



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

School of Languages, Literatures and Cultures
Roinn na Gaeilge

Celtic Civilisation

Final Year Modules

Course Outlines

2026-27

Course Co-ordinator: Dr. Graham Isaac, Room 105, *Áras na Gaeilge*,
Extension 2550 (Tel. 49 2550)

<http://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/language-literatures-culture/disciplines/roinn-na-hollscolaiochta-gaeilge/celtic-civilisation/>

Celtic Civilisation, *ROINN NA GAEILGE*
in collaboration with Archaeology and Classics

Departmental Office

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For lecturers' details on modules from Archaeology and Classics, please consult the relevant discipline's web pages.

Academic Calendar 2026-27

First Semester

Teaching begins	Monday 7th September 2026
Teaching ends	Friday 27th November 2026
Study Week*	Monday 30th November – Friday 4th December 2026
Examinations begin	Monday 7th December 2026
Examinations end	Friday 18th December 2026

Second Semester

Teaching begins	Monday 11th January 2027
Teaching ends	Thursday 2nd April 2027
Easter	Good Friday 26th March – Easter Monday 29th March 2027
Study Week*	Monday 12th April – Friday 16th April 2027
Examinations begin	Monday 19th April 2027
Examinations end	Thursday 6th May 2027

***Alert Notice to Visiting Students**

- ☐ **Visiting Students should note that some Examinations may be scheduled during Study Week and therefore students should not make travel arrangements during or around these weeks.**
- ☐ **Visiting Students registering for Semester 1 (Fall) only may not select modules that are offered across the entire year.**



Celtic Civilisation Final Year Programme

3/4BA = 30 ECTS

Three modules, 15 ECTS, in Semester I.

Three modules, 15 ECTS in Semester II.

In each semester, students will take ***EITHER*** three modules from Group A ***OR*** two modules from Group A and one from Group B.

Semester I ***Group A***

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
SG313	The Poetry of Medieval Wales c. 600-1100	5	Essay
SG3102	Celtic Onomastics	5	CA
SG317	Medieval Irish Language III	5	CA, Exam
SG318	Research Project	5	Long Essay

Group B

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
AR3106	The Bronze Age Roots of European Civilization	5	Essay
AR2103	Archaeology and Irish Identity - Celts, Christians and Vikings	5	Essay
CC316	Barbarians	5	Essay, CA
CC230	Beginning Latin 1	5	CA

Semester II ***Group A***

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
SG316	The Celtic Languages and their Relatives	5	Essay
SG320	Medieval Women in the Celtic-Speaking West	5	Essay
SG3103	Poets and Patrons: Gaelic Literature c. 1100-1600	5	CA

Group B

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
CCS307	Ireland and the Ancient World	5	Essay
CC232	Beginning Latin 2	5	CA

NB: It is not possible to guarantee that no timetable clashes occur between the lectures taken from various departments. When choosing modules from Group B, please check before final registration that your timetable does not include clashes.

ROINN NA GAEILGE
FINAL YEAR CELTIC CIVILISATION, 2026-27
TIMETABLE
GROUP A MODULES

For Group B Modules, please consult with the relevant department, Archaeology or Classics.

SEMESTER 1	SEMESTER 2
Monday, 9-10am SG3102 Celtic Onomastics Lecturer: Liam Ó hAisibéil Venue: AMB-G006 (Arts Millennium)	Monday, 3-4pm SG320 Women in the Celtic-speaking West Lecturer: Jeannine Woods + Graham Isaac Venue: CA 001 (Áras Cairnes)
Monday, 3-4pm SG317 Medieval Irish Language III Lecturer: Oisín Ó Muirthile Venue: AC 214 (Arts Concourse)	Monday, 5-6pm SG3102 Poets & Patrons Lecturer: Oisín Ó Muirthile + Colm Ó Cuaig Venue: TBC
Monday, 4-5pm SG313 Poetry of Medieval Wales Lecturer: Graham Isaac Venue: CA 115 (Áras Cairnes)	Wednesday, 4-5pm SG316 Celtic Languages & their Relatives Lecturer: Graham Isaac Venue: AMB-G005 (Arts Millennium)
Wednesday, 11am-12pm SG317 Medieval Irish Language III Lecturer: Oisín Ó Muirthile Venue: AMB G005 (Arts Millennium)	Wednesday, 5-6pm SG3102 Poets & Patrons Lecturer: Oisín Ó Muirthile + Colm Ó Cuaig Venue: TBC
Wednesday, 5-6pm SG313 Poetry of Medieval Wales Lecturer: Graham Isaac Venue: TB 301 (Arts Concourse)	Friday, 11am-12pm SG320 Women in the Celtic-speaking West Lecturer: Jeannine Woods + Graham Isaac Venue: AMB-G008 (Arts Millennium)
Thursday, 2-3pm SG3102 Celtic Onomastics Lecturer: Liam Ó hAisibéil Venue: TB 302 (Arts Concourse)	Friday, 1-2pm SG316 Celtic Languages & their Relatives Lecturer: Graham Isaac Venue: AMB-G012 (Arts Millennium)

While every effort is made to ensure that all information is correct, issues can always arise with respect to staffing and/or size of room allocation, etc., which require later amendments to the timetable.

Semester I

SG313 The Poetry of Medieval Wales c. 600 – 1100

Lecturer **Graham Isaac**

In the period 600 – 1100, Wales experienced a flowering of poetic expression which formed the traditional basis for the continuation of the Welsh love of, and skill in, poetry in the subsequent centuries and down to the present day. The earliest Welsh poetry reflects significant aspects of the culture, history and thought of the time, from the politics of rule to the delicate relationship between humans beings and nature, from the ethics of war to the potential loneliness of old age. This module will explore how the earliest surviving Welsh poems represent and express the hopes and fears, the brutality and tenderness, the knowledge and the propaganda, of an early medieval society.

Learning outcomes:

- Detailed knowledge of the themes and structure of medieval Welsh Poetry.
- Appreciation of the beauty and variety of medieval Welsh poetry.
- Ability to deal critically with a medieval poetic tradition quite different from modern poetic expectations and practice.
- Understanding of the value of medieval Welsh poetry as a source of information on the mental and emotional world of the early medieval Welsh.

SG3102 Celtic Onomastics

Lecturer **Liam Ó hAisibéil**

In this module, you will be introduced to the study of names and naming practices as an important and early source of information about the Celts. We will trace the surviving evidence for naming practices in Continental and Insular sources over time, and consider how we can interpret and use these sources in Celtic Studies today. We will also assess the significance of names as markers of linguistic and cultural heritage by examining the corpus of population group names, personal names, and place-names that are associated with the Celtic-speaking peoples of Ireland and Britain. Specific case studies from Ireland and Britain will be presented during lectures, and in-class discussion and associated tasks will allow students to engage with recorded naming practices among Celtic-speaking peoples from the medieval period to the present day.

Learning outcomes:

On completion of this module, you should be able to:

- Provide a reasoned definition of the terms ‘Celt’ and ‘Celtic’ in linguistic and onomastic contexts.
- Discuss the role of names as markers of linguistic and cultural heritage with your peers.
- Evaluate the most effective ways to conduct research and to interpret onomastic evidence.
- Provide an account of the origins, meaning, development, and distribution of a selection of personal names, surnames, or place-names.
- Critique, both orally and in writing, the effects and implications of anglicisation on names and naming practices in the Celtic-speaking world.

SG318 Research Project

An essay of about 5,000 words on a topic of relevance to Celtic Civilisation chosen by the student in consultation with the lecturers.

Learning outcomes:

- Ability to formulate extended arguments on a detailed analysis of some material.
- Ability to research a topic extensively over a longer time than for a usual undergraduate essay.
- Preparation for writing theses at postgraduate level.

For descriptions of all Group B Modules, please consult with the relevant department, Archaeology or Classics.

Semester II

SG3103 Poets and Patrons: Gaelic Literature c. 1100-1600

Lecturer **Oisín Ó Muirthile + Colm Ó Cuaig**

This module investigates literary culture and its production in the Gaelic world during the late-medieval and early-modern periods, from c.1100-1600. We will start by reviewing the literary corpus that existed in Ireland before the arrival of the Normans, looking at the structure, genres, and typical content of this literature and considering the relationship between this literature and the Irish church in light of church reform in the Norman period. The twelfth century in Ireland witnessed the changeover from monastic to secular schools, a new professionalization of poetry-making, and the perfecting of syllabic metres which had been in use for some 500 years. By examining a selection of poems from this period (in translation), we will have the opportunity to learn about these poets, their training, their motivations for composing poetry and have insight into their relationship with their patrons. In addition to the poetry of this period, we will also examine narrative literature from the period of c.1100-1600, with a particular focus on one such text, *Tromdámh Guaire*, which gives a “humorously exaggerated account” of the power of the poets of mediaeval Ireland.

Learning outcomes:

- Evaluate some of the key works in the literary traditions of Ireland and Scotland in the period c. 1100-1600.
- Summarise issues associated with the production of literary works, such as: manuscript production; the literary formation of its authors; changes in education; forms of patronage; poetic schools; manuscript content; scribal schools.
- Identify the political, historical and continental influences which affected literary production.
- Critique, both orally and in writing, responses to this literature from your peers and from other scholars.

SG316 The Celtic Languages and their Relatives

Lecturer **Graham Isaac**

The Celtic languages form a language family that includes not only the languages of medieval and modern Ireland, Britain and Brittany, but also several ancient languages of France, Spain, Italy and even Turkey. And this family of languages is part of a wider family, Indo-European, that encompasses hundreds of languages throughout Europe and Asia and, by now, through historically recent expansions, many other parts of the world. This module will show the student how the known Celtic languages are related to each other, including looking in detail at some of our sources for the ancient Celtic languages, and will provide an introduction to the methods by which we show how languages from Galway to Kolkata, from Inverness to Tehran, are all derived from a single original language spoken around six thousand years ago.

Learning outcomes:

- Detailed knowledge of the ways the Celtic languages are related to each other as a coherent language family.
- Detailed knowledge of the place of the Celtic languages in the Indo-European language family.
- Appreciation of the information to be gained from sources for the ancient Continental Celtic languages.
- Knowledge of the methods and results of comparative-historical linguistics.

SG320 Medieval Women in the Celtic-Speaking West

Lecturers **Jeannine Woods + Graham Isaac**

The first section of SG320 (weeks 1-6) will focus on medieval Irish evidence about the lives and literary representations of women, introducing students to a range of legal and literary sources which can allow us to investigate the status, position and agency of women in early Irish society and culture. An overview of the extant sources for the socio-legal position of women will be given, and close reading of a variety of literary texts will help to provide a nuanced view of the relationship between women and men in medieval Irish society, of gender values in medieval Ireland and of female roles in medieval Irish culture. The second section of the module (weeks 7-12) will first of all look at a key early medieval Irish text on legal procedures surrounding cases of conflicting claims of property ownership and how the property-owning rights of women were represented and defended in such cases. The module will then move to consider the representation of women's status and rights in medieval Welsh law, with particular, but not exclusive focus on marriage and divorce. All sources throughout the module will be read in English translation.

Learning outcomes:

- Knowledge of the socio-legal status of women in medieval Ireland and Wales, both the relative status of different categories of women, and their status relative to that of males.
- Critical understanding of the depiction of women in medieval literature within the context of the production of that literature.
- Familiarity with, and understanding of, some prominent female characters in medieval Irish literature, and what they can tell us about social values and cultural conventions.
- Familiarity with some of the textual and social issues surrounding our records of the early medieval Irish and Welsh legal systems.

For descriptions of all Group B Modules, please consult with the relevant department, Archaeology or Classics.

GUIDELINES ON ESSAY-WRITING

The integrity of all assessments of a student's academic performance is based on the key assumption that any work submitted by a student is their own work. A breach of this trust is a form of cheating and is a very serious matter that can lead to significant penalties and affect progression to subsequent years of the degree programme.

In writing essays or assignments, students will inevitably be indebted to the work of other authors, and due acknowledgement of all sources used in the preparation of essays must be made in accordance with the usual conventions (i.e., the use of a recognised referencing system such as Harvard, MLA, Chicago, etc.).

The use by students, without explicit acknowledgement through quotation marks, of sentences and/or phrases taken verbatim from the work of others, constitutes plagiarism. Where Examiners are satisfied that plagiarism has occurred, a student may be subject to penalty, as the Examiners may determine. This penalty may include the award of a fail (<40%) in the module/assessment, and/or the application further sanctions in line with the University's [Academic Integrity Policy](#) and the [Student Code of Conduct](#).

If you require practical support and guidance with academic writing, please consider the supports offered by the [Academic Skills Service](#) and the [Academic Writing Centre](#) at the James Hardiman Library.

Students are expected to adhere to the following guidelines. Failure to do so may result in loss of marks on your assessment.

- All essays must be typed or computer-generated and double-spaced when printed. You may be asked to submit an electronic copy and agree to an academic integrity declaration through Canvas.
- Be sure to include your name, student number, course instance and page numbers, inserting them on either the top or bottom right-hand side of each page.
- Always proof-read your essay carefully before submitting it. This means looking out for spelling mistakes, typos, and awkward grammar and, unclear and vague statements or excessively long sentences. Use the 'Review' or 'Spell Check' facility in your word-processing programme.
- Always retain an electronic copy of your essay and save your work regularly, keeping back-up copies of files on email, a memory key, Dropbox, OneDrive, etc.
- Remember: a deadline is not an invitation to complete essays by that date - it is an instruction to have essays completed by that date.
- Other than in exceptional circumstances (e.g., illness verified by medical certificate) that have been outlined to staff in the College Office, obligatory written assignments not submitted by the prescribed deadline shall be subject to penalty, and, in the case of extreme delinquency, shall be discounted altogether for the purposes of marking and grading. Plan your time and meet your deadline.

ADVICE ON REFERENCING

Referencing and citation are core elements of academic writing. For all assessments in Celtic Civilisation, and indeed all other subjects in your degree programme, appropriate use of references/citations is essential to evidence your level of engagement with the module reading material, and to avoid instances of potential plagiarism which can attract serious penalties and prevent progression and/or graduation.

What is referencing?

Referencing (or citation) is a method by which an author acknowledges each of the books, chapters, articles, websites, databases, and any other material that is used when writing an academic essay, research paper or thesis. This involves providing a complete list of all sources consulted/read (i.e., a bibliography) when writing, but also the sources quoted directly or paraphrased (i.e., a reference list) in your essay at the end of your document.

Simply providing a bibliography or list of sources consulted at the end of an essay is not enough however, and that is why *in-text citations* or *references* including page numbers are used within the body of an essay, so that we can identify the exact positions in the text where you have used information from books, chapters, articles, etc., to support and inform your own writing. This method is used to avoid plagiarism¹, and helps the reader/examiner assess the sources you are using, verify their accuracy/relevance, understand how you are interpreting them, and to trace how you have formed your opinion/argument about a particular topic. It also ensures that you can keep track of and refer to these sources consistently and accurately throughout your document, effectively using a short reference in the body of the text (like a signpost) to direct the reader to more extensive information on a particular source which will be found in the reference list or bibliography – such as journal issue, volume or even page numbers.

What is a citation or referencing style?

It's easiest to think of citation or referencing styles as a particular format or layout that you use in a consistent manner to indicate in-text citations/references in the text, or when writing your reference list or bibliography. There are many referencing styles in use across the world (you may have heard of Harvard, MLA, APA, or Chicago, for example), but note that some subjects at university have a specific referencing style that you must use. The key is to apply the style (format, order of information, layout) consistently and exactly as recommended by the relevant Style Guide. You must also ensure to acknowledge all sources that you have used and provide enough detail in your reference list that will allow the reader to locate the item you have referred to or cited.

Please ask your Year Coordinator or your module Lecturer during the term for advice on how to reference/cite, how and when to quote, and how best to paraphrase information from your chosen sources.

¹ "Plagiarism occurs when someone presents words, ideas, or work products that are taken from other sources as their own, without proper acknowledgement of the source."

(<https://www.universityofgalway.ie/academicintegrity/faqs/>)

DEPARTMENTAL POLICY REGARDING DEADLINES

Students must adhere to any deadline that is set for essays or other assignments. If an essay or assignment is submitted late without valid reason, the following policy will apply:

- 10% of the mark will be deducted for the first week or part thereof over the deadline (e.g., if the work has been awarded 60%, 6% will be deducted);
- 20% of the mark will be deducted for the second week or part thereof over the deadline (e.g., if the work has been awarded 60%, 12% will be deducted);
- 30% of the mark will be deducted for the third week or part thereof over the deadline (e.g., if the work has been awarded 60%, 18% will be deducted);
- Work will not be accepted after three weeks.

In exceptional cases (e.g., illness or other personal circumstances), an extension may be granted to a student. In such cases, it is the decision of the Year Coordinator, in consultation with the College Office and/or Module Lecturer to allow the extension.

- The students may explain the circumstances to a lecturer, to the Year Coordinator, or to the appropriate member of staff in the College of Arts, Social Sciences & Celtic Studies.
- The student must provide the College Office (Arts Millennium Building) with [a medical certificate or other written evidence](#), if available, for an extension to be granted. If written evidence is not available, the student must satisfy the College that he/she has a legitimate reason to request an extension.
- When the College is satisfied that there are legitimate grounds for an extension, it will inform the Head of Department and the Year Coordinator. Student confidentiality will not be infringed if there is a privacy concern.
- The Year Coordinator, in conjunction with the lecturer, if necessary, will then arrange a deadline extension and will inform the student by email.

UNIVERSITY ACADEMIC INTEGRITY POLICY

The remaining pages in this booklet contain the most recent version of [*QA220 Academic Integrity Policy*](#) of the University of Galway. It is strongly recommended that you read this policy now, and refer to it when required, particularly before submitting any task or essay for assessment over the duration of your academic programme. If academic misconduct is suspected, you may be invited to speak with your module lecturer, an Academic Integrity advisor, or the University's Academic Integrity Officer depending on the circumstances. The outcome for academic misconduct is determined by the various stages and weightings applied to the work, as outlined in [*QA220 Appendix 1: Outcomes for Student Breach of Academic Integrity*](#). For more information on Academic Integrity and the University's approach to dealing with academic misconduct, please see:

<https://www.universityofgalway.ie/academicintegrity/>.



QA220 Academic Integrity Policy

Date: 16 June 2022

Revision: 1 Sep 2024

Policy Owner: Deputy President and Registrar

Approving Committee: Academic Council

1.0 Purpose

To set out the code of practice for dealing with instances where students breach academic integrity by engaging in academic misconduct. This applies to both current students and those who have already graduated or left the University.

2.0 Description

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, generative AI, 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. Schools should ensure that programmes incorporate education around good academic practice for students at all levels.

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

2.1 Terms

2.1.1 Academic Integrity Officer

The Academic Integrity Officer is a central role responsible for educating staff and students on academic integrity, supporting Academic Integrity Advisors, and investigating cases of academic misconduct. The Academic Integrity Officer (or designated staff within the Academic Integrity Office) is a Designated Authority as described in the Student Code of Conduct and has the responsibility and authority for dealing with suspected and reported cases of Academic Misconduct.

2.1.2 Academic Integrity Advisors

Each School will appoint at least one Academic Integrity Advisor (AIA), who is normally a member of academic staff. These advisors are Designated Authorities, as described in the Student Code of Conduct, and have responsibility and authority for dealing with suspected and reported cases of Academic Misconduct. The main role of the Academic Integrity Advisor is to provide advice to those teaching in their school on academic integrity, hold Courageous Conversations (described below) with students and aid the Academic Integrity Officer in investigating cases of academic misconduct when needed.

A list of the current Academic Integrity Advisors will be maintained and made available to all academic staff of the University.

2.1.3 Academic Misconduct Register

When students have been found to have engaged in inadvertent misconduct or intentional academic misconduct as part of the process outlined in this policy, their name is entered on the Academic Misconduct Register. This Academic Misconduct Register will be managed by the Academic Integrity Officer and appropriate access will be provided to the Academic Integrity Advisors.



2.1.4 Standard of Proof

When dealing with academic misconduct, the accepted standard of proof is that the decision maker is satisfied that it is more likely than not that academic misconduct has taken place.

2.1.5 Student Conversations

There are three conversations a student may be invited to have regarding a case of academic misconduct:

- 1) a conversation with a member of the teaching staff,
- 2) a Courageous Conversation with an Academic Integrity Advisor,
- 3) or a conversation with the Academic Integrity Officer.

During the Courageous Conversation or the conversation with the Academic Integrity Officer the student may choose to bring a student colleague of the student's choice or a Students' Union representative (but not any other person or body unconnected with the University). This person may not participate in the interview. The primary purpose of this support person is as a support to the student, not to speak on the student's behalf. It is not appropriate for a member of University staff to attend a student conversation/interview as the student's support person. The University of Galway email address and phone number of this support person will need to be provided to the meeting organiser in advance of meeting. The Academic Integrity Advisor may invite another member of staff to join them, but not the member of the teaching staff who reported the case. Students will be notified of any scheduled conversation via their University of Galway email address. It is expected that the student will check their University of Galway email regularly. Students may request, via email, 5 working days' notice for any such conversation if they need such notice for scheduling requirements.

2.1.6 Misconduct During Official University Exams

If anyone suspects that academic misconduct has taken place during an official exam scheduled as part of the University exam timetable from the Exams Office, then this falls under the Examinations Security Group and the policy [QA230 Procedures for dealing with breaches of Examination Regulations](#) should be followed.

2.1.7 Misconduct in Research Degrees

While the Academic Integrity Policy and the outcomes detailed in Appendix 1 are primarily designed to manage academic misconduct in modules that are assessed for a numerical mark, some cases of academic misconduct appropriate for investigation under this policy may occur in assessments for research degrees where a numerical mark is not awarded. In such cases where academic misconduct is found to have occurred, outcomes from Appendix 1 may be decided (or appropriately adapted), as may recommendations available to examiners of research degree theses (see [QA245 University Guidelines for Research Degree Programmes](#)). It may also be appropriate for such cases to be investigated under [QA514 Research Integrity Policy](#) instead of or in addition to the Academic Integrity Policy.

2.1.8 Graduates of University of Galway

If any student who has already graduated from University of Galway is suspected of academic misconduct during their time as a student at University of Galway, the case should be immediately referred to the Academic Integrity Officer. The Academic Integrity Officer will investigate as outlined below in Section 2.2.3. If the Academic Integrity Officer determines that academic misconduct has



taken place, the case should be presented to the relevant Executive Dean to determine the appropriate outcome from those outlined in Appendix 1.

2.1.9 Maintaining a Safe Learning Space

The University may choose to actively block online resources from campus wired and WiFi networks. Such blocks may be of a temporary or permanent nature and may include (but not be limited to): websites, file sharing sites, torrent sites, cloud-based storage sites and live chat sites, where such online resources are deemed to support or facilitate academic misconduct. University of Galway also states clearly that advertising of any services that promote academic misconduct is in violation of this policy and they may choose to remove any physical advertising for services on campus that they believe expose students to the risk of contract cheating.

2.2 Process for Suspected Academic Misconduct

2.2.1 Teaching Staff Member Suspects Academic Misconduct

A member of teaching staff who suspects academic misconduct should first consider if they believe this is a case of inadvertent misconduct or intentional academic misconduct of any other kind.

Inadvertent Misconduct

If it is believed by the teaching staff member, based on the evidence, that this is a case of inadvertent misconduct, then the member of teaching staff will notify the student via email and will require the student to complete academic integrity training and may additionally choose any of the following:

- Zero marks in relation to a specific component of assessment task
- Resubmit the work for the full range of marks available
- Reduction in marks for the assessment by stated amount
- Student repeats and resubmits assessment task for a mark of no more than 50%

In addition, study skills training is highly recommended.

Following the assignment of an outcome the member of the teaching staff will enter the case on the Academic Misconduct Register as a case of inadvertent misconduct with the following supporting information:

- date of submission and discovery of inadvertent misconduct,
- a description of the assignment involved including the value of the assignment
- an explanation of why inadvertent misconduct was suspected,
- the year of the suspected student, and
- the outcome assigned to the student.

This is not considered an instance of intentional academic misconduct. A single entry of inadvertent misconduct on the Academic Misconduct Register will not be considered a “first offence” in the process that follows. Repeated entries on the Academic Misconduct Register for inadvertent misconduct will be considered by the Academic Integrity Officer and may result in a designation of “first offence” for intentional academic misconduct if the Academic Integrity Officer determines that the nature of the repetition warrants this.

If at any point later in the process the case is returned to the teaching staff member when sufficient evidence of intentional academic misconduct was not found, then the teaching staff member is welcome (if they wish) to still determine inadvertent misconduct and choose an outcome from the options above.

Intentional Academic Misconduct

In all other cases, when intentional academic misconduct is suspected the member of the teaching staff should speak with an appropriate Academic Integrity Advisor, in confidence, about the case. The teaching staff member will provide the Academic Integrity Advisor with a short report of the incident including:

- a copy of the student work, including date of submission and discovery,
- any evidence for suspecting academic misconduct,
- the year of the suspected student and
- the value of the assignment in the module.

2.2.2 Academic Integrity Advisor Stage

From this point forward, this is the process followed regardless of whether the academic misconduct was referred to the Academic Integrity Advisor by a member of the teaching staff or from another source.

First Offence

The Academic Integrity Advisor will first check if this student has already had a case of intentional academic misconduct on the Academic Misconduct Register. If they have, (in other words they have already engaged in intentional academic misconduct at University of Galway), the case is immediately referred to the Academic Integrity Officer for investigation.

Courageous Conversation (CC)

If the student is not on the Academic Misconduct Register for intentional academic misconduct (in other words this is a suspected first instance of intentional academic misconduct) then the Academic Integrity Advisor will initiate the Courageous Conversation process. (Courageous Conversations were developed in the University of New South Wales and described in [this article](#) by Prof. Cath Ellis). The Academic Integrity Advisor will email each student involved, outline the academic misconduct suspected and offer the option to admit to the academic misconduct sharing all details that they can about the misconduct via email or to participate in a Courageous Conversation. If the student admits to the intentional academic misconduct via email, then the Academic Integrity Advisor will respond via email notifying the student of the associated outcome (in accordance with Appendix 1). The Academic Integrity Advisor will also notify the lecturer of the admission and outcome via email.

The Courageous Conversation is an open discussion between the Academic Integrity Advisor and the student before any formal investigation has taken place. During the Courageous Conversation, the Academic Integrity Advisor will

- Share the details of the alleged misconduct with them again.
- Let the student know that academic misconduct is taken very seriously by the University but a full admission of misconduct at this point in the process means that the most serious outcomes recommended for this category of breach will not apply.



- If they have engaged in intentional academic misconduct, the student is encouraged to share the details of this misconduct with the Academic Integrity Advisor at this stage. If they do so, there will be no formal investigation as long as they share all the details related to the incident. If at any point, it emerges that the student was not fully compliant with this requirement then they may still need to go through a full investigation.
- If an Academic Integrity Advisor suspects a case of academic misconduct in their own module, they should not hold a Courageous Conversation with their own student. In those circumstances, they should seek the assistance of an AIA in a related discipline or contact the Academic Integrity Office for advice.

CC Outcome: Student Admits to Intentional Academic Misconduct

If the student admits to intentional academic misconduct, the Academic Integrity Advisor determines the outcome for the intentional academic misconduct (in consultation with the Academic Integrity Officer, if necessary) according to Appendix 1.

The Academic Integrity Advisor then records the instance of intentional academic misconduct on the Academic Misconduct Register including:

- the report from the teaching staff member,
- their own summary of the Courageous Conversation,
- a summary of any additional discussion between themselves and the Academic Integrity Officer,
- the summary of the points assigned to determine the level of academic misconduct using Appendix 1 with accompanying relevant details if needed, and
- the outcome determined.

The Academic Integrity Advisor informs the student and the teaching staff member in writing via email of the result of the Courageous Conversation and the outcome determined.

CC Outcome: Student Does Not Admit to Intentional Academic Misconduct

If the student does not admit to intentional academic misconduct, then the Academic Integrity Advisor must decide if they still suspect intentional academic misconduct has taken place.

AIA Does Not Suspect Intentional Academic Misconduct

If the Academic Integrity Advisor is satisfied that intentional academic misconduct has not taken place following their Courageous Conversation with the student, then the Academic Integrity Advisor responds to the student and the teaching staff member via email, shares their conclusion and briefly provides their reasoning for this conclusion. At this point, the teaching staff member may still determine inadvertent misconduct, if appropriate, and choose an outcome from those available for inadvertent misconduct, above.

AIA Suspects Academic Misconduct

If the Academic Integrity Advisor still suspects that intentional academic misconduct has taken place following their Courageous Conversation with the student, then the Academic Integrity Advisor refers the case to the Academic Integrity Officer for a formal investigation and informs the student and teaching staff member via email that this step has been taken. The Academic Integrity Advisor will provide the Academic Integrity Officer with

- the report from the teaching staff member,



- their own summary of the Courageous Conversation,
- a summary of any additional discussion between themselves and the Academic Integrity Officer.

The Academic Integrity Advisor will assist with the ensuing investigation when needed as requested by the Academic Integrity Officer.

If the student fails to respond to the Courageous Conversation invitation within a reasonable timeframe (usually five working days) or does not attend a scheduled Courageous Conversation, the Academic Integrity Advisor should make and issue a decision based on the available evidence.

2.2.3 Academic Integrity Officer Investigates

The Academic Integrity Officer receives cases from Academic Integrity Advisors but also potentially from other sources. If a case is presented to the Academic Integrity Officer from anywhere other than an Academic Integrity Advisor, they may first refer the case to the relevant Academic Integrity Advisor if they deem this appropriate. If the Academic Integrity Officer does not refer such a case to an Academic Integrity Advisor, then they will proceed with an investigation themselves.

The Academic Integrity Officer will initiate an investigation to determine whether intentional academic misconduct has taken place. If intentional academic misconduct has taken place, then the investigation will look to determine the extent or level of the academic misconduct.

This investigation process may include (but is not limited to):

- An interview with the student or students involved. At this interview, the Academic Integrity Officer may invite another member of staff to join them and the student may have a support person with them as described under Section 2.1.5 Student Conversations above.
- An interview with the teaching staff member who referred the case.
- An interview with the Academic Integrity Advisor who referred the case.
- An investigation of any documents, files, or other resources relevant to the case and their associated metadata.

Based on the investigation the Academic Integrity Officer will determine whether it is more likely than not that intentional academic misconduct has taken place.

Intentional Academic Misconduct Not Found

If the Academic Integrity Officer finds it more likely than not that intentional academic misconduct has not taken place following their investigation, then the Academic Integrity Officer responds via email to the student, the Academic Integrity Advisor and the teaching staff member, shares their conclusion and briefly provides their reasoning for this conclusion.

Intentional Academic Misconduct Has Taken Place

If the Academic Integrity Officer finds it more likely than not that intentional academic misconduct has taken place following their investigation, the Academic Integrity Officer determines the level of academic misconduct and associated outcome according to Appendix 1. This may involve the appropriate Executive Dean making the decision on the case in certain major cases of academic misconduct as per the details provided in Appendix 1.



The Academic Integrity Officer then records the instance of intentional academic misconduct on the Academic Integrity Register including:

- the report from the teaching staff member,
- any information/reports provided by the Academic Integrity Advisor,
- a summary of any additional discussion about the case,
- a summary of the investigation and its conclusions,
- the summary of the points assigned to determine the level of academic misconduct using Appendix 1 and any other relevant details, and
- the outcome determined.

The Academic Integrity Officer informs the student, the relevant Academic Integrity Advisor and the teaching staff member via email of the conclusion of the investigation and the outcome determined.

If at any stage the Academic Integrity Officer believes an outcome is incommensurate with the offence, the Academic Integrity Officer may choose to adjust the outcome. If at any stage the member of the teaching staff is informed that intentional academic misconduct has not been found to have taken place, they may still determine inadvertent misconduct and assign any of the initial outcomes available to them.

2.2.4 Protection and Confidentiality

If any member of the University community should become aware of potential academic misconduct through observation or information they receive, and if the process outlined previously has not addressed how they should proceed, then they should contact the relevant Academic Integrity Advisor or Academic Integrity Officer to make them aware of the situation. This information will be treated with confidentiality and the University will do its best to ensure that there are no negative consequences for the person who brings this information forward. However, if the person reporting misconduct should be implicated in academic misconduct themselves in any way, they will still be subject to the policy outlined here. The Academic Integrity Advisor (in consultation with the Academic Integrity Officer, if necessary) or the Academic Integrity Officer will determine how best to proceed according to the process outlined above.

2.2.5 Timeline

The intention of everyone involved in enacting this policy should be to implement each step in as timely a manner as possible. It is understood that cases will have unique characteristics and that as a result they may differ in the time taken to process. Each party in the process (teaching staff member, Academic Integrity Advisor, Academic Integrity Officer, Executive Dean) is urged to ensure that their portion of the process is completed in as short a period as possible. In the case where academic misconduct is determined after an exam board has taken place, an outcome can still be assigned and post-board changes can be used to adjust a grade if necessary.

2.2.6 Appeal Process

Confirmed breaches of academic integrity should be appealed under the Academic Integrity Policy and not QA235 Discussion, Checking and Appeal of Examination Results. An appeal must be lodged within ten working days of the date of the email communicating an outcome to the student. Details of the relevant appeal process and timelines will be included in the written communication to the student. There is at most one appeal allowed and the subsequent decision is final. Note that once a



decision is appealed it is possible that a different (and potentially more serious) outcome may be determined if further information is revealed as part of the appeal process.

- A decision of inadvertent misconduct may be appealed to the relevant Academic Integrity Advisor.
- A decision at the Courageous Conversation stage may be appealed to the Academic Integrity Officer but the student should be aware that this may initiate a full investigation into the matter.
- A decision of the Academic Integrity Officer may be appealed to the appropriate Executive Dean when the Executive Dean was not involved in the initial decision and outcome.
- A decision of the Executive Dean may be appealed and it will be assigned to an Executive Dean who did not determine the previous outcome.

2.2.7 Process for Assuring Consistency

The Academic Integrity Officer will conduct an annual review of academic misconduct cases across the whole university. They will pull a random selection of approximately ten cases each of inadvertent misconduct and intentional academic misconduct from the Academic Misconduct Register and review the cases to ensure policy has been followed. If they find inconsistencies, then they will follow up with the appropriate teaching staff member and/or Academic Integrity Advisor and consider whether further training should be needed.

3.0 Policy Review Process

The policy will be reviewed annually by the T&L committee and any changes needed will be implemented as soon as possible.

4.0 Acknowledgements

This policy has benefitted greatly from the international expertise that exists in the area of academic integrity. We are very grateful to Irene Glendinning, Thomas Lancaster, Cath Ellis, Kane Murdoch, Caroline Campbell, and Nick Milne for the time they have taken to share their experiences, listen to our questions and recommend ways in which we could address our concerns. We thank Kelly Ahuna and Loretta Frankovitch for sharing details of their remediation process and how their Office of Academic Integrity at the University of Buffalo works. We are grateful to

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