



OLLSCOIL NA GAILLIMHÉ
UNIVERSITY OF GALWAY

***School of Languages, Literatures and
Cultures***

Roinn na Gaeilge

CELTIC CIVILISATION

Second Year Booklet

2026 – 2027

Second Year Coordinator:

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FÁILTE GO SIBHIALTACHT NA GCEILTEACH, BLIAIN A DÓ!

Well done on arriving in Second Year, and welcome back to Galway! We are delighted that you have chosen to continue your studies in Celtic Civilisation, and we hope that you will find your experience this year interesting and rewarding. You will have gained a good grounding in many basic facets of the history, literature and mythology of the Celtic-speaking peoples in First Year, and now you can build on those areas, and take new directions, with modules which will take you deeper into Irish and Welsh literature, mythology, society and culture, as well as modules offering an introduction to Welsh and Medieval Irish language. You will also have options to choose from a range of modules offered by the disciplines of Classics and Archaeology to complement your Celtic Civilisation courses.

I hope that this booklet will answer most of the questions you may have about these courses, but your lecturers are here to help if you have any other questions, or if any issues arise for you during the year: please do get in touch if you need to, and you will find our contact details in this booklet. As Second Year co-ordinator, I will be happy to try and help you with any general or specific queries you may have: don't hesitate to get in touch.

Tá Gaeilge ag chuile bhall foirne, agus muid thar a bheith sásta cumarsáid a dhéanamh leat i nGaeilge, idir labhairt agus scríobh, i gcónaí.

Looking forward to working with you this year and wishing you all the best for the coming year.

Le gach dea-ghuí,

Graham

Dr Graham Isaac, Second and Final Year Coordinator

graham.isaac@universityofgalway.ie

Celtic Civilisation, Roinn na Gaeilge

in collaboration with Archaeology and Classics

STAFF CONTACT DETAILS

SUBJECT WEBSITE: www.universityofgalway.ie/gaeilge/celtic-civilisation

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PROGRAMME LECTURERS

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tadhg.ohifearnain@universityofgalway.ie

ACADEMIC CALENDAR 2026/27

Semester 1 (From Sept 2026)

Teaching Period	Monday, 7 September – Friday, 27 November (12 weeks)
Study Week*	Monday, 30 November – Friday, 4 December
Examination Period	Monday, 7 December – Friday 18 December

Semester 2 (From Jan 2027)

Teaching Period	Monday, 11 January – Friday, 2 April (12 weeks)
Study Week*	Monday, 12 April – Friday, 16 April
Examination Period	Monday, 19 April – Thursday, 6 May
Autumn Repeat exams	Tuesday, 3 August – Friday, 13 August

The most up-to-date term dates for each academic year can be accessed at this webpage:
<https://www.universityofgalway.ie/registry/academic-term-dates/>

***Notice to Visiting Students:** Visiting/Study Abroad 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 until examination dates are confirmed locally.

SECOND YEAR CELTIC CIVILISATION

PROGRAMME STRUCTURE AND ASSESSMENT

Second Year (2BA) = 30 ECTS required per subject in Second Year of the programme.

- Three modules, worth 15 ECTS in Semester 1.
- Three modules, worth 15 ECTS in Semester 2.
- In each semester, students will take ***EITHER*** three modules from Group A ***OR*** two modules from Group A **and** one from Group B.
- Any module indicated with a ~~strike through~~ is not available this year.

NB: Students also taking Archaeology or Classics may not register for the same module under both of their subjects.

SEMESTER 1

GROUP A

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
SG215	Medieval Irish Literature c. 700-1100	5	CA, Essay
SG216	The Stories of Medieval Wales	5	Essay
SG2100	Pan-Celticism: Cultural and Linguistic Ideologies and Practices	5	CA, Essay, Exam

GROUP B

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
AR2101 (Archaeology)	Early Kingship: From Chaos to Cosmos	5	CA, Essay
AR2108 (Archaeology)	Space, Place & the Irish Landscape	5	CA, Essay
CC2105 (Classics)	Heroic Epic	5	Essay
CC230 (Classics)	Beginning Latin 1	5	CA, Exam

SEMESTER 2

GROUP A

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
SG217	'A Field of Gods & Men': Celtic Myths	5	CA, Exam
SG219	The Celtic Languages in the Modern World	5	Essay
SG220	King Arthur and the Holy Grail	5	Essay
SG222	Medieval Irish Language II	5	CA, Exam

GROUP B

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
CC2107 (Classics)	Science and God	5	Essay
CC232 (Classics)	Beginning Latin 2	5	CA, Exam

SECOND YEAR CELTIC CIVILISATION, 2026-2027

LECTURE TIMETABLE

GROUP A MODULES

All lectures of all modules must be attended. For Group B Modules, please consult with the relevant department and their handbooks: Archaeology, Classics.

SEMESTER 1	SEMESTER 2
Monday, 4-5pm SG215 Medieval Irish Literature c.700-1100 Lecturer: O. Ó Muirthile Venue: AMB-G009 (Arts Millennium Building)	Monday, 4-5pm SG217 Ancient Celtic Myths Lecturer: O. Ó Muirthile Venue: AC 202 (Arts Concourse)
Tuesday, 4-5pm SG216 The Stories of Medieval Wales Lecturer: G. Isaac Venue: CSB-1003 (Computer Science Build.)	Tuesday, 4-5pm SG219 Celtic Languages in the Modern World Lecturer: J. Walsh Venue: AMB-G022 (Arts Millennium Building)
Thursday, 9-10am + 1 additional hour TBC SG2100 Pan-Celticism: Cultural and Linguistic Ideologies and Practices Lecturer: T. Ó hIfeárnáin Venue: AC 215 (Arts Concourse)	Wednesday, 12-1pm SG220 King Arthur and the Holy Grail Lecturer: G. Isaac Venue: AC 213 (Arts Concourse)
Thursday, 1-2pm SG215 Medieval Irish Literature c.700-1100 Lecturer: O. Ó Muirthile Venue: AMB-G010 (Arts Millennium Building)	Thursday, 9-10am SG220 King Arthur and the Holy Grail Lecturer: G. Isaac Venue: AC 214 (Arts Concourse)
Thursday, 2-3pm SG216 The Stories of Medieval Wales Lecturer: G. Isaac Venue: AMB-G008 (Arts Millennium Building)	Thursday, 1-2pm SG219 Celtic Languages in the Modern World Lecturer: J. Walsh Venue: AMB-G021 (Arts Millennium Building)
<i>Additional Times and Venues: To be arranged</i> WE111 Introduction to Welsh Language I* Lecturer: G. Isaac	Thursday, 2-3pm SG217 Ancient Celtic Myths Lecturer: O. Ó Muirthile Venue: Tyndall Theatre (Arts Concourse)
	<i>Additional Times and Venues: To be arranged</i> SG222 Medieval Irish Language* Lecturer: O. Ó Muirthile
	<i>Additional Times and Venues: To be arranged</i> WE113 Introduction to Welsh Language II* Lecturer: G. Isaac

*Students wishing to study Medieval Irish are asked to contact [Dr Oisín Ó Muirthile](#), and those wishing to study Modern Welsh should contact [Dr Graham Isaac](#) as soon as possible.

SEMESTERS 1 & 2

WE111 Introduction to Welsh Language I (Semester 1) WE113 Introduction to Welsh Language II (Semester 2)

Lecturer: Dr Graham Isaac

Welsh is currently the most widely used of the Celtic languages, in both colloquial and formal circumstances. The course provides an introduction to the language spoken and written in Wales today, but with emphasis on the spoken language. The course is aimed at complete beginners in the language. The teaching materials will be provided in the course of the module. WE111 in Semester 1 is a prerequisite for WE113 in Semester 2.

Learning outcomes:

- Basic grounding in the grammar of spoken Modern Welsh.
- The ability to conduct and follow simple conversations in Welsh.
- A background in some aspects of Welsh culture today.

Assessment:

Assessment for this module is by in-house/departmental exam at the end of the semester (100%). The repeat assessment is by the same method.

SEMESTER 1

SG215 Medieval Irish Literature c.700-1100

Lecturer: Dr Oisín Ó Muirthile

This module will examine a selection of poems and narratives ascribed to the period c. 700-1100. The selected texts illustrate the richness and creativity of medieval Irish literature which constitutes the oldest vernacular literature in western Europe. Emphasis will be placed on the genres of medieval Irish literature, the scribal context, the existence of hermitic or nature poetry, the interaction of history and literature in early Irish tales, and on examining the allegorical significance of these texts to medieval and modern audiences. All poems and narratives will be read in translation, but students will also view the texts in their original language, and become familiar with the manuscript witnesses to these texts.

Learning outcomes:

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

- List the primary manuscript sources of early Irish lyric poems and/or narrative tales.
- Summarise the general motifs and features of early Irish literature and classify early Irish tales using their narrative content.
- Examine a selection of poems and tales and consider the structure, themes, motifs, creativity and functions of this literary tradition.
- Prepare an activity to illustrate the content and/or imagery of a selected poem or tale.
- Critique scholarly analysis of early Irish lyric poems/narrative tales, comparing this work with your examination of these texts.

Assessment:

Assessment for this module is by continuous assessment, typically comprising in-class activities/a presentation (30%), and an essay (70%). Repeat assessment is by essay.

SG216 The Stories of Medieval Wales

Lecturer: Dr Graham Isaac

The main source of prose stories in medieval Wales is the collection known in modern times as The Mabinogi. These eleven stories from the twelfth and thirteenth centuries cover a wide range of themes, from the very human concerns of friendship, love, honour and betrayal, to grand adventures combating strange beasts, giants and mysterious supernatural forces. Some of the tales are located in the concrete landscape of medieval Wales, where we can trace exact locations of events and routes of journeys. Other tales take place in a vaguer, otherworldly landscape, with no clear location in the real world.

Learning outcomes:

- An understanding of the themes of medieval Welsh stories.
- An understanding of the techniques of the medieval Welsh story-teller.
- An understanding of the social and historical context of medieval Welsh stories.
- Understanding of the application of critical analysis to medieval Welsh texts.

Assessment:

Assessment for this module is by essay at the end of the semester (100%), as is the repeat assessment.

SG2100 Pan-Celticism: Cultural and Linguistic Ideologies and Practices

Lecturer: Prof Tadhg Ó hIfearnáin

Pan-Celticism is a cultural, linguistic, social and political movement or orientation that favours solidarity and cooperation between the countries where a Celtic language is now or was recently spoken, being Ireland, Scotland, Man, Brittany, Cornwall and Wales. The idea is sometimes extended to other regions such as Galicia and other parts of continental Europe and to the Celtic diaspora around the world. As with other pan-national movements, the origins of contemporary Pan-Celticism grew from the romantic nationalism and linguistic-cultural revival movements of the nineteenth century. This module investigates the origins and development of Pan-Celticism and critiques its aims and objectives in its various iterations from its inception through to today. Particular emphasis is laid on the scholarly background, the interplay of the language and cultural revivalist movements from the different countries, on Pan-Gaelicism, and on the contemporary manifestation of Pan-Celtic stances.

Learning outcomes:

On successful completion of this module, the student should be able to:

- Define Pan-Celticism as it relates to the history of ideas that developed from linguistic and cultural protection and revivalism and demonstrate critical knowledge and appraisal of the major concepts.

- Demonstrate critical awareness of theoretical frameworks and methodological issues in the analysis of national and pan-national Celtic linguistic-cultural movements.
- Critically reflect upon the relative importance of linguistic-cultural identity among individuals and groups, drawing upon case studies.
- Demonstrate creative and innovative problem-solving based on critical thinking and appraisal of the current knowledge and evidence in relation to the field of Pan-Celtic studies.
- Conduct an indepth study, or critical analysis of the interplay of a chosen local or national aspect of linguistic-cultural mobilisation within the Pan-Gaelic, Pan-Brittonic or wider Pan-Celtic context.

Assessment:

Assessment for this module is by departmental examination (40%) comprising one short in-house exam and one multiple choice quiz, and by continuous assessment (60%) comprising of a critical review and a case study. The repeat assessment is by formal University examination in August.

For descriptions of all Group B modules (listed on page 5 above), please consult with the relevant department: Archaeology or Classics.

SEMESTER 2

SG222 Medieval Irish Language II (Semester 2)

Lecturer: Dr Oisín Ó Muirthile

These modules provide a first introduction to the language of the Old Irish period (ca. 600-900). There are two core texts for both modules: E.G. Quin, *Old Irish Workbook* (Dublin: Royal Irish Academy, 2020 (reprint of 1975)) and John Strachan and Osborn Bergin, *Old-Irish Paradigms and Selections from the Old-Irish Glosses* (Dublin: Royal Irish Academy, 2003 (reprint of 1949)). Both texts are available to loan from the library but can be purchased from the publisher (<https://shop.ria.ie/collections/irish-language>) for c. €15 each. Other supplementary materials (such as sample texts) will be provided in the classes. Medieval Irish I in Semester 1 is typically a prerequisite for Medieval Irish II in Semester 2.

Learning outcomes:

- Knowledge of the fundamentals of Old Irish grammar.
- Ability to translate and analyse straightforward Old Irish text.
- Ability to locate and use beginners' aids to reading and understanding Old Irish.
- An understanding of the relationship of Old Irish to later stages of the Irish language.

Assessment:

Assessment for this module is by in-house/departmental exam (60%) and continuous assessment and mid-term (40%). The repeat assessment is by the same method.

SG217 'A field of gods and men': Ancient Celtic Myths

Lecturer: Dr Oisín Ó Muirthile

The medieval Celtic peoples left us a wide range of texts recording traditional stories and legends which have a background in the ancient mythology of the Celts, some of which are introduced in the first-year module SG116. This second-year module uncovers more of the detail in these texts, looking at the ways in which the medieval Irish and Welsh received and represented these tales of pre-Christian gods. The module also takes account of the material that we have from ancient times themselves, in the inscriptions and iconography of the early Celts of Britain and Continental Europe, and introduces the student to the ways such sources cast light on the belief systems of the Celts in early history and prehistory. The quote 'A field of gods and men' is a translation of a phrase on a Celtic inscription from northern Italy of the first century BC, and indicates a place where, it seems, gods and men would be linked in some way through ritual practices.

Learning outcomes:

- Detailed knowledge of the sources for ancient Celtic mythology.
- Detailed knowledge of the analysis of medieval sources for Celtic mythology.
- Ability to deal critically with sources from a wide variety of genres and media.
- Knowledge of the belief systems of the ancient Celts.

Assessment:

Assessment for this module is by continuous assessment (30%) and formal exam (70%). The repeat assessment is by formal University examination in August.

3SG219 The Celtic Languages in the Modern World

Lecturer: Dr John Walsh

The Celtic languages remain media of communication to a greater or lesser extent in communities scattered on the western fringe of twenty-first century Europe, in Ireland, Scotland, Wales and Brittany, the survivors of a history traceable over two and a half thousand years encompassing, at one time, nearly the whole of western Europe and much of central and eastern Europe. The modern Celtic languages interact in various ways with the societies in which they are embedded, the official and unofficial institutions of those societies (government, legislation, industry, etc.), and with the wider cultures of the countries where they are used. The module will introduce the student to the study of the Celtic languages in these contexts, the sociolinguistics of the Celtic languages, and consider the ways in which they are endangered as languages of the lives and thoughts of the people who use them, and also ways in which their existence and status can be strengthened and expanded, through language planning, looking also at the cases of Cornish in Cornwall and Manx in the Isle of Man, where, though technically 'dead languages', vigorous revival movements work to prove that news of their demise was premature.

Learning outcomes:

On successful completion of this module, the student should be able to:

- Explain what is meant by the sociolinguistics of the contemporary Celtic languages;
- Describe the historical and demographic background of the Celtic languages;
- Explain the current social and political status of the Celtic languages;
- Deal critically with some of the sources and methods of sociolinguistics.

Assessment:

Assessment for this module is by departmental exam (100%). The repeat assessment is by recorded presentation.

SG220 King Arthur and the Holy Grail

Lecturer: Dr Graham Isaac

King Arthur and the legends surrounding him are known from medieval times throughout western Europe, but his origin is as a Welsh folk hero. The module traces the earliest development of the Arthurian legend from its Welsh beginnings, looking at our earliest sources to bear witness to Arthur (from Wales in the ninth to the eleventh centuries), and considers how this hero from a far western-European culture became famous throughout the world. The Celtic origin of the theme of the Holy Grail is examined as well as the way it became represented and adapted in later literature and culture. The Welsh origin of the character of Merlin the Magician will also be studied. Original sources in translation will form the basis of the study of all these themes.

Learning outcomes:

- Knowledge of the earliest sources for 'King' Arthur.
- Knowledge of the origins of the Arthur legend.
- Knowledge of the Celtic roots of the Grail legend.
- Knowledge of the way the originally local Welsh hero became a familiar literary figure throughout Europe and the world.
- Critical understanding of the way the legends were interpreted and reinterpreted in successive periods by different cultures.

Assessment:

Assessment for this module is by essay at the end of the semester (100%). The repeat assessment is also by essay.

For descriptions of all Group B modules (listed on page 5 above), please consult with the relevant department: 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/>)

POLICY REGARDING SUBMISSION DATES/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.



ASSIGNMENT SUBMISSION DECLARATION

Complete and submit this form as a cover page with **all hard copies** of assignments. It is not required for electronic submissions on *Canvas*.

Student Name:
Student ID:
Module Title:
Module Lecturer:
Assignment or Question Title:
.....
.....
Word Count (excluding bibliography):

I confirm that this assignment is my own work and that:	✓
1. I have read and understood the University's <i>Academic Integrity Policy</i> (see https://www.universityofgalway.ie/academicintegrity/policies/ and the Celtic Civilisation year booklet).	
2. I have provided accurate and complete references (within the text and in the bibliography) for all sources (books, journals, etc.) used in this work.	
3. I have used a recognised system of referencing (e.g., Harvard, MLA) in a consistent manner (see https://openpress.universityofgalway.ie/researchskillsforstudents/part/citing-referencing/)	
4. I have not used the work of any other student(s) without explicitly acknowledging their work, nor have I previously submitted this work in any other form for assessment purposes.	
5. I have not hired/sought assistance from a professional writing service to produce this work, nor have I used artificial intelligence or language learning models (<i>ChatGPT</i> , etc.) to draft/write it, nor have I received any other assistance which remains unacknowledged.	
6. If the statements endorsed above are false, I am aware that this will result in disciplinary action in accordance with the University's Academic Integrity Policy and the Student Code of Conduct .	

DECLARATION:

I am aware of and understand the University's *Academic Integrity Policy* and certify that this assignment is my own, unassisted work.

Signed:

Date: / /

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

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