Lorraine Burke

### **Module Description**

This module explores the literature on healthy and risky behaviour in adolescents and its short- and long-term implications for their health. Taking a Health Promotion and socio-ecological perspective, this module explores the health behaviours of adolescents and the multiple factors that influence these behaviours and adolescent 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 and describe the short- and long-term implications of healthy and risky behaviours for young people's health.
- Identify and demonstrate important socio-ecological factors that influence adolescent health and risk behaviours.
- Draw on existing evidence of healthy and risky behaviours and explore areas for intervention.

### **Assessment**

- Group work and continuous assessment (50%)
- Final assignment (50%)

| <i>Module</i>  | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|--|-----------------|----------------------|-------------|---------------------|
| <b>CN2109 Food and Health in Children's and Young Adult Literature</b> | 2               | Elective             | 5           | 40                  |

**Module Coordinator:** Dr Anna Gasperini

### **Module Description**

This module introduces students to the analysis of food in children's and young adult literature, with a special focus on matters of physical and mental health. From a cultural and health perspective, students will acquire a basic knowledge of the cultural significance of food and of its impact on the physical and mental health of children and adolescents. From a literary perspective, they will learn the main theories and studies developed to analyse the role of food in children's and YA material. Then, they will combine these two sets of knowledge to unpack the meaning of food in the texts examined – emotional needs/support, cultural roots, emancipation, relationships; and to identify the intersectional aspects of food and health in writing for children and young adults, including in texts meant to teach children and young adults how to cook a meal. Finally, students will reflect on how to apply their knowledge of the topic in contexts where children and literature interact, such as school.

### **Learning Outcomes**

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

- Demonstrate an understanding of the relationship between food, culture, and health in relations to children and adolescents, and apply this understanding to literary analysis.
- Identify the different aspects – national, gender-related, emotional, environmental – connected to food and health in children's and YA literature and understand them as intersectional aspects.
- Apply this knowledge to analysis of both children's/YA literary fiction and children's cookbooks with a view of integrating these texts and topics in teaching activities.
- Critically engage with current scholarly research produced on the theme of food in children's literature, food and culture, and food and child/adolescent health.

### **Assessment**

- Continuous Assessment (50%)
- Final Essay (50%)

| <i>Module</i>                   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---------------------------------|-----------------|----------------------|-------------|---------------------|
| <b>CN2110 Global Childhoods</b> | 2               | Elective             | 5           | No max capacity     |

**Module Coordinator:** Dr Julie Spray

### **Module Description**

The vast majority of childhood research is conducted with white Western children, primarily from USA or the U.K., yet childhoods present vast cultural and biosocial variability around the world. This module challenges the Eurocentric assumptions underpinning how we approach and understand childhoods by exploring diverse ways to be a child across space and time. We will introduce ethnography as a methodology and resource for understanding childhoods across cultural and structural contexts. We will ask questions such as: What is universal about childhood? Should children be allowed to play with knives? Are orphanages bad? Can streets be better for children than homes? What does banning child labour do for children? Can you parent a child without yelling? We will consider how societies conceptualise, socialise, discipline, and parent children across cultures, and how children play, work, grow, learn, fight, and give care in their societies. We will explore cultural ideas about when children become people and when children become adults, what children owe their parents and communities, and how children should encounter death, sex, and danger. We will examine how the forces of global capitalism, colonisation and migration shape childhoods around the world. And, we will consider the consequences when well-meaning Western organisations apply Western-derived models of childhood to “developing” societies outside of the West.

### **Learning Outcomes**

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

- Critically evaluate how Eurocentric ideas about childhood do or do not apply to childhoods across cultures.
- Understand the breadth of childhood contexts and socio-cultural ways to be a child across space and time.
- Understand how wider socio-cultural, political-economic, and structural forces shape the lived experience of childhoods.
- Identify and understand the consequences of applying Eurocentric models of childhood to contexts outside of the “West” in global development projects and services.

### **Assessment**

- Continuous Assessment and Final Exam

| <i>Module</i>  | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|--|-----------------|----------------------|-------------|---------------------|
| <b>CN2111 Irish Childhoods: Gaelic Language &amp; Literature</b> | 2               | Elective             | 5           | 45                  |

**Module Coordinator:** Dr Cassie Smith-Christmas

### Module Description

This course explores the social and historical context of ‘childhood’ in Ireland, and how this relates to key theories in childhood studies and sociolinguistics. Students will identify and analyse key themes in Irish language children’s oral and written literature, as well as discuss the works of key Irish language children’s authors and authors writing about childhood. Students will identify how the constructs of socialisation and agency are embedded in, and play a role in shaping, Irish language children’s literature both historically and currently. The course takes a historical perspective in emphasising key moments in time, beginning with discussing children in the Middle Ages under Brehon Law (7<sup>th</sup>- 17<sup>th</sup> century), the establishment of the National School System in 1831; and children’s roles in Irish nationalism in the 19<sup>th</sup> and 20<sup>th</sup> centuries. We will also explore fairy stories and the ducas.ie archives, as well as Muiris Ó Súilleabháin’s memoir *Fiche Blian ag Fás* (*Twenty Years A-Growing*) as a core text. The course will be taught in English and all Irish language material will be translated into English.

### 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 children’s everyday lives under Brehon Law and how they are represented in the ‘Boyhood Deeds of Cú Chulainn’.
- Discuss the importance of the National School System (1831) in relation to the Irish language.
- Describe the difference between ‘fairy tales’ and ‘fairy stories’.
- Describe the processes of language shift and language maintenance, and how these processes are evidenced in Muiris Ó Súilleabháin’s Blasket Island memoir *Fiche Blian ag Fás* (*Twenty Years A-Growing*).
- Conduct independent research on the archival material from the School’s Folklore Collection available online at [www.ducas.ie](http://www.ducas.ie).
- Describe the importance attributed to the child in the Irish-language revival movement.
- Give an account of the prominent themes and motifs in works of fiction for children in the writings of An Seabhac and Alan Titley.

### Assessment

- Participation (10%)
- Journals (40%)
- In-class writing (50%)

## **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 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. Students studying Irish who wish to avail of the Gaelteacht semester in lieu of Children's Studies modules in Semester 1 must obtain permission from the Children's Studies 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.

## Third Year Modules

### Year 3 Academic Head:

Dr Natasha Daniels ([natasha.daniels@universityofgalway.ie](mailto:natasha.daniels@universityofgalway.ie))

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

| Code   | Module                         | Semester | ECTS |
|--------|--------------------------------|----------|------|
| CN3101 | Child-Centred Research Methods | 1        | 10   |

**All students must register for the above Core module, with the exception of those students undertaking a year-long placement or university exchange.**

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

| Code   | Module  | Semester | ECTS | Max Capacity |
|--------|---|----------|------|--------------|
| CN3104 | Transition in Childhood and Adolescence                             | 1        | 10   | No Max       |
| CN3105 | Twenty-First Century Young Adult Fiction                            | 1        | 10   | 60           |
| CN3107 | Designing Play (restricted entry)                                   | 1        | 10   | 22           |
| CN3108 | Education for Sustainable Development in the context of the UN SDGs | 1        | 10   | 60           |
| CN3110 | Problematising the Wonderful World of Walt Disney                   | 1        | 10   | 60           |
| CN4108 | Comics, Childhood and the Alternative                               | 1        | 10   | 20           |
| DT3107 | Theatre for Children and Young People                               | 1        | 10   | No Max       |

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

| Code      | Module                                    | Semester | ECTS |
|-----------|---|----------|------|
| CN3102    | Children's Studies Abroad (Semester 1)    | 1        | 30   |
| CN3103    | Children's Studies Placement (Semester 1) | 1        | 30   |
| CSS306*** | Children's Studies Abroad                 | 2        | 30   |
| CSS309    | Children's Studies Placement              | 2        | 30   |
| CSS307    | Children's Studies Abroad (Year-Long)**   | 1&2      | 60   |
| CN3109    | Children's Studies Placement (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 or CN3109 Children's Studies Placement (Year-Long). If you are in any doubt as to which module code applies to you, please contact the Year Head 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.

| <i>Module</i>                                | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|--|-----------------|----------------------|-------------|---------------------|
| <b>CN3101 Child Centred Research Methods</b> | 1               | <b>Core</b>          | 10          | No max capacity     |

**Module Coordinator:** Dr Lucy Elvis

### **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's groups
- Demonstrate an awareness of ethical consideration in research design
- Review participatory research papers.

### **Assessment**

- Continuous assessment (100%)

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>CN3104 Transition in Childhood and Adolescence</b> | 1               | Elective             | 10          | No Max              |

**Module Coordinator:** Dr Natasha Daniels

### **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

| <i>Module</i>  | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|--|-----------------|----------------------|-------------|---------------------|
| <b>CN3105 Twenty-First Century Young Adult Fiction</b> | 1               | Elective             | 10          | 60                  |

**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 address difficult and emotionally challenging subject matter. A full content warning guide will be available on Canvas 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**

- Group learning engagement and in-class assessments (60%)
- Exam (40%)

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>CN3108 Education for Sustainable Development in the context of the UN SDGs</b> | 1               | Elective             | 10          | 60                  |

**Module Coordinator:** Dr Javier Giménez-Sánchez

### **Module Description**

This module provides students with an overview of the key debates surrounding the UN Sustainable Development Goals (SDG) and the UN 2030 Agenda, and the role of education to overcome global challenges. Having conceptualised the main areas and issues facing development, the module will focus on the main policies and practices in education for global development, focusing on primary education, secondary education, youth work, and the role of universities in achieving the Sustainable Development Goals.

### **Learning Outcomes**

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

- Demonstrate an understanding of Education for Sustainable Development, its policies, and its practices.
- Understand the complex social, economic, and cultural challenges societies face.
- Communicate key concepts of Education for Sustainable Development to children and youth.

### **Assessment**

- Essay (80%)
- Presentation (20%)

| <i>Module</i>                | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|------------------------------|-----------------|----------------------|-------------|---------------------|
| <b>CN3107 Designing Play</b> | 1               | Elective             | 10          | 22                  |

**Module Coordinator:** Dr 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**

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

- Discuss the basic theories which underpin play therapy.
- Identify and apply resources which are useful to working creatively with children.
- Explore the different types and developmental stages of play and how play is shaped by social factors over time.
- Reflect on their own play history and on what it means to play.
- Acquire the tools to facilitate creative workshops with children and to engage them in different types of play-based activities.

### **Assessment**

- Continuous Assessment (100%)

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>CN3110 Problematising the Wonderful World of Walt Disney</b> | 1               | Elective             | 10          | 60                  |

**Module Coordinator:** Dr Cassie Smith-Christmas

### **Module Description**

This module will enable students to critically evaluate Walt Disney films, a key site of children's socialisation in the late twentieth and twenty-first centuries. The module will focus primarily on Disney animated feature films and draw on sociological, sociolinguistic, and historical texts in order to give students the analytical perspectives to evaluate chosen films as case study examples. Students will be challenged to consider how certain aspects of particular films may perpetuate negative stereotypes along gender, racial, cultural and/or linguistic lines, and the impacts of these negative stereotypes on children's socialisation. Students will also consider positive developments in representations of characters and settings in Disney films, especially in recent years.

### **Learning Outcomes**

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

- Critically evaluate Disney films as a site of children's socialisation.
- Discuss how films may perpetuate negative stereotypes along gender, racial, cultural, and linguistic lines.
- Discuss films in their sociohistorical contexts, and how particular sociohistorical realities influence decisions made in Disney films.
- Evaluate decisions made to the live-action adaptations of animated Disney films.

### **Assessment**

- Participation (10%)
- Group Project (40%)
- In-Class Writing (50%)

| Module                                       | Semester | Core/Elective | ECTS | Max Capacity |
|--|----------|---------------|------|--------------|
| CN4108 Comics, Childhood and the Alternative | 1        | Elective      | 10   | 20           |

**Module Coordinator:** Dr Julie Spray

## Module Description



Comics, or sequential art, are an alternative literary medium that hold special meaning for children's and youth subcultures. In this module we will use the study of comics to explore notions of the alternative or alterity (otherness; the lateral; unconventionality) by drawing links between marginalised people (children and youth), a marginalised literary medium (comics) and marginalised practices (drawing). This module will examine comics, childhood, and the alternative from three directions. First, we will examine comics as cultural artefacts of the 20<sup>th</sup> century: their production, consumption, and contestations as material culture associated with children and young people. Second, we will analyse children's representation in comics as a means of understanding socio-cultural constructions of childhood as an "othered" life stage. Third, through practical experimentation, we will explore comic-making as a method for practice (teaching, research, therapies, etc) and as a personal practice for our own self-actualisation. We will consider questions like: Why are grown-ups afraid of drawing? Why are comics considered neither great art nor great literature? How do comics make us see, feel and hear stories? By engaging with alternatives

to conventional academic topics and practices, students will acquire a critical consciousness of the normative and taken-for-granted. You do not have to be a skilled artist to be successful in this module. You do need to be enthusiastic and willing to draw a lot.

### **Learning Outcomes**

- Analyse how cultural value systems produce types of people, genres or practices as normative or alternative.
- Experiment with alternative forms of communication and practice.
- Analyse the fundamental mechanics of comic form.
- Analyse young people's representation in comic forms.
- Develop a drawing practice AND see your drawings as "good".

### **Assessment**

This module is assessed through continuous assessment (100%), including a drawing journal and a final comic communication.

| <i>Module</i>                                       | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>DT3107 Theatre for Children and Young People</b> | 1               | Elective             | 10          | No max              |

**Module Convenor:** Marianne Kennedy  
**Teaching Team:** Marianne Kennedy, Marc MacLochlainn and artists of Branar, TYA theatre Company (artists to be confirmed)  
**Time:** Mondays between 10am-1pm, Semester 1,  
**Location:** Studio 2 and Seminar Room 1, the O'Donoghue Centre for Drama, Theatre and Performance  
**E-mail:** [marianne.nichinneide@nuigalway.ie](mailto:marianne.nichinneide@nuigalway.ie)

### Module Description

This module provides an in-depth exploration of theatre for children and young people from both embodied practice, engagement with professional theatre and talks and theory. Over the course of 12 weeks the course will examine the development, and contemporary practices of theatre specifically designed for young audiences. Students will engage with theoretical frameworks, practical methodologies, and critical analyses to understand how theatre can educate, inspire, and entertain young people and the importance of Theatre for Young Audiences from an applied theatre perspective.

The module includes guest lectures from the artist practitioners of Branar, one of Ireland's leading theatre companies for children, who will give workshops in various aspects of Theatre for young audiences and provide mentorship for students to develop their own ensemble based creative project for children. Students will also have the opportunity to engage with Irish and International work through attendance as the Babóró International Arts Festival for Children.

### Module Overview

The module is structured over 12 weeks, combining lectures, readings, discussions, attending theatre and practical workshops with theatre artists. Each week focuses on different aspects of theatre for young audiences, from historical perspectives to modern practices, and includes critical engagement with key companies creating work for children and young people. Students will develop skills in both the critical analysis and practical creation of theatre for children and young people.

In week 6 of the module, students will attend prescribed performances and talks during the Babóró International Arts Festival for Children (10 -19 October 2025) in lieu of attending regular classes. A central part of the module is engaging in the making and devising of work for a young audience, which will happen under the mentorship of the artists of Branar, Ireland's leading theatre company making work for Children both nationally and internationally. The resulting pieces will take the form of a 'Tiny Show' and will performed for a school's audience, receiving feedback from the children themselves. The performance work will be experimental in nature and presented as a work-in-progress (meaning a piece of theatre in development).

## Learning Outcomes:

On successful completion of this module, students will have:

- Developed a knowledge of Children's Theatre and its genealogy.
- Developed a critical understanding and vocabulary around the area of theatre for children and young people.
- Developed an understanding of a range of ensemble and devising theatre techniques and processes and their application in both a children's theatre and classroom context.
- Developed and created work for children and young people.
- Explored working creatively with children as theatre artists and co-creators.
- Critically engaged with the Drama Curriculum in the Irish educational system and Arts education in Ireland.
- Learned how to engage aesthetically with and understand children's theatre through engagement with recorded performances of Children's Theatre.
- Located and contextualised theatre for young audiences within a wider socio-cultural, artistic, and educational context.
- Understood the policies and funding structures relating to Drama and Theatre for Children and young people at a national and international level.

## Assessment Breakdown:

As the format of this class is a collaborative one, students will be required to rehearse as well as read and watch digital recordings outside of class times as well as attend events during the Babóró International theatre Festival for Children.

### Coursework 1: Mid-term Assessment (1,500 words)

**40%**

Attend chosen 3 shows and 2 talks during the Babóró International Festival for Children, 10-19 October 2025. Write an essay or create a podcast on your learnings about Theatre for Children and Young Audiences through your engagement with the festival and associated events.

### Coursework 2: Tiny Show and Critical Reflection

**60%**

This is made up of Part A and Part B

Part A: Tiny Show' 40%

Part B: Critical Reflection (1500 words) 20%

### Part A: 'Tiny Show'

**40%**

The framework, the 'Tiny show' is one developed by Branar Téatar do Pháistí and now also used by the Babóró International Festival for Children in the development of new work. The model of the 'Tiny Shows/Seónna Bídeacha' are a theatre-building activity intended to be a creative and supported environment where artists and theatre professionals can experiment with the creation of new work, new skills, or new roles in a developmental context. As a group, you will perform a 15-minute Work-in-Progress of your proposed 'Tiny Shows/Seónna Bídeacha' for an invited audience (of children) and will require rehearsals outside of class time.

Performances will be presented to a child audience during class time on 27 November 2025.

**Part B: Critical Reflection**

**20%**

Each student will write a 1,500-word critical reflection essay on the process and performance of the 'Tiny Show,' their own role in it and the learnings from this. They must also situate this work in the area of Theatre for Young people in general.

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---|-----------------|----------------------|-------------|
| <b>Children's Studies Placement – Ireland</b>           |                 |                      |             |
| <b>CN3109 Children's Studies Placement (Year-Long)</b>  | 1&2             | Elective             | 60          |
| <b>CN3103 Children's Studies Placement (Semester 1)</b> | 1               | Elective             | 30          |
| <b>CSS309 Children's Studies Placement (Semester 2)</b> | 2               | Elective             | 30          |

**Module Coordinator:** Dr Sheila Garrity

### **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%)

| <i>Module</i>  | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|--|-----------------|----------------------|-------------|
| <b>Children's Studies Abroad</b>                     |                 |                      |             |
| <b>CSS307 Children's Studies Abroad (Year-Long)</b>  | 1&2             | Elective             | 60          |
| <b>CN3102 Children's Studies Abroad (Semester 1)</b> | 1               | Elective             | 30          |
| <b>CSS306 Children's Studies Abroad (Semester 2)</b> | 2               | Elective             | 30          |

**Module Coordinator:** Dr Sheila Garrity (Placements)/Dr Kate Harvey (Study Abroad)

### **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%)

## Fourth Year Modules

### Year 4 Academic Head:

Dr Lorraine Burke ([lorraine.burke@universityofgalway.ie](mailto:lorraine.burke@universityofgalway.ie))

### Core (compulsory) Module (15 ECTS):

| Code   | Module                                 | Semester | ECTS |
|--------|--|----------|------|
| CN4100 | Supporting Children with Diverse Needs | 2        | 15   |

**All students must register for the above Core module.**

### Elective Modules (45 ECTS):

| Code   | Module  | Semester | ECTS | Max Capacity |
|--------|---|----------|------|--------------|
| CSS304 | Children's Rights   | 1        | 10   | 90           |
| CN4101 | Health and E-Literacy in Young People                                     | 1        | 10   | 60           |
| CN4104 | Children and the Digital World  | 1        | 10   | 40           |
| CN4105 | Connecting Research, Policy and practice in Children's Lives and Services | 1        | 10   | 60           |
| CN3105 | Twenty-First Century Young Adult Fiction*                                 | 1        | 10   | 60           |
| CN3108 | Education for Sustainable Development in the context of the UN SDGs*      | 1        | 10   | 60           |
| CN3110 | Problematising the Wonderful World of Disney                              | 1        | 10   | 60           |
| CN4108 | Comics, Childhood and the Alternative*                                    | 1        | 10   | 20           |
| TI3127 | Critical Geographies of Children, Young People and Families               | 1        | 5    | TBC          |
| PI2108 | Philosophy in Irish Schools (restricted entry)                            | 1        | 10   | 15           |
| CN4102 | Children, Culture & the Media   | 2        | 10   | 60           |
| CN4103 | The World of Picturebooks: Approaches and Aesthetics                      | 2        | 5    | 50           |
| PH2108 | Scaling Big Ideas   | 2        | 5    | N/A          |
| MG3117 | Intercultural Encounters  | 2        | 5    | N/A          |

**Language students** should register for 25 ECTS in Children's Studies elective modules and 20 ECTS in their chosen language, as directed by the relevant language department.

**\*Students may not take any modules in Year 4 that they have already passed in Year 3. It is not permitted to take the same module twice.**

**\*\*It is the student's responsibility to choose modules that do not clash with their languages timetable.\*\***

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.

| <i>Module</i>  | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|--|-----------------|----------------------|-------------|---------------------|
| <b>CN4100 Supporting Children with Diverse Needs</b> | 2               | <b>Core</b>          | 15          | None                |

**Module Coordinator:** Dr Siobhán Morrissey

### **Module Description**

This is a 15 ECTS module focused on children with special needs in family, community, and educational contexts. Module delivery is through a blended mode of lectures, tutorials and inquiry-based project work. Students will explore holistic models of conceptualizing the diverse needs of children, as well as examining and reflecting upon practical support strategies for inclusive environments. Students will explore and understand the Disability Act (2005) and the process of Individualized Education Plans (IEPs).

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Identify various common disabilities, and the intervention strategies for teaching and managing these disabilities.
- Describe the Assessment of Need process as provided for in the Disability Act 2005.
- Describe and reflect on the purpose and nature of the Individual Education Plan (IEP) document for children with special educational needs in school contexts.
- Identify holistic models of conceptualizing the diverse needs of children across a range of contexts
- Prepare and present the results of a critical research project on supports and interventions for children with special needs.
- Discuss the importance of effective interventions and supports in the trajectory of the lives of children with diverse needs, and the relationship of such interventions to the principals of both equity and equality.

### **Assessment**

- Project (50%)
- Learning conference participation (40%)

| <i>Module</i>                   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---------------------------------|-----------------|----------------------|-------------|---------------------|
| <b>CSS304 Children's Rights</b> | 1               | Elective             | 10          | 90                  |

**Module Coordinator:** Ms Natalia Hermida Cepeda

### **Module Description**

This module provides foundational knowledge about children's rights in the interdisciplinary field of children's studies. The module introduces students to human rights and international human rights law more broadly, before examining the jurisprudence of the United National Convention on the Rights of the Child (CRC). Using a multidisciplinary approach, students can expect to develop the skills required to apply and critically evaluate the implementation of the CRC in a variety of domains relevant to children's lives.

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Demonstrate knowledge of the UN Treaty system as it pertains to children.
- Demonstrate knowledge of the content and status of the CRC.
- Critically analyse children's rights issues using CRC jurisprudence and core children's rights principles.
- Critically engage in children's rights debates from multidisciplinary perspectives.

### **Assessment**

- Continuous Assessment (100%)

| <i>Module</i>                                       | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>CN4101 Health and E-Literacy in Young People</b> | 1               | Elective             | 10          | 60                  |

**Module Coordinator:** Dr Lorraine Burke

### **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. Taking a Public Health and Health Promotion perspective, with a focus on child-centered health services, this module explores the health literacy 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 needs, barriers to health literacy, and the need for incorporating e-literacy in order to increase health and health literacy in this population. The module will also explore students' own experiences and understandings of health and e-health literacy and how they are relevant to their own lives.

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Describe and explain the main principles of health literacy.
- Identify and demonstrate the health literacy needs of children and adolescents.
- Identify and attribute the specific challenges associated with improving the health literacy of children and adolescents.
- Identify and demonstrate how e-literacy impacts on the health and health literacy of children and adolescents.
- Explore student's own levels of health and e-literacy and understand how to access and interpret reliable health information for themselves.

### **Assessment**

- Continuous Assessment (Individual and group work) (50%)
- Final Assignment (50%)

| <i>Module</i>                                | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|--|-----------------|----------------------|-------------|---------------------|
| <b>CN4104 Children and the Digital World</b> | 1               | Elective             | 10          | 40                  |

**Module Coordinator:** Dr Julie Spray

### **Module Description**

The digital world encompasses all of the digital spaces and tools that we use on the Internet, digital devices, and related technologies. As a recently developed and rapidly changing space, the digital world offers opportunities, resources, challenges and risks for children and young people as they encounter, navigate and coproduce the digital environment. This module explores key issues about children and the digital world. We consider how to think and theorise the digital world, the communities and subcultures that flourish in digital spaces, and how society responds to perceived risks and threats of the Internet. We critically evaluate evidence to question common assumptions about children and young people in the digital world. We ask what skills and knowledge young people need to navigate and communicate across different digital environments. We investigate questions such as: Why do adults often panic about young people and new technologies? How do children use and experience the Internet? Do video games cause violence? How do memes create communities? How do algorithms shape the content we see? How does social media shift our perceptions of what is normal, healthy, or beautiful? Who is responsible for protecting children from the Internet? Students will be invited to critically examine their own digital practices.

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Understand the digital world as produced through interactions between technology and society.
- Understand the components of digital literacy.
- Recognise and critique common assumptions and moral panics about young people's use of technology.
- Develop self-awareness about and ability to critically analyse own digital experiences and engagements.

### **Assessment**

- Continuous Assessment (100%)

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>CN4105 Connecting Research, Policy and Practice in Children's Lives and Services</b> | 1               | Elective             | 10          | 60                  |

**Module Coordinator:** Dr Natasha Daniels

### **Module Description**

This module explores the connections between research, policy and practice in children's lives and the services they access. Throughout this module, you will consider critical perspectives on policy making for and with children. Students will be challenged to consider the complex interplay of forces affecting children's policy creation in the Irish context through policy analysis.

The module provides students with an introduction to the children's policy landscape in Ireland and its international influences. It provides opportunity for critical analysis of what voices are heard in policymaking for children, how various policy initiatives are implemented, and how policy impacts the realisation of children's rights. Students will engage in a research project examining the impact of a chosen policy on children's rights.

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Demonstrate understanding of the children's policy landscape in Ireland and its links to research and practice.
- Critically analyse children's policy using policy analysis frameworks.
- Evaluate links between international, national and organizational policy as it relates to children's lives.
- Complete an independent research project evaluating the impact of a chosen policy on children's rights.

### **Assessment**

- Continuous Assessment (100%)

| <i>Module</i>  | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|--|-----------------|----------------------|-------------|---------------------|
| <b>CN3105 Twenty-First Century Young Adult Fiction</b> | 1               | Elective             | 10          | 60                  |

**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 address difficult and emotionally challenging subject matter. A full content warning guide will be available on Canvas 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**

- Group learning engagement and in-class assessments (60%)
- Exam (40%)

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>CN3108 Education for Sustainable Development in the context of the UN SDGs</b> | 1               | Elective             | 10          | 60                  |

**Module Coordinator:** Dr Javier Giménez-Sánchez

### **Module Description**

This module provides students with an overview of the key debates surrounding the UN Sustainable Development Goals (SDG) and the UN 2030 Agenda, and the role of education to overcome global challenges. Having conceptualised the main areas and issues facing development, the module will focus on the main policies and practices in education for global development, focusing on primary education, secondary education, youth work, and the role of universities in achieving the Sustainable Development Goals.

### **Learning Outcomes**

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

- Demonstrate an understanding of Education for Sustainable Development, its policies, and its practices.
- Understand the complex social, economic, and cultural challenges societies face.
- Communicate key concepts of Education for Sustainable Development to children and youth.

### **Assessment**

- Attendance (10%)
- Group Projects (40%)
- Essay (50%)

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>CN3110 Problematising the Wonderful World of Walt Disney</b> | 1               | Elective             | 10          | 60                  |

**Module Coordinator:** Dr Cassie Smith-Christmas

### **Module Description**

This module will enable students to critically evaluate Walt Disney films, a key site of children's socialisation in the late twentieth and twenty-first centuries. The module will focus primarily on Disney animated feature films and draw on sociological, sociolinguistic, and historical texts in order to give students the analytical perspectives to evaluate chosen films as case study examples. Students will be challenged to consider how certain aspects of particular films may perpetuate negative stereotypes along gender, racial, cultural and/or linguistic lines, and the impacts of these negative stereotypes on children's socialisation. Students will also consider positive developments in representations of characters and settings in Disney films, especially in recent years.

### **Learning Outcomes**

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

- Critically evaluate Disney films as a site of children's socialisation.
- Discuss how films may perpetuate negative stereotypes along gender, racial, cultural, and linguistic lines.
- Discuss films in their sociohistorical contexts, and how particular sociohistorical realities influence decisions made in Disney films.
- Evaluate decisions made to the live-action adaptations of animated Disney films.

### **Assessment**

- Group Project (50%)
- In-Class Written Assignment (50%)

| Module                                       | Semester | Core/Elective | ECTS | Max Capacity |
|--|----------|---------------|------|--------------|
| CN4108 Comics, Childhood and the Alternative | 1        | Elective      | 10   | 20           |

**Module Coordinator:** Dr Julie Spray

## Module Description



Comics, or sequential art, are an alternative literary medium that hold special meaning for children's and youth subcultures. In this module we will use the study of comics to explore notions of the alternative or alterity (otherness; the lateral; unconventionality) by drawing links between marginalised people (children and youth), a marginalised literary medium (comics) and marginalised practices (drawing). This module will examine comics, childhood, and the alternative from three directions. First, we will examine comics as cultural artefacts of the 20<sup>th</sup> century: their production, consumption, and contestations as material culture associated with children and young people. Second, we will analyse children's representation in comics as a means of understanding socio-cultural constructions of childhood as an "othered" life stage. Third, through practical experimentation, we will explore comic-making as a method for practice (teaching, research, therapies, etc) and as a personal practice for our own self-actualisation. We will consider questions like: Why are grown-ups afraid of drawing? Why are comics considered neither great art nor great literature? How do comics make us see, feel and hear stories? By engaging with alternatives to conventional academic topics and practices, students will acquire a critical consciousness of the normative and taken-for-granted. You do not have to be a skilled artist to be

successful in this module. You do need to be enthusiastic and willing to draw a lot.

### **Learning Outcomes**

- Analyse how cultural value systems produce types of people, genres or practices as normative or alternative.
- Experiment with alternative forms of communication and practice.
- Analyse the fundamental mechanics of comic form.
- Analyse young people's representation in comic forms.
- Develop a drawing practice AND see your drawings as "good".

### **Assessment**

This module is assessed through continuous assessment (100%), including a drawing journal and a final comic communication.

| <i>Module</i>   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>TI3127 Critical Geographies of Children, Young People and Families</b> | 1               | Elective             | 5           | TBC                 |

**Module Coordinator:** Frances Carter

### **Module Description**

This module is designed to further student understanding of key concepts and issues associated with the ever-growing body of work within the geographies of children, young people and families. In particular, the course explores the everyday experiences of children and young people across local, national and global contexts. The course engages contemporary geographic perspectives relating to how understandings of childhood and youth are socially constructed, and in-doing-so provides a platform for exploring geographic research relating to mobility, migration, in/exclusion and identity at a variety of scales. In addressing these themes, the module also highlights the importance and ubiquitous nature of place and space in the everyday lives of children and young people, incorporating a focus on 'traditional' sites such as home, school, and neighbourhood contexts. The module also engages with literature challenging what may be considered 'non-traditional' sites for children (for example street children, working children and care-giving children).

### **Learning Outcomes**

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

- Provide a forum for exploration and debate of contemporary directions in the geographies of children, young people and families.
- Draw together the multiple and varied strands of geographic research that engage with the geographies of children, young people and families.
- Highlight the multiple foci of geographies of children, young people and families; including themes relating to: education; health; work; mobilities; migrations; life course and transition; social practice and (re)production; play, nature and environment; exploitation; post-conflict societies; crime and anti-social behaviour; and participation and methodology.

Throughout this course students will:

- Gain knowledge of key themes and issues stemming from an exploration of the geographies of children, young people and families.
- Demonstrate a critical awareness of key concepts and methodological advances used to collect and analyse data associated with the geographies of children, young people and families.
- Advance student capacity for individual study and research, including presentation of a reasoned argument and application of concepts and theory in oral and written formats; read critically, apply greater analytical skills, and write informed and well-articulated, insightful arguments.

### **Assessment**

This course incorporates two pieces of continuous assessment (essay type assessments), each worth 50% of the overall module grade.

| <i>Module</i>                                   | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|---|-----------------|----------------------|-------------|---------------------|
| <b>CN4102 Children, Culture &amp; the Media</b> | 2               | Elective             | 10          | 60                  |

**Module Coordinator:** Dr Kate Harvey

### **Module Description**

This module explores children's relationships with contemporary transmedia narratives, as both consumers and participants. Transmedia narratives, defined as stories told across multiple media platforms (Meyers et al 2014), have arguably become the primary means by which children encounter narrative storytelling. This module examines the position of transmedia narratives within the children's culture industry and its surrounding academic and popular discourses. In groups, students will engage with a single popular media franchise through close examination of its various narrative elements including toys, games, clothing, interactive digital media, and fan-created content, as well as more traditional narrative media such as literature, film, and television.

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Describe the development of the children's culture industry in the 20th and 21st centuries.
- Identify the issues at stake in children's consumer culture.
- Critically appraise the various media platforms through which transmedia narratives are delivered.
- Recognise the ways in which children's cultural products intersect and converge with each other to produce meaning.
- Engage with current scholarship on the impact of culture and media on development and socialisation.

### **Assessment**

- Learning journal (40%)
- Group project (50%)
- Peer assessment (10%)

| <i>Module</i>  | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> | <i>Max Capacity</i> |
|--|-----------------|----------------------|-------------|---------------------|
| <b>CN4103 The World of Picturebooks: Approaches and Aesthetics</b> | 2               | Elective             | 5           | 50                  |

**Module Coordinator:** Dr Lindsay Myers

### **Module Description**

This module will introduce students to the structure, purposes and aesthetics of picturebooks. It will provide a broad overview of the history of these books before proceeding to explore the varied ways in which twentieth-century Irish and international authors and illustrators have moved away from traditional methods. Close attention will be paid to the relationship between the visual and verbal narratives and to the peritextual material as well as to the important, developmental function that these books play in the intellectual, emotional and social development of children. Students will be encouraged to think critically about picture-books and will have the opportunity to apply their learning in their final essay/ project. Students who wish to make their own picturebook rather than to discuss existing works will be encouraged to experiment with different approaches and techniques and one of the two tutorials will focus on this creative aspect.

### **Learning Outcomes**

Upon completion of this module students will be able to:

- Demonstrate an awareness of the role that picturebooks play in the social, emotional, and intellectual development of children.
- Reflect on the picture-books that they read as a child and learn critical skills for analysing and judging the value and function of a wide range of contemporary picturebooks.<sup>[2]</sup>
- Evaluate the verbal and visual aspects of picturebook and use these either to discuss picturebooks with similar themes or to make their own picturebook.

### **Assessment**

- Continuous Assessment (50%)
- Essay/Creative Project (50%)

| <i>Module</i>                     | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|-----------------------------------|-----------------|----------------------|-------------|
| <b>PH2108 Scaling Big Ideas**</b> | 2               | Elective             | 5           |

**\*\*Designing Futures:** Information on Designing Futures transdisciplinary modules is available at

<https://www.universityofgalway.ie/designingfutures/personalisedstudentjourney/transdisciplinarymodules/forstudents/>

**Module Coordinator:** Dr Gerard O'Connor ([gerard.oconnor@universityofgalway.ie](mailto:gerard.oconnor@universityofgalway.ie))

### Module Description

Consider the processes involved in the emergence of everyday technologies, (the light bulb, the toaster, the computer, the iPhone). Analyse and understand how chains of value work; delve into concepts about how ideas scale upwards, or not! Reflect on successful ideas that make life easier or better and understand how to frame a hypothesis to test concepts free from personal bias. This module provides an opportunity to reflect deeply on the sources of competitiveness, examining innovations that compete towards far reaching impacts.

### Learning Outcomes

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

- Engage with creative mindsets and future orientated visions for long-term solutions.
- Interpret competition by assessing the competitive position of a person, business, product, or process.
- Construct a technical value chain for a simple enterprise or products
- Apply learning gained from two or more published patent filings to compare technical concepts and the creative, imaginative visions required
- Formulate and appraise the scalability in theory of an innovative concept using the system model.
- Evaluate a business hypothesis by using in-person communication skills and assess the scalability in practice of an emergent business model.

**Timetable:** Tuesday 5pm to 6pm, Friday 10am to 11am

**Room:** PHY220 (Physics), PHY102 (Physics)

| <i>Module</i>                             | <i>Semester</i> | <i>Core/Elective</i> | <i>ECTS</i> |
|---|-----------------|----------------------|-------------|
| <b>MG3117 Intercultural Encounters **</b> | 2               | Elective             | 5           |

**\*\*Designing Futures:** Information on Designing Futures transdisciplinary modules is available at

<https://www.universityofgalway.ie/designingfutures/personalisedstudentjourney/transdisciplinarymodules/forstudents/>

**Module Coordinator:** Dr Josephine Igoe ([josephine.igoe@universityofgalway.ie](mailto:josephine.igoe@universityofgalway.ie))

### Module Description

This module will offer insights into the historic developments and contemporary concepts relating to global citizenship, diversity and inclusion. In doing so, the module aims to foster disciplinary and cultural boundary crossing, knowledge sharing and co-production, as well as intercultural understanding and collaboration between students, which will be achieved by addressing complex societal issues together. Students with different disciplinary and cultural experiences and origins will jointly address complex issues related to a specific global challenge that also has a local impact, such as homelessness and housing, the migrant experience, threatened cultural heritage, and the impact of digital technologies, within a team research project. In order to move from interdisciplinarity to transdisciplinarity in one dimension, and from othering to embracing diversity on the other, the module will connect the student groups with relevant stakeholders and experts from Galway, to help them understand their global issue from the local context. The module is necessarily experiential but also encourages students to reflect on and share their felt experience to enable greater understanding across the class. The module is designed to help visiting students from different cultures to make sense of their experience in Ireland and also to prepare domestic students for immersion in a different culture such as a year abroad or working with people in a highly diverse organisation.

(Language of instruction: English)

### Learning Outcomes

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

- Develop an understanding of the core concepts of global citizenship, diversity, and inclusion.
- Know different disciplinary approaches and methodologies to solving global challenges.
- Collaborate effectively within a diverse team and apply a challenge-based approach to their learning.
- Actively and respectfully engage and negotiate with different perspectives to achieve comprehensive solutions and communicate their ideas for potential solutions to the specific challenge they've engaged with.
- Reflect on their own learning process, including the way their own value-system influences their own perspective, and give and receive constructive feedback while aware of cultural difference and appreciating social and cultural diversity.

**Timetable:** TBC  
**Room:** TBC

## 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.

If you are absent for more than seven consecutive days due to valid medical or other extenuating circumstances, 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.universityofgalway.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 module. 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.universityofgalway.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%        |

## Breaches of Academic Integrity

<sup>1</sup>Academic misconduct is any attempt to gain or help others gain an unfair academic advantage. As the National Academic Integrity Network (NAIN) outline in their Academic Integrity Guidelines: “Academic misconduct can be either intentional or inadvertent. It can be committed in a variety of ways (including, but not exclusive, to the following):

- Submitting work as your own for assessment, which has, in fact, been done in whole or in part by someone else or submitting work which has been created artificially, e.g., by a machine or through artificial intelligence. This may be work completed for a learner by a peer, family member or friend or which has been produced, commercially or otherwise, by a third party for a pre-agreed fee (contracted); it may be work in which the learner has included unreferenced material taken from another source(s) (plagiarism); it may be use of a ghost writer to carry out assessed work which is then submitted as the learner’s own work; it may be using a previous assignment as submitted by a peer claiming it to be your work; it may be that references have been falsified to give credibility to the assignment and to show evidence of research; it may be a claim for authorship which is false;
- Cheating in exams (e.g., crib notes, copying, using disallowed tools, impersonation);
- Cheating in projects (e.g., collusion; using ‘essay mills’ to carry out the allocated part of the project);
- Selling or simply providing previously completed assignments to other learners;
- Misrepresenting research (e.g., data fabrication, data falsification, misinterpretation);
- Bribery, i.e., the offering, promising, giving, accepting or soliciting of an advantage as an inducement for an action;
- Falsification of documents;
- Improper use of technology, laboratories, or other equipment;
- Helping a peer to do their assignment which develops into the helper doing some or all of the assignment;
- and Sharing or selling staff or institutional intellectual property (IP) with third parties without permission.”

Some additional examples of academic misconduct are:

- Self-plagiarism where you submit work which has previously been submitted for a different assignment without permission/acknowledgement.
- Posting advertisements for services which encourage contract cheating either physically or virtually.
- Submitting all or part of an assessment item which has been produced using artificial intelligence (e.g. Google Translate or other machine translation services/software, AI essay writing service etc.) and claiming it as your own work.

Academic misconduct can arise through poor academic practice or ignorance of accepted norms of the academic discipline.

The penalties associated with academic misconduct are detailed in [Appendix 1](#) and will be made

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<sup>1</sup> Source: [QA220 Academic Integrity Policy](#)

available to all students. This policy has been reproduced as Appendix 1 of this booklet.

Further information on academic integrity is available at  
<https://www.universityofgalway.ie/academicintegrity/>

### **Uses of Artificial Intelligence (AI) and AI enhanced software**

In recent years, there has been a proliferation of Generative Artificial Intelligence tools developed that offer to help with many of the tasks that students are asked to complete; these include brainstorming ideas, outlining papers or projects, creating presentations, summarizing readings, drafting papers, writing papers, correcting grammar, rephrasing writing – and the list grows rapidly, as does the sophistication of these tools.

These are interesting times, and the topic of if and how and why to permit students to use these tools, or to not use these tools, is one the most prominent discussions amongst your University lecturers these days. We wrestle with questions like:

1. If workplaces allow students to use these tools, why shouldn't students use them?
2. What are the skills we want students to develop and demonstrate, and can they develop them if they are using AI tools?
3. How can we assess student learning and thinking in ways that can't be "faked" by a student asking Generative AI to do an entire assignment?

There are no easy answers here; we are all in the same boat in relation to understanding how AI will affect us, our work, our lives, and our society. Almost all of your lecturers, however, are of consensus on at least one point:

1. A University Education is largely an opportunity for students to develop strong critical thinking, information literacy, and analytic skills, and also to develop an understanding of themselves and their *own* positionality on important issues in the world; to develop an ability to react, reflect, and respond in the best ways possible to the situations that arise in their future work and professional lives.
2. These skills cannot be developed if students are consistently taking AI shortcuts during this precious developmental time.

To resolve this dilemma, the discipline of Children's Studies understands that the solution is two-part:

#### **One: on the part of lecturers:**

We are constantly endeavouring to create assessment strategies that will authentically allow students to demonstrate their developing intellectual and communication skills.

For every module, in the course syllabus on Canvas, your lecturer will provide clear information on how Generative AI may/may not be used *for that module*. The default for Children's Studies for academic year 2024/25 is that:

1. No AI use is permitted on a module's tasks unless your lecturer explicitly states you can
2. If you are permitted to use AI, the lecturer will outline how you can/can not use AI in that module in the course syllabus
3. All assignments using any AI tools must include a statement outlining what AI tools were used, and what specific tasks they were used for

It is your responsibility to understand how you can/cannot use AI in a particular module; if it is unclear or you are unsure, it is your responsibility to ask and clarify with your lecturer if you can use certain AI tools or not. *If your lecturer feels you have used AI where it is not permitted, they will commence the academic integrity process, outlined in Policy QA220 (see appendix A).* This policy is taken very seriously, and last year there were students who received maximum penalties (ie. suspended from the University for breaching the Academic Integrity Policy).

### **Two: on the part of the students:**

Students have a huge role to play in how University life proceeds in the age of Artificial Intelligence; we encourage you to proceed with honesty, integrity, and great respect for your own learning and skill development.

1. Be aware of the rules for each module on AI use; do not use AI where it is not permitted, and if you are unsure *ask* your lecturer
2. Be respectful of your own developing thinking skills; do not take AI shortcuts where you don't need to – do not assume ChatGPT has better ideas than you - trust your own mind to struggle with concepts, to learn new things, and to put ideas together in a way that is uniquely *yours*. This is what your lecturers want to see, not something spat out from a computer.
3. You may use AI in your working life – but you will need the skills and expertise you are developing now to be able to *use AI well* in your working life. Those working with AI in the professional realm are taught to look for 'AI hallucinations' – that is, things that AI produces that look correct but are not correct. Only because they have developed the expertise in the first place can professionals use AI for their work in an effective way. Don't miss this opportunity to develop your own expertise.

## Student Communications

There are three avenues of communication between staff and students:

### 1. University of Galway E-mail

All students will receive a University of 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 University of Galway email address will be used. Other addresses (yahoo, hotmail, etc.) will not be used. Therefore, it is essential that students check their University of Galway account on a regular basis, including during the Summer. **Please note that the account should also be maintained by cleaning the different e-mail folders, as their capacity is limited.**

### 2. Canvas

The Discipline also uses the 'Canvas' 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 course (module) pages. As Canvas 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 University of 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.universityofgalway.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 University of 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.universityofgalway.ie](http://www.universityofgalway.ie) or through Canvas. 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.universityofgalway.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.universityofgalway.ie/support>.

### The International Affairs Office

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

## Canvas Virtual Learning Environment

### What is Canvas?

Canvas 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 Canvas to read course announcements and access some of your lecture notes.

Canvas allows lecturers/tutors to upload lecture notes, reading lists, assessment information, and other course-related material to their Canvas site so that students may access them. It also contains functions that enable students and teachers to interact via class announcements, e-mail, Chat, Teams, Zoom, and discussion boards.

You can log into the Canvas system (<https://universityofgalway.instructure.com/>) using your campus credentials (i.e. your University of Galway email address and password). You can contact Canvas directly for assistance 24/7 on the Canvas Support Hotline on +353 1800 816 455, or through the Chat with Canvas Support (Students) link on the Canvas help menu.

### 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 Association 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: Ballière 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/subsystems\\_div1.cfm](http://www.bps.org.uk/sub-syst/subsystems_div1.cfm)

preferred:

[www.bps.org.uk/sub-syst/  
subsystems\\_div1.cfm](http://www.bps.org.uk/sub-syst/subsystems_div1.cfm)

[www.bps.org.uk](http://www.bps.org.uk).

sub-syst/subsystems\_div1.cfm

[www.bps.org.uk/sub](http://www.bps.org.uk/sub)

-syst/subsystems\_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](http://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](http://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](http://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 <https://libguides.library.universityofgalway.ie/c.php?g=672922&p=4781704>

## 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:

[https://www.universityofgalway.ie/media/studentservices/files/QA-616-University-of-Galway-Student-Code-of-Conduct-\(Oct-2022\).pdf](https://www.universityofgalway.ie/media/studentservices/files/QA-616-University-of-Galway-Student-Code-of-Conduct-(Oct-2022).pdf). 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 2025/26

### First Semester

|   |  |
|---|--|
| Orientation 1 <sup>st</sup> Years         | TBC  |
| Start of Teaching – Years 2-4             | Monday 8 <sup>th</sup> September                                     |
| End of Teaching – Years 2-4               | Friday 28 <sup>th</sup> November (12 weeks teaching)                 |
| Start of Teaching – 1 <sup>st</sup> Years | Monday 15 <sup>th</sup> September                                    |
| End of Teaching – 1 <sup>st</sup> Years   | Friday 28 <sup>th</sup> November (11 weeks teaching)                 |
| Reading Week                              | Tuesday, 28 <sup>th</sup> October – Friday, 31 <sup>st</sup> October |
| Study Week                                | Monday 1 <sup>st</sup> December – Friday 5 <sup>th</sup> December    |
| Semester 1 exams start                    | Monday 8 <sup>th</sup> December 2025                                 |
| Semester 1 exams end                      | Friday 19 <sup>th</sup> December (10 days of exams)                  |
| Christmas Holiday Begins                  | Saturday 20 <sup>th</sup> December                                   |

### Second Semester

|   |  |
|---|--|
| Start of Teaching   | Monday 12 <sup>th</sup> January 2026   |
| Reading Week  | Dates TBC  |
| End of Teaching   | Thursday 2 <sup>nd</sup> April (12 weeks of teaching)                        |
| Easter  | Good Friday 3 <sup>rd</sup> April – Easter Monday 6 <sup>th</sup> April 2026 |
| Field Trips   | Tuesday 7 <sup>th</sup> April – Friday 10 <sup>th</sup> April                |
| Study Week  | Monday, 13 <sup>th</sup> April – Friday 17 <sup>th</sup> April               |
| Semester 2 Exams Start  | Tuesday 21 <sup>st</sup> April   |
| Semester 2 Exams End  | Friday 8 <sup>th</sup> May (13 days of exams)                                |
| Autumn Repeat Exams*  | Tuesday 4 <sup>th</sup> August – Friday 14 <sup>th</sup> August (9 days)     |
| Bank Holidays: Monday 27 <sup>th</sup> October 2025 / Monday, 2 <sup>nd</sup> February 2026 / Tuesday 17 <sup>th</sup> March 2026 / Monday 4 <sup>th</sup> May 2026 / Monday 1 <sup>st</sup> June 2026 / Monday 3 <sup>rd</sup> August 2026 |  |

*\*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.*

## **Student Support Services**

|   |  |
|---|--|
| Link: <a href="https://www.universityofgalway.ie/student-life/student-support/">https://www.universityofgalway.ie/student-life/student-support/</a> |  |
| <b>Students' Union</b>  | Link: <a href="https://su.nuigalway.ie">https://su.nuigalway.ie</a>  |
| <b>Accommodation &amp; Welfare Office</b>   | Student Welfare Officer Email: <a href="mailto:su.welfare@universityofgalway.ie">su.welfare@universityofgalway.ie</a><br>Accommodation Email: <a href="mailto:accommodation@universityofgalway.ie">accommodation@universityofgalway.ie</a><br>Accommodation Office Link: <a href="https://www.universityofgalway.ie/student-life/accommodation/">https://www.universityofgalway.ie/student-life/accommodation/</a> |
| <b>Mature Students Office</b>   | Mature Students Officer: Kathleen Hartigan<br>Email: <a href="mailto:kathleen.hartigan@universityofgalway.ie">kathleen.hartigan@universityofgalway.ie</a><br>Link: <a href="https://www.universityofgalway.ie/mature/mature-students-officer">https://www.universityofgalway.ie/mature/mature-students-officer</a>   |
| <b>Disability Support Service</b>   | Email: <a href="mailto:disability.service@universityofgalway.ie">disability.service@universityofgalway.ie</a><br>Link: <a href="https://www.universityofgalway.ie/disability/">https://www.universityofgalway.ie/disability/</a>   |
| <b>Chaplaincy</b>   | Chaplain: Fr Ben Hughes<br>Email: <a href="mailto:ben.hughes@universityofgalway.ie">ben.hughes@universityofgalway.ie</a>   |
| <b>Student Counselling Service</b>  | Email: <a href="mailto:counselling@universityofgalway.ie">counselling@universityofgalway.ie</a><br>Link: <a href="https://www.universityofgalway.ie/counsellors/">https://www.universityofgalway.ie/counsellors/</a>   |
| <b>Alive: University of Galway Student Volunteering Programme</b>   | Link: <a href="https://www.studentvolunteer.ie/universityofgalway/">https://www.studentvolunteer.ie/universityofgalway/</a>  |
| <b>Career Development Centre</b>  | Email: <a href="mailto:careers@universityofgalway.ie">careers@universityofgalway.ie</a><br>Link: <a href="https://www.universityofgalway.ie/career-development-centre/">https://www.universityofgalway.ie/career-development-centre/</a>   |
| <b>Student Registry Help Desk</b>   | Email: <a href="mailto:askregistry@universityofgalway.ie">askregistry@universityofgalway.ie</a><br>Link: <a href="https://www.universityofgalway.ie/student-registry-helpdesk/">https://www.universityofgalway.ie/student-registry-helpdesk/</a>   |
| <b>Wellbeing Resources and Supports</b>   | Link: <a href="https://www.universityofgalway.ie/health-wellbeing/thingsnotgoingright/wellbeing/">https://www.universityofgalway.ie/health-wellbeing/thingsnotgoingright/wellbeing/</a>  |

### Useful Contact Information for University of Galway

|   |  |
|---|--|
| <b>Admissions Office</b>  | Phone: 091 493065<br><a href="mailto:admissions@universityofgalway.ie">admissions@universityofgalway.ie</a>                  |
| <b>Fees Office</b>  | Phone: 091 492386<br><a href="mailto:fees@universityofgalway.ie">fees@universityofgalway.ie</a>                              |
| <b>Overseas Students Officer</b>  | Phone: 091 493581<br><a href="mailto:international@universityofgalway.ie">international@universityofgalway.ie</a>            |
| <b>Disability Support Service</b>   | Phone: 091 492813<br><a href="mailto:disability.service@universityofgalway.ie">disability.service@universityofgalway.ie</a>  |
| <b>Mature Students Officer</b><br><b>Ms. Kathleen Hartigan</b>                      | Phone: 091 492695<br><a href="mailto:kathleen.hartigan@universityofgalway.ie">kathleen.hartigan@universityofgalway.ie</a>    |
| <b>Accommodation Office</b>   | Phone: 091 493540<br><a href="mailto:accommodation@universityofgalway.ie">accommodation@universityofgalway.ie</a>            |
| <b>Student Health Unit</b>  | Phone: 091 492604<br><a href="mailto:healthunit@universityofgalway.ie">healthunit@universityofgalway.ie</a>                  |
| <b>Emergency Medical Number:</b><br><b>Opening Hours:</b>                           | 087 2623997<br>9.15 a.m. – 12.30 p.m.<br>2.30 p.m. – 4.30 p.m.   |
| <b>Student Counselling Office</b>   | Phone: 091 492484 or 087 6644299<br><a href="mailto:counselling@universityofgalway.ie">counselling@universityofgalway.ie</a> |
| <b>Careers Development Centre</b>   | Phone: 091 493589<br><a href="mailto:careers@universityofgalway.ie">careers@universityofgalway.ie</a>                        |
| <b>Information Solutions and Services (ISS)</b><br><b>User Support Centre (USC)</b> | Phone: 091 495777<br><a href="mailto:UserSupport@universityofgalway.ie">UserSupport@universityofgalway.ie</a>                |

## **QA220 Appendix 1: Outcomes for Student Breach of Academic Integrity**

This appendix is pursuant to the Academic Integrity Policy. The outcome for misconduct will be determined by:

- a. Calculating the points for the conduct of the student.
- b. Calculating the points for the context of the misconduct (from each section of the table).
- c. Adding the points together from the conduct and context.
- d. Deciding the appropriate outcome based on these factors, which may be mitigated if there are compassionate or compelling circumstances.

Example of calculation:

|  | Points |
|--|--------|
| Points for Conduct:                          |        |
| Points for Context: Level of Student         |        |
| Points for Context: Previous Misconduct      |        |
| Points for Context: Intention to Hide Breach |        |
| Total  |        |

### **Points:**

| Conduct by student (add points from one of the eleven sections) |   | Points applied depending on seriousness |   |              |  |  |
|---|---|---|---|--------------|--|--|
|   |   | Less serious                            |   | More serious |  |  |
| Plagiarism  | 1. Up to two plagiarised passages or components constituting up to 5% of the assessment task.   | 2                                       |   |              |  |  |
|   | 2. As in Clause 1 but with critical aspects* plagiarised<br>3. Up to four plagiarised passages or components constituting up to 20% of the assessment task. |   | 4 |              |  |  |
|   | 4. As in clause 3 but with critical aspects* plagiarised.   |   |   | 6            |  |  |

|  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
|  | 5. Between 20% and 50% of the assessment task plagiarised. |  |  |  |   |  |
|  | 6. As in clause 5 but with critical aspects* plagiarised.  |  |  |  | 8 |  |
|  | 7. More than 50% of the assessment task plagiarised.       |  |  |  |   |  |

| Conduct by student (add points from one of the eleven sections) |  | Points applied depending on seriousness |   |   |              |    |
|---|--|---|---|---|--------------|----|
|   |  | Less serious                            |   |   | More serious |    |
| Contract Cheating   | 8. Asking someone else to complete all or part of an assignment on the student's behalf.<br>9. Offering to write all or part of an assignment for a student.   |   |   |   | 8            |    |
|   | 10. Submitting all or part of an assessment item which has been produced for the student and claiming it as the student's work.<br>11. Producing all or part of an assignment for a student.<br>12. Distributing their own assessment work for personal gain, either directly or through a third party, which could facilitate a breach of academic integrity. |   |   |   |              | 16 |
| Use of Artificial Intelligence                                  | 13. Submitting all or part of an assessment item which has been produced using artificial intelligence (e.g. Google Translate or other machine translation services/software, artificial intelligence essay writing service etc.) and claiming it as the student's work.   |   |   |   |              | 12 |
| Collusion   | 14. Up to two passages or components constituting up to 5% of the assessment task.   | 2                                       |   |   |              |    |
|   | 15. As in clause 14 but with collusion in critical aspects*<br>16. Up to four passages or components constituting up to 20% of the assessment task.  |   | 4 |   |              |    |
|   | 17. As in clause 16 but with collusion in critical aspects* 18. Between 20% and 50% of the assessment task.  |   |   | 6 |              |    |

|   |   |   |  |   |   |  |
|---|---|---|--|---|---|--|
|   | 19. As in clause 18 but with collusion in critical aspects*   |   |  |   | 8 |  |
|   | 20. More than 50% of the assessment task  |   |  |   |   |  |
| Non-compliance with assessment or examination instructions or requirements (for | 21. Unauthorised possession of aids or information in examination without use.                                | 2 |  |   |   |  |
|   | 22. Failure to comply with directions about the assessment or examination (e.g.: speaking during examination) |   |  |   |   |  |
|   | 23. Unauthorised aids or information used in examination.   |   |  | 6 |   |  |

| Conduct by student (add points from one of the eleven sections)                |   | Points applied depending on seriousness |  |  |              |    |
|--|---|---|--|--|--------------|----|
|  |   | Less serious                            |  |  | More serious |    |
| exams not part of the official university exam schedule from the Exams Office) | 24. Spoken or other communication between student and any unauthorised person during the examination related to the content of the examination.     |   |  |  |              |    |
|  | 25. Providing a copy of exam questions or content, or an assessment task that is to be completed under secure conditions, to another person         |   |  |  | 8            |    |
|  | 26. Providing restricted information to another person relating to assessment without the approval of the examination supervisor or module owner.   |   |  |  |              |    |
|  | 27. Receiving restricted information from another person relating to assessment without the approval of the examination supervisor or module owner. |   |  |  |              | 16 |
| Impersonation (for   | 28. Asking another person to take the student's place for an examination or other assessment task.  |   |  |  | 8            |    |

|   |   |   |   |  |   |    |
|---|---|---|---|--|---|----|
| assessment/exams not part of the official university exam schedule from the Exams Office) | <p>29. Allowing another person to complete the examination or assessment task in the student's place.</p> <p>30. Impersonating another student in an examination or assessment task.</p>                          |   |   |  |   | 16 |
| Fraud   | 31. Creating or providing false documentation, in relation to assessment requirements or deadlines or special consideration, including falsifying assessment task submission receipts and medical certificates.   |   |   |  | 8 |    |
|   | <p>32. Creating or providing false documentation, in relation to:</p> <p>a. Admission to the University, including providing false academic records</p> <p>b. Assessment outcomes</p> <p>c. Academic progress</p> |   |   |  |   | 16 |
| Conduct by student (add points from one of the eleven sections)                           |   | Points applied depending on seriousness<br>Less serious <span style="float: right;">More serious</span> |   |  |   |    |
| Reuse of previous work  | 33. Submitting work previously submitted for assessment in any other unit or course, without permission.  | 2   |   |  |   |    |
| Use of file-sharing sites   | 34. Uploading any content (assessment, notes, slides, etc.) from a module at the University to a third-party site regardless of whether there was any visible benefit to the student involved.                    |   | 4 |  |   |    |
| Promoting ways to breach academic integrity   | 35. Sharing information with other students about ways to breach academic integrity or facilitating a breach of academic integrity other than through distribution of their own work. (See 12 above)              |   |   |  |   | 10 |

|                                      |  |                       |
|--------------------------------------|--|-----------------------|
| Other breaches of academic integrity | 36. Calculated relative to issues of similar significance above. | As appropriate (2-16) |
|--------------------------------------|--|-----------------------|

| Context (add points from all three sections)  |   | Points applied depending on seriousness |  |              |   |   |
|---|---|---|--|--------------|---|---|
|   |   | Less serious                            |  | More serious |   |   |
| Level of Student Experience   | 37. Students in their first year of an undergraduate degree, first year of a discipline, or first year at an Irish (or comparable) university at either undergraduate or postgraduate level | 1                                       |  |              |   |   |
|   | 38. Students in their second year of undergraduate.   |   |  | 3            |   |   |
|   | 39. Students in their third or more year of undergraduate degree or postgraduate students (other than those accounted for in 35 above)  |   |  |              |   | 5 |
| Previous breaches of academic integrity, allowing for time for appropriate skills development | 40. First breach  | 1                                       |  |              |   |   |
|   | 41. Second breach   |   |  |              | 4 |   |
|   | 42. Third or subsequent breach  |   |  |              |   | 5 |
| Intention to hide the breach of academic integrity  | 43. No evidence of deliberate action to hide the breach of academic integrity once the breach had been reported to the AIA.   | 0                                       |  |              |   |   |
|   | 44. Evidence of deliberate action to hide a breach of academic integrity in relation once the breach had been reported to the AIA.  |   |  |              |   | 6 |

## Outcomes

| Points | Outcomes  |
|--------|---|
| 1-4    | Completion of academic integrity training and an entry on the Academic Misconduct Register  |
| 5-8    | <p>Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following:</p> <ul style="list-style-type: none"> <li>• Zero marks in relation to a specific component of assessment task</li> <li>• Assignment marked but with plagiarised sections treated as direct quotes</li> <li>• Resubmit the work for the full range of marks available</li> <li>• Reduction in marks for the assessment by stated amount</li> <li>• Student repeats and resubmits assessment task for a mark of no more than 50%</li> </ul> <p>In addition, study skills training is highly recommended.</p> |
| 9-12   | <p>Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following:</p> <ul style="list-style-type: none"> <li>• Reduction in marks for the assessment by stated amount.</li> <li>• Zero marks in relation to a specific component of assessment task</li> <li>• Student repeats and resubmits assessment task for a mark of no more than 50%</li> <li>• Resubmission of the task but with a different topic</li> </ul> <p>In addition, study skills training is highly recommended.</p>  |

|        |  |
|--------|--|
| 13-15  | <p>Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following:</p> <ul style="list-style-type: none"> <li>• Zero marks in relation to a specific component of assessment task</li> <li>• Zero marks for the assessment task</li> <li>• Zero marks for the module*</li> </ul> <p>In addition, study skills training is highly recommended.</p>   |
| Points | Outcomes   |
| 16-20  | <p>Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following:</p> <ul style="list-style-type: none"> <li>• Zero marks for the assessment task</li> <li>• Zero marks for the module*</li> <li>• Suspension from the programme or University for a semester with an automatic right of return*</li> <li>• Exclusion from the programme or University for up to 2 semesters with no automatic right of return (student must apply to be re-admitted)*</li> </ul> <p>In addition, study skills training is highly recommended.</p> |

|     |  |
|-----|--|
| 21+ | <p>Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following:</p> <ul style="list-style-type: none"> <li>• Zero marks for the module*</li> <li>• Suspension from the programme or University for a study period with an automatic right of return*</li> <li>• Exclusion from the programme or University for up to 3 study periods with no automatic right of return (student must apply to be re-admitted)*</li> <li>• Permanent exclusion from the programme*</li> <li>• Expulsion from the University with no opportunity for readmission to a University of Galway programme, including termination of higher degree by research candidature*</li> <li>• Degree not awarded*</li> <li>• Recommendation to Academic Council that the degree be rescinded*</li> </ul> <p>In addition, study skills training is highly recommended.</p> |
|-----|--|

\*These outcomes can only be imposed by the Executive Dean upon a recommendation from the Academic Integrity Officer.

Weight of the assignment within a module may be considered when choosing the outcome from the range provided.

This approach is adapted from Deakin University's 'Schedule A: Outcomes for student breach of academic integrity' which was itself developed from 'Benchmark Plagiarism Tariff' by Peter Tennant and Gill Rowell, [plagiarismadvice.org](http://plagiarismadvice.org)