



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Bachelor of Arts with Children's Studies Handbook

Academic Year 2026-2027

University
of Galway.ie



Table of Contents

BACHELOR OF ARTS WITH CHILDREN'S STUDIES	3
DEGREE STRUCTURE	4
SUBJECT COMBINATION.....	4
DISTRIBUTION OF ECTS	5
CHILDREN'S STUDIES CONTACT INFORMATION	6
FIRST YEAR MODULES.....	7
CN1110 INTRODUCTION TO CHILDREN'S STUDIES	8
CN1107 MODERN CHILDREN'S LITERATURE.....	9
CN1100 CHILDREN AND HEALTH	10
CN1103 CHILDREN IN SOCIAL CONTEXTS.....	11
SECOND YEAR MODULES	12
CN2107 EUROPEAN EDUCATIONAL APPROACHES, POLICIES AND PRACTICES	14
CSS207 INTRODUCTION TO POSITIVE PSYCHOLOGY (PSYCHOLOGY STUDENTS ONLY)	15
CN2110 GLOBAL CHILDHOODS	16
CN2111 IRISH CHILDHOODS: GAELIC LANGUAGE AND LITERATURE.....	17
CSS201 INTRODUCTION TO CHILD LAW.....	18
PS1101 DEVELOPMENTAL PSYCHOLOGY.....	19
PREPARATION FOR THIRD YEAR	20
THIRD YEAR MODULES.....	21
CN3104 TRANSITION IN CHILDHOOD AND ADOLESCENCE	23
CN3108 EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE CONTEXT OF THE UN SDGs	24
CN3110 PROBLEMATISING THE WONDERFUL WORLD OF WALT DISNEY.....	25
CN4101 HEALTH AND E-LITERACY IN YOUNG PEOPLE	26
CSS304 CHILDREN'S RIGHTS	27
CN4105 CONNECTING RESEARCH, POLICY AND PRACTICE IN CHILDREN'S LIVES AND SERVICES.....	28
CN4108 COMICS, CHILDHOOD AND THE ALTERNATIVE.....	29
DT3107 THEATRE FOR CHILDREN AND YOUNG PEOPLE	31
CHILDREN'S STUDIES PLACEMENT – IRELAND	34
CN3109 CHILDREN'S STUDIES PLACEMENT (YEAR-LONG).....	34
CN3103 CHILDREN'S STUDIES PLACEMENT (SEMESTER 1)	34
CSS309 CHILDREN'S STUDIES PLACEMENT (SEMESTER 2)	34
CHILDREN'S STUDIES ABROAD	35
CSS307 CHILDREN'S STUDIES ABROAD (YEAR-LONG)	35
CN3102 CHILDREN'S STUDIES ABROAD (SEMESTER 1).....	35
CSS306 CHILDREN'S STUDIES ABROAD (SEMESTER 2).....	35
ADDITIONAL INFORMATION	36
ATTENDANCE	36
ASSESSMENT.....	36
EXTENSIONS AND LATE SUBMISSION PENALTIES	36
GARDA VETTING.....	37
BREACHES OF ACADEMIC INTEGRITY	38
STUDENT COMMUNICATIONS	41
1. UNIVERSITY OF GALWAY E-MAIL.....	41

2. CANVAS	41
3. CLASS REPRESENTATIVE.....	41
LANGUAGE, WRITING AND COMPUTER SUPPORTS.....	42
IT FACILITIES.....	42
LIBRARY FACILITIES.....	42
THE ACADEMIC WRITING CENTRE.....	42
THE INTERNATIONAL AFFAIRS OFFICE.....	42
CANVAS VIRTUAL LEARNING ENVIRONMENT	43
WHAT IS CANVAS?	43
FORMAT FOR REFERENCES.....	43
CODE OF CONDUCT FOR STUDENTS	46
SEMESTER DATES 2026/27	47
STUDENT SUPPORT SERVICES	48
USEFUL CONTACT INFORMATION FOR UNIVERSITY OF GALWAY	50
QA220 APPENDIX 1: OUTCOMES FOR STUDENT BREACH OF ACADEMIC INTEGRITY	51

Bachelor of Arts with Children's Studies

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

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

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

Degree Structure

Subject combination

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

You are encouraged to try out different subjects in the first week of the year before making your decision. Students are advised to consult with the course co-ordinator and/or their academic advisor for guidance on subject combinations.

Students interested in primary school teaching in Ireland are recommended to take Gaeilge as one of their subjects. Students interested in secondary teaching in Ireland are recommended to take two post-primary curricular subjects (see <https://www.teachingcouncil.ie/Website/en/Publications/Registration/Documents/Curricular-Subject-Requirements-after-January-2017.pdf>).

Distribution of ECTS

YEAR ONE:

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

YEAR TWO:

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

YEAR THREE:

Specialism (Children's Studies):	60 ECTS
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YEAR FOUR:

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

Children's Studies Contact Information

(Associated BCS module(s) beside staff member name)

General Children's Studies Queries	
Email: childrensstudies@universityofgalway.ie	
Professor Michal Molcho (Head of School of Education) Email: michal.molcho@universityofgalway.ie	Dr Cassie Smith-Christmas (CN1103; CN2111) Email: cassandra.smith-christmas@universityofgalway.ie
Dr Devon Goodwin (Acting Head of Discipline of Children's Studies & Programme Director) (CN2107) Email: devon.goodwin@universityofgalway.ie	Dr Sheila Garrity (Year 3 Placement Modules; CN3108) Email: sheila.garrity@universityofgalway.ie
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Dr Michael Hogan (CSS207) Email: michael.hogan@universityofgalway.ie	Dr Javier Giménez-Sánchez (CN3108) E-mail: javier.gimenez@universityofgalway.ie

First Year Modules

Year 1 Academic Head:

Dr Siobhán Morrissey (siobhan.morrissey@universityofgalway.ie)

Semester 1 Core (compulsory) Module (5 ECTS):

<i>Code</i>	<i>Module</i>	<i>Semester</i>	<i>ECTS</i>
CN1110	Introduction to Children's Studies	1	5

Students are required to register for CN1110 and two of the following three modules:

<i>Code</i>	<i>Module</i>	<i>Semester</i>	<i>ECTS</i>
CN1107	Modern Children's Literature	1	5
CN1100	Children and Health	2	5
CN1103	Children in Social Contexts	2	5

It is the responsibility of each student to check their timetables for all subjects and choose modules that do not clash.

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

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

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

Module Coordinator: Dr Lorraine Burke

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%)*

Module	Semester	Core/Elective	ECTS
CN1107 Modern Children's Literature	1	Elective	5

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 fictional and nonfictional literature aimed at children, including novels, picturebooks, comics, and short stories. 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 and cultural studies.
- Demonstrate an understanding of the evolving role of literature, film, and digital media within children's culture in Ireland.
- Critically discuss the impact of children's literature and culture on its target audience.

Assessment

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

Module	Semester	Core/Elective	ECTS
CN1100 Children and Health	2	Elective	5

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

Module	Semester	Core/Elective	ECTS
CN1103 Children in Social Contexts	2	Elective	5

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%)

Second Year Modules

Year 2 Academic Head:

Dr Cassie Smith-Christmas (cassandra.smith-christmas@universityofgalway.ie)

Students are required to register for two of the following six modules (10 ECTS total).

<i>Code</i>	<i>Module</i>	<i>Semester</i>	<i>ECTS</i>	<i>Max Capacity</i>
CN2107	European Educational Approaches, Policies and Practices	1	5	-
CSS207	Introduction to Positive Psychology <i>(Psychology students only)</i>	1	5	-
CN2110	Global Childhoods	2	5	70
CN2111	Irish Childhoods: Gaelic Language and Literature	2	5	40
CSS201	Introduction to Child Law	2	5	-
PS1101	Developmental Psychology	2	5	-

Please note:

- Students who are studying Psychology as one of their Arts subjects are **NOT PERMITTED** to take PS1101 Developmental Psychology, as they will already be taking a Developmental Psychology module as part of their Psychology course.
- CSS207 Introduction to Positive Psychology **is only available** to students who are studying Psychology as one of their Arts subjects. This module is particularly relevant to students who are considering a career in Psychology.
- Students who took Psychology as an Arts subject in Year 1 who are not continuing with Psychology in Year 2 are welcome to take PS1101 Developmental Psychology and/or CSS207 Positive Psychology.
- Students who are studying Legal Studies as one of their Arts subjects are required to take CSS201 Introduction to Child Law.

- It is the responsibility of each student to check their timetables for all subjects and choose modules that do not clash.

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

Module	Semester	Core/Elective	ECTS
CN2107 European Educational Approaches, Policies and Practices	1	Elective	5

Module Coordinator: Dr Devon Goodwin

Module Description

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

Learning Outcomes

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

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

Assessment

- Essay (70%)
- Project (30%)

Module	Semester	Core/Elective	ECTS
CSS207 Introduction to Positive Psychology (Psychology students only)	1	Elective	5

Module Coordinator: Dr Michael Hogan

Module Description:

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

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

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

Learning Outcomes:

Upon completion of this module students should be able to:

- Describe the emergence of positive psychology as a distinctive discipline and discuss its relationship to other sub-disciplines within psychology.
- Be able to distinguish hedonic and eudaimonic approaches to studying well-being.
- Discuss the role of positive states, traits, and institutions in well-being.
- Synthesise multiple perspectives on well-being.
- Critically evaluate interventions designed to enhance well-being.

Assessment:

- Activity Engagement (20%)
- Final Exam (80%)

Module	Semester	Core/Elective	ECTS	<i>Max Capacity</i>
CN2110 Global Childhoods	2	Elective	5	70

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

Module	Semester	Core/Elective	ECTS	Max Capacity
CN2111 Irish Childhoods: Gaelic Language and Literature	2	Elective	5	40

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 (7th- 17th century), the establishment of the National School System in 1831; and children’s roles in Irish nationalism in the 19th and 20th 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.
- 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%)

Module	Semester	Core/Elective	ECTS
CSS201 Introduction to Child Law	2	Elective	5

Module Coordinator: Dr Amy Hanna

Module Description

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

Learning Outcomes

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

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

Assessment

- Multiple Choice Questions (15%)
- Essay (85%)

<i>Module</i>	<i>Semester</i>	<i>Core/Elective</i>	<i>ECTS</i>
PS1101 Developmental Psychology	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 word settings.

Assessment

- Written Exam (100%)

Preparation for Third Year

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

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

Students studying Irish with Children's Studies are encouraged to seek a placement in an Irish-speaking context (e.g. a Gaelscoil) to keep up their skills; however, this is not a requirement of the degree. Students studying Irish as part of the B.A. with Children's Studies do **NOT** participate in the Seimeastar Gaeltachta.

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)

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

<i>Code</i>	<i>Module</i>	<i>Semester</i>	<i>ECTS</i>	<i>Max Capacity</i>
CN3104	Transition in Childhood and Adolescence	1	10	-
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	50
CN4101	Health and E-Literacy in Young People	1	10	60
CN4105	Connecting Research, Policy and practice in Children's Lives and Services	1	10	60
CSS304	Children's Rights	1	10	90
CN4108	Comics, Childhood and the Alternative	1	10	24
DT3107	Theatre for Children and Young People	1	10	No cap

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

<i>Code</i>	<i>Module</i>	<i>Semester</i>	<i>ECTS</i>
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 course code applies to you, please contact your 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

Module	Semester	Core/Elective	ECTS	Max Capacity
CN3104 Transition in Childhood and Adolescence	1	Elective	10	-

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>
CN3108 Education for Sustainable Development in the context of the UN SDGs	1	Elective	10	70

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>
CN3110 Problematising the Wonderful World of Walt Disney	1	Elective	10	50

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%)

<i>Module</i>	<i>Semester</i>	<i>Core/Elective</i>	<i>ECTS</i>	<i>Max Capacity</i>
CN4101 Health and E-Literacy in Young People	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%)

Module	Semester	Core/Elective	ECTS	Max Capacity
CSS304 Children's Rights	1	Elective	10	90

Module Coordinator: Dr Amy Hanna

Module Description

The course provides a general introduction to the foundations, sources, and systems of children's rights. The module will emphasise a global perspective based on the framework of the United Nations Convention on the Rights of the Child and other international legal instruments. From this perspective, the course will address critical issues such as participation, access to health, education, cultural rights and minorities, juvenile justice, violence, and victimisation. Additionally, the Irish legal framework of children's rights will be discussed.

Learning Outcomes

Upon completion of this module students will be able to:

- Critically discuss children's rights using international legal frameworks, particularly the UN Convention of the Rights of the Child and other regional human rights instruments.
- Critically engage in children's rights analysis and debate from a multidisciplinary perspective.
- Critically discuss the complex interaction of legal and policy-related institutions on children's rights issues.
- Conduct effective research in the field of children's rights.
- Use national and international legal frameworks of children's rights as tools to achieve social justice and address issues of unequal power and privilege.

Assessment

- Continuous Assessment (100%)

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

Module Coordinator: Dr Amy Hanna

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 opportunities 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%)

Module	Semester	Core/Elective	ECTS	Max Capacity
CN4108 Comics, Childhood and the Alternative	1	Elective	10	24

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 20th 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>
DT3107 Theatre for Children and Young People	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@universityofgalway.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>
Children's Studies Placement – Ireland			
CN3109 Children's Studies Placement (Year-Long)	1&2	Elective	60
CN3103 Children's Studies Placement (Semester 1)	1	Elective	30
CSS309 Children's Studies Placement (Semester 2)	2	Elective	30

Module Coordinators: Dr Anna Gasperini; Dr Devon Goodwin; Dr Ruairí Kennedy

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>
Children's Studies Abroad			
CSS307 Children's Studies Abroad (Year-Long)	1&2	Elective	60
CN3102 Children's Studies Abroad (Semester 1)	1	Elective	30
CSS306 Children's Studies Abroad (Semester 2)	2	Elective	30

Module Coordinators: Dr Anna Gasperini; Dr Devon Goodwin; Dr Ruairí Kennedy (Placements)/Dr Natasha Daniels (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%)

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

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

¹ Source: [QA220 Academic Integrity Policy](#)

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 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

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.

sub-syst/subsystems_div1.cfm

www.bps.org.uk/sub

-syst/subsystems_div1.cfm

Further examples are as follows:

a. Online journal article (available also in print)

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

b. Internet-only journal article

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

c. Non-periodical document

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

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

A selection of online resources for students on writing, referencing, and avoiding plagiarism can be found at <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 2026/27

First Semester

Orientation 1 st Years	Thursday, 3 rd September
Start of Teaching – All Years	Monday 7 th September
End of Teaching – All Years	Friday 27 th November (12 weeks teaching)
Study Week	Monday 30 th November – Friday 4 th December
Semester 1 exams start	Monday 7 th December 2025
Semester 1 exams end	Friday 18 th December (10 days of exams)
Christmas Holiday Begins	Saturday 19 th December

Second Semester

Start of Teaching	Monday 11 th January 2027
Easter	Good Friday 26 th March – Easter Monday 29 th March 2027
End of Teaching	Friday 2 nd April (12 weeks of teaching)
Field Trips	Monday, 5 th April – Friday 9 th April
Study Week	Monday, 12 th April – Friday 16 th April
Semester 2 Exams Start	Monday, 19 th April
Semester 2 Exams End	Thursday, 6 th May (13 days of exams)
Autumn Repeat Exams*	Tuesday 3 rd August – Friday 13 th August (9 days)
Bank Holidays: Monday 26 th October 2026 / Monday, 1 st February 2027 / Wednesday 17 th March 2027 / Monday 3 rd May 2027 / Monday 7 th June 2027 / Monday 2 nd August 2027	

**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: https://www.universityofgalway.ie/student-life/student-support/	
Students' Union	Link: https://su.nuigalway.ie
Accommodation & Welfare Office	Student Welfare Officer Email: su.welfare@universityofgalway.ie Accommodation Email: accommodation@universityofgalway.ie Accommodation Office Link: https://www.universityofgalway.ie/student-life/accommodation/
Mature Students Office	Mature Students Officer: Kathleen Hartigan Email: kathleen.hartigan@universityofgalway.ie Link: https://www.universityofgalway.ie/mature/mature-students-officer
Disability Support Service	Email: disability.service@universityofgalway.ie Link: https://www.universityofgalway.ie/disability/
Chaplaincy	Chaplain: Fr Ben Hughes Email: ben.hughes@universityofgalway.ie
Student Counselling Service	Email: counselling@universityofgalway.ie Link: https://www.universityofgalway.ie/counsellors/
Alive: University of Galway Student Volunteering Programme	Link: https://www.studentvolunteer.ie/universityofgalway/
Career Development Centre	Email: careers@universityofgalway.ie Link: https://www.universityofgalway.ie/career-development-centre/
Student Registry Help Desk	Email: askregistry@universityofgalway.ie Link: https://www.universityofgalway.ie/student-registry-helpdesk/

Wellbeing Resources and Supports	Link: https://www.universityofgalway.ie/health-wellbeing/thingsnotgoingright/wellbeing/
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Useful Contact Information for University of Galway

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

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		4			
	3. Up to four plagiarised passages or components constituting up to 20% of the assessment task.					
	4.As in clause 3 but with critical aspects* plagiarised. 5.Between 20% and 50% of the assessment task plagiarised.			6		

	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. 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. 11. Producing all or part of an assignment for a student. 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* 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)	29. Allowing another person to complete the examination or assessment task in the student's place. 30. Impersonating another student in an examination or assessment task.					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	
	32. Creating or providing false documentation, in relation to: a. Admission to the University, including providing false academic records b. Assessment outcomes c. Academic progress					16
Conduct by student (add points from one of the eleven sections)		Points applied depending on seriousness Less serious More serious				
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

Outcomes

Points	Outcomes
1-4	Completion of academic integrity training and an entry on the Academic Misconduct Register
5-8	Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following: • Zero marks in relation to a specific component of assessment task • Assignment marked but with plagiarised sections treated as direct quotes • 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.
9-12	Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following: • Reduction in marks for the assessment by stated amount. • Zero marks in relation to a specific component of assessment task • Student repeats and resubmits assessment task for a mark of no more than 50% • Resubmission of the task but with a different topic In addition, study skills training is highly recommended.

13-15	Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following: • Zero marks in relation to a specific component of assessment task • Zero marks for the assessment task • Zero marks for the module* In addition, study skills training is highly recommended.
Points	Outcomes
16-20	Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following: • Zero marks for the assessment task • Zero marks for the module* • Suspension from the programme or University for a semester with an automatic right of return* • Exclusion from the programme or University for up to 2 semesters with no automatic right of return (student must apply to be re-admitted)* In addition, study skills training is highly recommended.

21+	Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following: • Zero marks for the module* • Suspension from the programme or University for a study period with an automatic right of return* • 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)* • Permanent exclusion from the programme* • Expulsion from the University with no opportunity for readmission to a University of Galway programme, including termination of higher degree by research candidature* • Degree not awarded* • Recommendation to Academic Council that the degree be rescinded* In addition, study skills training is highly recommended.
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*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