

TU Dublin
OT Baile Átha Cliath

Student Handbook
Lámhleabhar na Mac Léinn

Academic Year 2025/26
Bliain Acadúil 2025/26

**TU391 Master of Arts in Child, Family &
Community Studies**

Introduction Réamhrá

The Student Handbook provides general information on TU Dublin, its relevant policies, regulations and services, as well as specific information in respect of your School and your programme of study.

Some sections of this Handbook are LIVE, that is, information provided will be subject to change and therefore, where applicable, links are provided to ensure that information is up-to-date.

Cuireann an Lámhleabhar eolas ginearálta maidir le hOT Baile Átha Cliath ar fáil, a polasaithe ábhartha, rialacháin agus seirbhísí, mar aon le heolas áirithe maidir le do Scoil agus clár staidéir.

Tá cuid den Lámhleabhar seo BEO, is é sin le rá go bhféadfar eolas a athrú más gá, agus mar sin, cuirtear naisc ar fáil le háirithe go bhfuil eolas cothrom le dáta.

Student Handbook Lámhleabhar na Mac Léinn

General Student Information Eolas Ginearálta do Mhic Léinn

All information relevant to students and student services is available on the TU Dublin website. The information provided below provides links to the website to ensure you can access the most up-to-date information.

Tá eolas ábhartha do mhic léinn agus eolas maidir le seirbhísí na mac léinn ar fáil ar suíomh gréasáin OT Baile Átha Cliath. Tá naisc ar fáil san eolas a leanas le háirithe go bhfuil rochtain agat ar eolas atá cothrom le dáta.

Timetables & Academic Calendar **Amchláir & Acadúil**

A guide to using the timetabling system is available at the link below.

Tá treoir maidir leis an gcóras amchláir ar fáil ag:

www.tudublin.ie/for-students/timetables/

This will show you how you can access your timetabling system and locate your timetable, using your TU Dublin student number.

Taispeánfaidh seo duit conas rochtain a fháil ar an gcóras amchláir agus conas teacht ar d'amchlár, ag baint úsáid as d'uimhir mic léinn.

TU Dublin's Academic Calendar is available at the link below:

Tá Féilire Acadúil OT Baile Átha Cliath ar fáil ag:

www.tudublin.ie/explore/university-calendar/

Registration Clárú

You are required to register on your programme every year before you commence your studies. Information on how to register, select your modules, obtain a student card and pay fees is available online at the link provided below.

Ní mór duit clárú ar do chúrsa gach bliain sula dtosaíonn do chuid staidéir. Tuilleadh eolais maidir le conas clárú, modúil a roghnú, cárta mic léinn a fháil agus táillí a íoc:

www.tudublin.ie/for-students/student-services-and-support/registration-

[and-fees/](#)

Once you register, you will be provided with a student card and a student number, as well as login details for your e-mail account and other TU Dublin systems – including the Virtual Learning Environment where you can access information and learning materials and activities relevant to your modules.

Nuair a cláríonn tú, gheobhaidh tú cárta mic léinn agus uimhir mic léinn, mar aon le sonraí logála isteach do do ríomhphost agus córais OT Baile Átha Cliath eile - Timpeallacht Foghlama Fíorúla san áireamh, rud a thugann rochtain duit ar eolas, ábhair foghlama agus gníomhaíochtaí a bhaineann le do mhodúil.

Student Hubs Moil na Mac Léinn

Student Hubs are located in Aungier Street, Blanchardstown, Grangegorman and Tallaght. They provide a single point of information for a range of areas including ID Cards, letters of registration, to have forms stamped and verified along with ICT Support and general queries. A full range of services available to students at the Student Service Hubs are available at the link below.:

Tá Moil na Mac Léinn suite i Sráid Aungier, Baile Bhlainséir, Gráinseach Ghormáin agus Tamhlacht. Is pointí eolais iad i gcomhair réimse leathan ábhar, lena n-áirítear Cártaí Aitheantais, litreacha clárúchán, chun foirmeacha a stampáil agus a áirithiú, mar aon le Tacaíocht TFC agus ceisteanna ginearálta. Tá réimse iomláin seirbhísí atá ar fáil do mhic léinn ag na Moil Seirbhísí Mic Léinn ar fáil anseo:

www.tudublin.ie/for-students/student-services-and-support/student-hubs/

Library Services Seirbhísí Leabharlainne

There are five libraries in TU Dublin: Aungier Street, Blanchardstown, Bolton Street, Grangegorman (Park House) and Tallaght. The services provided by the library include study spaces, networked PCs, textbooks, journals and newspapers, photocopiers and printers. Information on all the library's services and e-resources is available at the link below.

Tá cúig leabharlann in OT Baile Átha Cliath: Sráid Aungier, Baile Bhlainséir, Sráid Bolton, Gráinseach Ghormáin (Teach na Páirce) agus Tamhlacht. I measc na seirbhísí atá ar fáil sna leabharlannaí tá spáis staidéir, ríomhairí, téacsleabhair, irisí agus nuachtáin, fótachóipeálaithe agus clódóirí. Eolas maidir le seirbhísí iomláin na leabharlainne agus acmhainní ar líne:

www.tudublin.ie/library/

Academic Integrity in TU Dublin

Many of you will be aware of artificial intelligence (AI) systems that purport to “do the work for you”. Before you decide to rely on these systems, pause and reflect! The use in part or entirety of such systems to produce any assessment and coursework without appropriate permission is considered by TU Dublin to be a serious breach of academic integrity.

TU Dublin has developed resources for students and staff on the topic of Academic Integrity which you are encouraged to explore to increase awareness of your responsibilities. You can find support resources for Academic Integrity as well as the University Guidelines on the use of artificial intelligence tools at: <https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/academic-integrity/>

When you gain access to Brightspace you will be required to undertake and complete two modules: one on Academic Integrity, and another on Artificial Intelligence.

During your time as a student of TU Dublin, you will have to complete assignments and other forms of assessment as part of your programme. Assessments serve several purposes: as well as assuring the University that YOU have achieved the required learning outcomes and the associated professional standards of the programme, assessments are also used to provide both you and the university with formative feedback on your learning progress, and where necessary, to put in place additional supports or resources where required.

Any attempt to undermine Academic Integrity will result in a diminishing confidence in the value and reputation of our programmes and awards. Any conduct which contributes to this, corrupts our reputation as individuals and harms the reputation of our University. Do remember that, where it is suspected that AI has been used in a way that contravenes Academic Integrity, you will be subject to penalties up to and including expulsion from the University in line with our current policies on academic integrity and GenAI Guidelines. You can find further information on these items by clicking the “TU Dublin Academic Integrity Policy and Associated Procedures” tab on the academic integrity link above.

TU Dublin is committed to promote a culture amongst both staff and students to uphold academic integrity. To adhere to this means that we, as a university community, can have confidence in the high quality of our teaching, learning, and assessment.

Ionracas Acadúil in OT Baile Átha Cliath

Tá an-chuid agaibh ar an eolas faoi chórais intleachta saorga (IS) a mhaíonn “an obair a dhéanamh duit”. Roimh a bheartaíonn tú na córais seo a úsáid, fan agus smaoinigh! Meastar in OT Baile Átha Cliath go bhfuil úsáid na gcóras seo, go pointe nó go hiomlán, chun measúnú nó obair chúrsa ar bith a dhéanamh gan cead, go mór i gcoinne an t-ionracas acadúil.

Tá acmhainní forbaithe ag OT Baile Átha Cliath do mhic léinn agus do bhaill foirne maidir le hionracas acadúil, agus moltar duit breathnú thart orthu seo chun tuiscint ar do chúraimí a fheabhsú. Is féidir teacht ar acmhainní tacaíochta don Ionracas Acadúil mar aon le Treoirínite na hOllscoile ar úsáid na hintleachta saorga ag:

<https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/academic-integrity/>

Nuair a bheidh rochtain agat ar Brightspace, beidh ort dhá mhodúl a dhéanamh: modúl amháin maidir le hionracas acadúil, agus modúl eile maidir le hintleacht shaorga.

Le linn do chuid ama mar mhac léinn OT Baile Átha Cliath beidh ort tascanna agus measúnuithe eile a dhéanamh mar chuid den chúrsa. Tá roinnt cuspóir ag an measúnú: mar aon le thaispeáint dúinn gur bhain TÚ na torthaí foghlama cuí agus na caighdeáin ghairmiúla a bhaineann leo amach, úsáidtear measúnuithe chun aiseolas a thabhairt duit agus don ollscoil maidir le dul chun cinn do chuid fhoghlaim agus chun tacaíochtaí nó acmhainní breise a chur in áit, más gá.

Tiocfaidh laghdú sa mhuinín ar an luach agus cáil ar ár gcúrsaí agus gradaim mar thoradh ar aon iarracht an bonn a bhaint den ionracas acadúil. Cuireann aon iompar a chuireann leis seo isteach ar ár gcáil mar daoine agus déantar dochar do cháil na hOllscoile chomh maith.

Ná déan dearmad, má mheastar go bhfuil IS tar éis a bheith in úsáid i mbealach a sháraíonn an t-ionracas acadúil, féadfar piónóis a ghearradh ort, díbirt ón Ollscoil san áireamh, de réir polasaithe na hOllscoile maidir leis an ionracas acadúil agus treoirlínte GenAI'. Is féidir tuilleadh eolais a fháil faoin dtáb "Polasaí Ionracais Acadúil agus Cúraimí Gaolmhara OT Baile Átha Cliath" ar an nasc thuas.

Tá OT Baile Átha Cliath tiomanta cultúr a chur chun cinn i measc na baill foirne agus na mic léinn a chloíonn leis an t-ionracas acadúil. Leis seo, ciallaíonn sé sin go bhféadfaimid, mar phobal ollscoile, muinín a bheith againn in ardchaighdeáin múinteoireachta, foghlama, agus measúnaithe na hollscoile.

Academic Support Tacaíochtaí Acadúla

The Maths Learning Support Centre offers a drop-in support service for students struggling with maths.

Cuireann an t-Ionad Tacaíochta Foghlama don Mhata seirbhís tacaíochta buail isteach ar fáil do mhic léinn atá ag streacailt leis an mata.

The Academic Writing Centre offers support for students who are seeking to enhance and develop their academic writing skills. Find out how to book an appointment and other useful information and resources at the link provided below.

Cuireann an t-Ionad Scríbhneoireachta Acadúla tacaíocht ar fáil do mhic léinn atá ag iarraidh a gcuid scileanna scríbhneoireachta acadúil a chur chun cinn. Foghlaim conas coinne a chur in áirithe agus tuilleadh eolais agus acmhainní úsáideacha eile:

www.tudublin.ie/for-students/returning-students/continuing-with-your-studies/

The Computing Learning Centre offers a drop-in session for students who are struggling with computing modules. Find out more information here: www.tudublin.ie/clc

Cuireann an t-Ionad Foghlama Ríomhaireachta seirbhís buail isteach ar fáil do mhic léinn atá ag streachailt le modúil ríomhaireachta. Tuilleadh eolais anseo: www.tudublin.ie/clc

TU Dublin Students Union **Aontas na Mac Léinn OT Baile Átha Cliath** **UnUniUnion**

Once you register as a TU Dublin student you automatically become a member of the Students Union (TUDSU). Find out about the TUDSU Team, the advice they can offer and events they organise at the link provided below.

Nuair a chláraíonn tú mar mac léinn OT Baile Átha Cliath is ball uathoibríoch d'Aontas na Mac Léinn (AMLOTBAC) tú. Tuilleadh eolais maidir leis an fhoireann AMLOTBAC, an tacaíocht atá ar fáil uathu, agus a gcuid imeachtaí:

www.tudublinsu.ie

The Student Voice is a critical element of TU Dublin's Quality Framework. Resources have been designed to help students develop the knowledge and skills required to effectively engage with the Quality Assurance and Quality Enhancement processes of TU Dublin. These resources consist of thirteen episodes of interactive videos, key messages and learning activities and you can access them at the link provided below.

Is gné riachtanach de Chreat Cáilíochta OT Baile Átha Cliath é Glór na Mac Léinn. Rinneadh forbairt ar acmhainní chun cuidiú le mic léinn an t-eolas agus scileanna riachtanacha a fhorbairt chun páirt a ghlacadh i bpróisis Ráthú Caighdeáin agus Feabhsú Caighdeáin OT Baile Átha Cliath. Is éard atá i gceist leis na hacmhainní seo ná trí eipeasóid déag d'fhíseán idirgníomhach, príomhtheachtaireachtaí agus gníomhaíochtaí foghlama, agus is féidir teacht orthu anseo:

tudublinsu.ie/your-voice

Health & Safety Sláinte agus Sábháilteacht

TU Dublin has put in place a number of measures and requirements for the wellbeing of students and staff. Information on these and their implications for you is available at the link provided below.

Tá roinnt bearta curtha in áit ag OT Baile Átha Cliath ar son leasa na mac léinn agus foirne. Eolas maidir leo agus na himpleachtaí féideartha duitse ar fáil anseo:

www.tudublin.ie/for-students/safety-health-welfare

Schools will provide information where there are specific health and safety requirements in place for your programme.

Cuirfidh scoileanna eolas ar fáil má bhíonn riachtanais sláinte agus sábháilteachta in áit do do chúrsa.

Student Health Service Seirbhís Sláinte na Mac Léinn

TU Dublin Student Health Service provides a holistic approach to health and the service incorporates general medical, sexual, psychological and social aspects of student health and health promotion. Absolute confidentiality is maintained. Health Centres are based in Aungier Street, Blanchardstown, Grangegorman and Tallaght. Find out more at the link below.

Tá cur cuige iomlánaíoch i Seirbhísí Sláinte OT Baile Átha Cliath maidir le sláinte agus cuireann an seirbhís gnéithe sláinte ginearálta, gnéasaí, síceolaíche agus sóisialta de shláinte na mac léinn agus cothú na sláinte san áireamh. Coinnítear rúndacht iomláin. Tá na hIonaid Sláinte suite i Sráid Aungier, Baile Bhlainséir, Gráinseach Ghormáin agus Tamhlacht. Tuilleadh Eolais:

<https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/student-health-centres>

Student Counselling Service Seirbhís Comhairleoireachta na Mac Léinn

The Student Counselling Service is a free and confidential service available to TU Dublin students. It provides a safe and secure environment where you may come and talk about any issue or difficulty that is of concern. Information on the service and about how you can make an appointment with a counsellor can be found at the link below:

Is seirbhís saor in aisce agus faoi iontaoibh í Seirbhís Comhairleoireachta na Mac Léinn atá ar fáil do mhic léinn OT Baile Átha Cliath. Is timpeallacht sábháilte í inar féidir leat labhairt faoi aon cheist nó deachracht atá ag cur isteach ort. Tuilleadh eolais maidir leis an seirbhís agus conas coinne a dhéanamh le comhairleoir ar fáil anseo:

www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/counselling-service/

Pastoral Care & Chaplaincy

Tréadchúram & Séiplíneacht

Pastoral Care and Chaplaincy a safe and confidential setting where you can begin to explore concerns and worries, whatever they are. Find out about the service and how to make contact at the link provided below.

Is timpeallacht sábháilte agus iontaofa í Tréadchúram & Séiplíneacht inar féidir leat ábhair imní a phlé, pé rud iad. Tuilleadh eolais agus sonraí teagmhála:

www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/pastoral-care-chaplaincy/

Access Office

Oifig Rochtana

If you are an access student studying in TU Dublin, the Access Office can support you. You can find more about the Office including the academic support, social and personal supports and financial assistance at the link provided below.

Más mac léinn rochtana in OT Baile Átha Cliath tú, is féidir leis an Oifig Rochtana tacaíocht a thabhairt duit. Tuilleadh eolais maidir leis an Oifig, tacaíocht acadúil, shóisialta, phearsanta, agus airgid san áireamh:

www.tudublin.ie/for-students/student-services-and-support/access-support/

Disability Support Service Seirbhís Tacaíochta do Dhaoine faoi Mhíchumas

The Disability Support Service aims to ensure that any student with a disability does not experience an educational disadvantage and that all students can access and equally participate in and benefit from educational opportunities in our University. You can find out how you can sign up with the Disability Service at the link provided below.

Is é aidhm an Seirbhís Tacaíochta do Dhaoine faoi Mhíchumas nach mbeadh míbhuntáiste oideachasúil ag aon mac léinn faoi mhíchumas agus go mbeadh rochtain ag gach mac léinn ar dheiseanna oideachasúil san Ollscoil, agus gur féidir leo páirt a ghlacadh iontu agus leas a bhaint astu go cothrom. Tuilleadh eolais maidir le clárú leis an Seirbhís Tacaíochta do Dhaoine faoi Mhíchumas:

www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-service/

Grants & Financial Aid Deontais & Cúnamh Airgid

Some students will face financial difficulties during their time at college. A number of assistance schemes are in place to support those students facing financial difficulties. To find out more about this, as well as how you can check your grant eligibility, see: the link provided below.

Beidh fadhbanna airgid ag roinnt mic léinn agus iad ar an ollscoil. Tá roinnt scéime tacaíochta ar fáil chun tacaíocht a thabhairt do na mic léinn sin. Chun tuilleadh eolais a fháil agus eolas a fháil maidir le do cháilitheacht a sheiceáil, féach:

www.tudublin.ie/for-students/starting-at-tu-dublin/getting-started/grants-financial-aid/

Accommodation & Living Costs Lóistín & Costais Maireachtála

Find out information on accommodation and a Cost-of-Living Guide at the link provided below.

Tuilleadh Eolais maidir le lóistín agus Treoir Costais Maireachtála:

www.tudublin.ie/for-students/student-services-and-support/accommodation--living-in-dublin

Societies Cumainn

Students are very much encouraged to get involved in student-led activities while at TU Dublin. Find out more about our societies and what they have to offer at the link provided below.

Moltar go mór go mbíonn mic léinn páirteach i ngníomhaíochtaí mic léinn agus iad in OT Baile Átha Cliath. Tuilleadh eolais maidir lenár gcumainn agus cad atá ar fáil:

www.tudublin.ie/for-students/student-life/societies/

Sport Spórt

TU Dublin Sport provides a huge range of opportunities to train, play, get fit, gain leadership skills, and compete in sport, no matter what your interest,

ability or level. Find out more about TU Dublin sports clubs and facilities at the link provided below.

Cuireann OT Baile Átha Cliath réimse leathan deiseanna ar fáil traenáil a dhéanamh, imirt, d'aclaíocht a fheabhsú, agus bheith san iomaíocht sa spórt, cibé do leibhéal suime nó cumais. Tuilleadh eolais maidir le cumainn agus áiseanna spóirt OT Baile Átha Cliath:

www.tudublin.ie/for-students/student-life/sport/

International Students Mic Léinn Idirnáisiúnta

If you are an International student/Erasmus student in TU Dublin you can find more information on how international students are supported at the link provided below.

Más mac léinn idirnáisiúnta/Erasmus tú in OT Baile Átha Cliath is féidir tuilleadh eolais maidir le tacaíocht do mhic léinn idirnáisiúnta a fháil anseo:

www.tudublin.ie/study/international-students/

Career Development Centre an t-Ionad Forbartha Gairme

Career Development Centre offers a range of supports and resources to aid your career development. Find out more at the link provided below.

Cuireann an t-Ionad Forbartha Gairme réimse tacaíochtaí agus acmhainní ar fáil chun d'fhorbairt gairme a chur chun cinn. Tuilleadh eolais:

www.tudublin.ie/for-students/career-development-centre/

Student Regulations Rialacháin na Mac Léinn

All TU Dublin students must observe, in addition to the laws of the state, the regulations of TU Dublin. Therefore, it is your responsibility to acquaint yourself with these regulations which cover a range of areas. Policies are listed at the links provided below.

Ní mór do gach mac léinn rialacháin OT Baile Átha Cliath a leanúint, mar aon le rialacháin an Stáit. Mar sin, tá sé mar dualgas ort tú féin a chur ar an eolas faoi na rialacháin seo, a chlúdaíonn réimse ábhair. Tá Polasaithe ar fáil ag:

www.tudublin.ie/for-students/student-services-and-support/student-policies-regulations

<https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-policies/>

Also available at the same link are the TU Dublin Student Disciplinary Procedures which relate to all aspects of student behaviour. In the case of an alleged breach of general discipline that occurs on a TU Dublin campus or that involves resources or facilities located on a TU Dublin campus, a registered TU Dublin student shall be subject to these disciplinary procedures.

I gcás sárú araíonachta ginearálta ar champas OT Baile Átha Cliath a bhaineann le hacmhainní nó le háiseanna lonnaithe ar champas OT Baile Átha Cliath, cuirfear na nósanna imeachta seo i bhfeidhm ar mhac léinn cláraithe OT Baile Átha Cliath.

Technology Services' TU Dublin Acceptable Usage Policy, which sets out requirements for the responsible and appropriate use of IT resources, is available at the link provided below.

Tá Polasaí Úsáide Inghlactha de chuid Seirbhísí Teicneolaíochta OT Baile Átha Cliath, ina leagtar amach úsáid cuí agus siosmaideach acmhainní TF, ar fáil anseo:

www.tudublin.ie/for-students/student-services-and-support/student-policies-regulations

The Brightspace Privacy Statement and Usage Policy are available at the following link: <https://www.tudublin.ie/connect/vle/brightspace-for-students/>

Tá Ráiteas Príobháideachais agus Beartas Úsáide Brightspace ar fáil ag an nasc a leanas: <https://www.tudublin.ie/connect/vle/brightspace-for-students/>

The TU Dublin Quality Framework provides a pathway to allow students to raise complaints if they consider that the management and/or delivery of their programme of study is not in accordance with agreed procedure. The Student Complaint Process can be found at the link provided below.

Cuireann Creat Cáilíochta OT Baile Átha Cliath conair ar fáil a ligfidh do mhic léinn gearán a chur isteach má mhothaíonn siad nach bhfuil bainistíocht agus/nó cur chuige a gcúrsa i gcomhréir leis an nós imeachta aontaithe. Tá Próiseas Gearán na Mac Léinn ar fáil anseo:

www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/documents/Student-Academic-Complaints-Procedure-Final.pdf

The Student Complaint Form is available at the link provided below.

Tá Foirm Gearán na Mac Léinn ar fáil anseo:

www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/documents/student-complaints-form-sept2023.pdf

Transport Information Faisnéis Iompair

You can find out how best to travel to each campus by different modes of transport at the link provided below.

Is féidir tuilleadh eolais maidir leis an bealach is fearr teacht chuig na campais ar mhodhanna éagsúla iompair a fháil anseo:

www.tudublin.ie/explore/our-campuses/grangegorman/getting-here/#:~:text=TU%20Dublin's%20Grangegorman%20Campus%20is,Laoghair%20%2D%20Stop%20190%2F195%20Broadstone

Other useful weblinks:

Useful information for new students, including how to get involved on campus, future career, concerns and questions:

Naisc úsáideacha eile:

Eolas úsáideach do mhic léinn nua, conas a bheith gníomhach ar champas, gairmeacha sa todhchaí, ceisteanna agus imníthe:

www.tudublin.ie/for-students/starting-at-tu-dublin/

Campus Life and 'What's Useful':

Saol an Champais agus 'Nithe Úsáideacha':

www.tudublin.ie/for-students/student-life/

Welcome Fáilte

Welcome to the MA in Child, Family and Community Studies

School of Social Sciences, Law and Education, TU Dublin

On behalf of the staff in the School and the MA Child, Family and Community Studies Programme Committee, we wish you a rewarding and successful year ahead. You have enrolled on a highly sought-after postgraduate programme and we hope you will find it challenging, stimulating and exciting. This handbook is designed to give you information about the MA in Child, Family and Community Studies, staff teaching on the programme, the organisation of the School as well as the library, computer and support services available to students of the Technological University, Dublin (TU Dublin). All information in the handbook is correct at time of printing and any changes will be notified to you directly.

Apart from academic endeavours, going to college has lots to offer in the sporting, cultural and social spheres. We encourage you to make the most of what is on offer, both within the TU Dublin and in the wider city, and to develop new interests, make new friends and broaden your horizons. Wishing you every success on your course,

Dr Pat O'Connor, Head of School of Social Sciences, Law, and Education

Dr Kevin Lalor, Discipline Lead, Social Sciences

Dr Paddy Dolan, Programme Chair

Dr Aisling Costello, Tutor

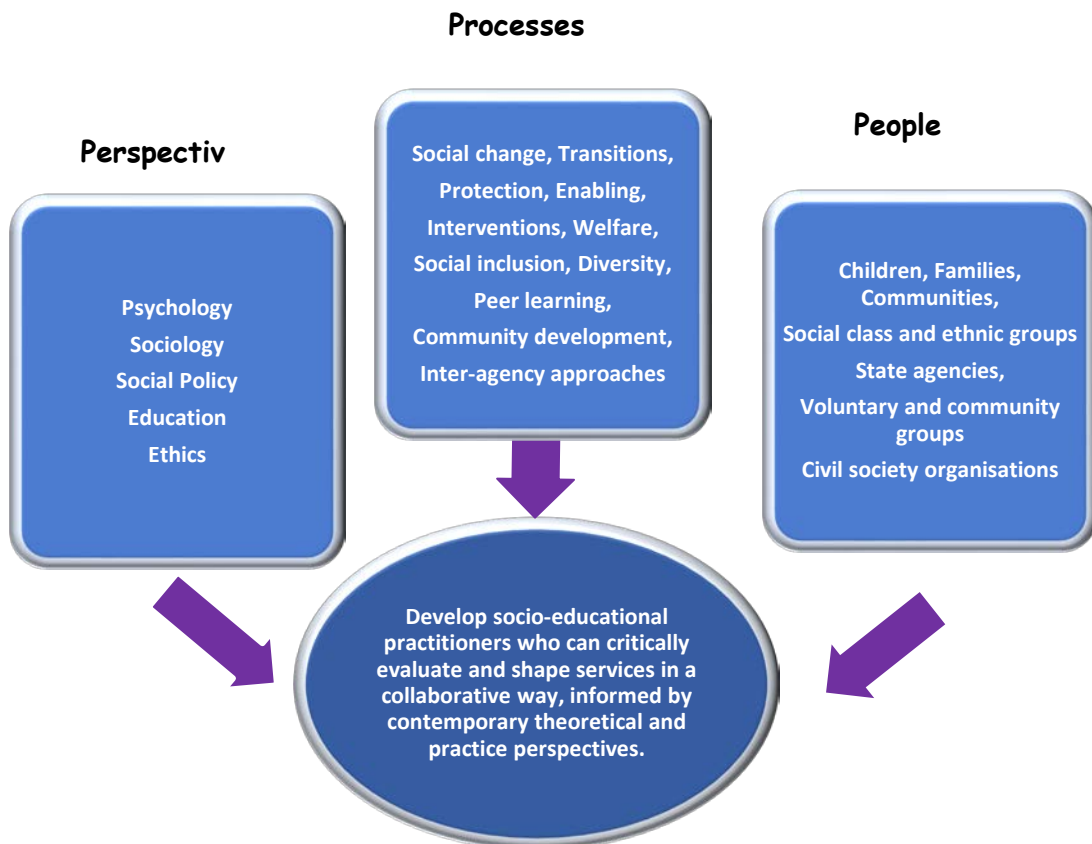
General Overview of Programme

Programme Information

The Master of Arts in Child, Family and Community Studies commenced in 2007 and it has since been delivered over one calendar year to full-time students and two years to part-time students. It is a taught modularised programme and consists of 90 European Credit Transfer System (ECTS) points leading to the award of an MA in Child, Family and Community Studies. Students are required to complete five core modules, two optional modules and a dissertation.

Many participants on the MA in Child, Family and Community Studies already have practice experience and use the MA to develop their careers in different directions or to move into more senior roles. Graduates have gone on to work in a variety of sectors including development and policy work in social care, early childhood education and the voluntary care sector. It is not necessary to have prior professional experience, however, to find the programme beneficial for career development.

Programme Vision



Overview of the MA in Child, Family and Community Studies

The MA in Child, Family and Community Studies is an interdisciplinary programme that has been running successfully since 2007 and attracts graduates from the broad social science disciplines and those working in the fields of social care/education. This programme will be of interest to graduates of early education, social care, psychology, sociology, community studies and related disciplines, as well as professionals in the broad social services delivery area (for example, social work, youth work, teaching, community work, early education, family support work).

Programme aims

The overall aim of the programme is to examine how human capacity can be enhanced across the lifespan in the socio-educational sector. The programme aims to provide participants with a critical understanding of concepts and approaches to enabling individuals and groups to realise their potential. Further aims of the programme include educating students to high levels of contemporary theoretical awareness and creating an atmosphere of rigorous academic enquiry and writing.

Programme learning outcomes

In accordance with the QQI standards for Level 9, the graduate of the MA in Child, Family and Community Studies will attain knowledge, competence and skills in line with the learning outcomes outlined below. ***Having completed the programme, students should be able to:***

- Demonstrate an in-depth knowledge of the underlying theories and key concepts within core module disciplines;
- Examine critically the values and practices of key agencies which deliver human services within Ireland and with some international comparisons;
- Exhibit critical awareness of contemporary issues and problems relating to life-span development, cultural diversity and family and community issues;
- Interpret changing socio-cultural values and lifestyles for different categories in Irish society;
- Show evidence of advanced research skills and techniques to a level that enables the student to undertake research as a professional career and/or at a higher level (e.g. PhD);
- Convey specialist knowledge of a particular aspect of child, family and community studies through research and/or scholarship to a Level 9 standard (dissertation);
- Engage in scholarly debate at an academic, policy and practice-based level on a range of child, family and community issues;

- Draw on a range of sources and demonstrate an ability to synthesise them;
- Interpret texts, formulate reasoned arguments and make ethical judgments about published research within a number of different contexts;
- Demonstrate competency regarding the ethical issues and dilemmas that may occur in child, family and community research design and practice;
- Demonstrates knowledge of statutory and voluntary agencies and approaches to developing collaborative and professional relationships;
- Critically evaluate self in relation to personal and professional development;
- Analytically reflect on their own values and social identity and employ these skills in an informed response to child, family and community issues;
- Reflect on how the concerns of child, family and community studies connect to and interact with wider social issues in contemporary society and in an international context.

The MA in Child, Family and Community Studies aims to provide a sustained authentic learning experience to participants through both discipline specific and applied up-to-date knowledge. Participants are encouraged to undertake deep reading of seminal literature as well as more applied policy/research and report literature. Through interactive teaching and a focus on active learning, students are given the opportunity to reflect and apply their new learning to their own practice and work sectors. The programme is underpinned by good pedagogical principles which are supported by the Learning, Teaching & Technology Centre in TU Dublin. Attention is paid to essential 21st century employability skills, the so-called '4 Cs': Critical thinking; Creative thinking; Communicating and Collaborating.

Nature, Duration and Structure of the Programme

The programme consists of 90 ECTS leading to the award of an MA in Child, Family and Community Studies. Students are required to complete five core modules and two optional modules and a dissertation. The programme is a taught modularised programme, delivered in semesters of 15 weeks duration (12 weeks teaching, 1 review week and 2 weeks assessment). The programme is offered in both full-time and part-time modes. Students may take the taught programme on a full-time basis over two semesters and complete a dissertation in the third semester. For students taking the programme on a part-time basis, coursework is completed over four semesters and a dissertation in the semester following. Students who do not wish to pursue the programme to Masters level may opt to be awarded the Postgraduate Diploma in Child, Family and Community Studies after the completion of 60 credits of coursework. There is a strong emphasis on self-directed learning and, particularly, engagement with the classical and contemporary literature in the child, family and community studies field. Individual modules require substantial reading, coursework and continuous assessment in the form of written assignments, group presentations and use of technological mediums for learning e.g. Brightspace

Programme Content

Students take **core modules** in:

- Perspectives on child, family and community
- Equality, Diversity, and Intercultural Practice
- Transitions across the lifespan
- Management Issues in Child, Family and Community Work
- Research methods & dissertation

In addition, students select **two** from the following **optional modules** (which will run subject to a viable cohort and lecturer availability)

- Interventions in child and adolescent mental health
- Contemporary issues in the early years
- Risk, protection and resilience of children and vulnerable adults
- Masculinities, care and equality
- Social entrepreneurship

Table One: Structure of the MA in Child, Family and Community Studies Programme

Module	ECTS	Class Contact Hours	Independent Learning Hours	Assessment	Total Hours
Core Modules					
Perspectives on child, family and community	10	24	176	Presentation: 30% Exam: 70%	200
Equality, Diversity, and Intercultural Practice	10	24	176	Essay: 50% Policy Assignment: 50%	200
Transitions across the lifespan	10	24	176	Essay: 40% Open Book Exam: 60%	200
Management Issues in Child, Family and Community Work	10	24	176	Case Study: 50% Report: 50%	200
Research methods and dissertation	30	24	576	Research Proposal and Dissertation: 100%	600
Optional Modules (x2)					
Contemporary issues in the early years	10	24	176	Assignment: 50% Assignment: 50%	200
Interventions in child and adolescent mental health	10	24	176	Report: 30% Essay: 70%	200
Risk, protection and resilience of children and vulnerable adults	10	24	176	Presentation: 30% Essay: 70%	200
Masculinities, care and equality	10	24	176	Facilitation of group discussion and participation in peer assessment	200

				activities (pass/fail) Academic paper (100%)	
Social entrepreneurship	10	24	176	Facilitation of Group Discussion (pass/fail) Social Enterprise Project (70%) Project Presentation (30%)	200
Total	90				1800

Programme Curriculum

The programme is organised around core modules and specialised options of which students choose two. These modules are complemented by the completion of a dissertation which draws on the full range of techniques and skills acquired across the MA, particularly the module on research methods. Exemptions based on prior learning shall not be facilitated on this programme.

Optional modules are delivered subject to lecturer availability and viable group sizes to be determined by the Programme Committee.

Research Methods and Dissertation

This module develops students' abilities in the use of the strategies of social research. It considers the philosophical frameworks within which research methodologies have evolved. The module equips students with the knowledge and ability to gather and analyse data in a methodically and ethically sound manner and considers various quantitative and qualitative research methods used in social and educational research. In the dissertation students will have an opportunity to apply social and educational research methods in a systematic way to a particular topic of interest. This work will be carried out under the guidance and supervision of members of the lecturing team.

Programme Delivery/Teaching Methods

It is intended to provide students with a stimulating learning environment conducive to the attainment of the learning outcomes outlined above. As the MA in Child, Family and Community Studies attracts students from diverse academic and social backgrounds, programmes within the discipline need to provide flexible and varied teaching and learning strategies. Accordingly, diverse and challenging ranges of learning experiences will be provided to students to enable them to develop their academic, policy related and

practice knowledge and research skills. Delivery methods include lectures, peer learning activities including class debates/discussions, student presentations, group work and the use of technological communication for class related work and student supported learning. Guest lecturers working in relevant areas are invited to present on modules in order to strengthen the link between theory and practice on the programme.

Introduction to the University and brief outline of its facilities

There are more than 28,000 students at TU Dublin. The President of the University is Professor David Fitzpatrick. The School of Social Sciences, Law and Education is within the Faculty of Arts and Humanities. The Dean of the Faculty is Dr Orla McDonagh.

School of Social Sciences, Law and Education

The School formed in November 2022 and was previously the School of Languages, Law and Social Sciences. The MA in Child, Family and Community Studies is hosted within the Social Sciences discipline in the School and is centred physically with other Social Sciences staff at the TU Dublin – city campus at Grangegorman. Social sciences staff are involved in a wide range of research projects in the area of early childhood education, social care, social change, intergenerational practice and learning, infant attachment and infant mental health, criminology, youth crime and youth justice, management and leadership roles in the community, ageing in Irish society, residential child care and foster care, providing an important impetus for the development of the modules across the MA in Child, Family and Community Studies.

The School also hosts additional Masters programmes as follows:

- MA in Criminology
- MA in Social Care Leadership and Management
- MA in Mentoring, Management and Leadership in the Early Years

The School hosts postgraduate researchers undertaking PhD and MPhil degrees by research. Some of the recent and current projects include:

- Investigating the ‘social club’ model: how day care can be developed in Ireland to promote the social integration of older adults;
- An analysis of professional development and learning to support enhanced pedagogy in early childhood education;
- Reducing crime and repairing harm: The role of the Family Conference in responding to youth crime;
- Crime, risk and resilience in the countryside: Governing rural security;

- [A bio-ecological perspective on educational transition: Children, parents and teachers in the meso-system;](#)
- Intergenerational learning - an investigation into the concept, role and potential of intergenerational learning in Irish early childhood education services leading to the development of a framework for IG practice;
- Positioning social care: How policy and media discourses position care providers and recipients;
- Strategic alliances in Irish Higher Education – A policy analysis;
- Professionalisation of the social care sector;
- The development of beauty standards through fashion: A figurational perspective;
- Towards professional childminding in Ireland: Attitudes to regulation and support for high quality home-based childcare;
- [An exploratory study of child sexual abuse in Tanzania;](#)
- [An ecological study of the impact of early childhood educational experiences at age four and age seven on outcomes at age sixteen;](#)
- [Young people's experiences of crime: An investigation into the victimisation and offending of inner-city Dublin youth.](#)
- Exploring governance shifts and the professionalisation care habitus
- [Masculinities and affective equality practices in professional social care in Ireland](#)

The staff of Social Sciences have a well-established reputation in the fields of Social Care and Early Childhood Education. The Department has been at the forefront of professional training in Early Childhood Education and Social Care in Ireland for 40 years.

Brief Outline of Facilities and Support Services

There are a range of student facilities and services on the Grangegorman campus. As TU Dublin Grangegorman is a green site there are numerous bicycle parking facilities. There is a canteen based in Rathdown House, where a selection of hot and cold food along with drinks and snacks are served daily. The Student Services office is conveniently placed in the main campus reception area in Rathdown House.

Student Health Centre

TU Dublin City Campus health centres provide an holistic approach to health, providing on campus health care to those students pursuing full time & apprenticeship courses. The service incorporates physical, psychological and social aspects of student health and health promotion. Absolute confidentiality is maintained. Find out what services are available at <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/student-health-centres/>

Mindfulness and Relaxation

Mindfulness sessions are provided on Tuesdays at 1pm during the main teaching weeks in St. Laurence's, Grangegorman Campus.

Counselling Services

TU Dublin provides a free and confidential counselling service to all students. For further information on the counselling service please go to: <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/counselling-service/>

Student Clubs and Societies

There are numerous student clubs and societies in TU Dublin, these societies are run by students for students and are supported by TU Dublin Staff. The societies range from volunteering, performing arts, course-related, campaigning and political and much more. An annual display of these diverse and colourful groups is given on the Grangegorman campus every September where students are invited to get involved. Alternatively, you call them at 01/4023172. Full details of all the services provided in TU Dublin are available at: <https://www.tudublin.ie/for-students/student-services-and-support/>

Support Services' Contact Numbers

Career Advice	014023351
Chaplaincy Service	014024112
Counselling Service	014024120
Health Centre (Bolton St.)	014023614
International Students Office	014023438
Learning Support Officer	014024145

TU Dublin Students Union

The TU Dublin Students Union provide useful information on a variety of topics such as education matters, students' rights welfare, and events. Please see: <https://www.tudublinsu.ie/>

Admission requirements for the Masters in Child, Family and Community Studies programme

Applicants must normally hold a second-class honours degree, upper division (2.1), or higher, in the area of social care, early education, social sciences, psychology, sociology, youth and community studies or cognate discipline. Applicants who do not meet the minimum academic requirements, but who have significant professional or vocational experience in child, family and community services, will also be considered. In addition to an Exceptional Entry application form, this latter category of applicants may be asked to present for interview. The Programme Board will work to ensure a balance of recent graduates and professionals among the student intake. Applicants whose first language

is not English must have an IELTS score minimum of 6.5 overall, with nothing less than 6 in each component.

Applicants with qualifications from outside Ireland must present evidence that these awards are equivalent to the minimum entry requirements outlined above. In line with TU Dublin policy, every effort is made to ensure that students with disabilities enjoy equal rights of access and participation.

INDUCTION/REGISTRATION

Instruction on how to finalise Registration and obtain Student Card

Students at TU Dublin must register on their programme each year. Students commencing their studies with TU Dublin will be sent details on how to register to the correspondence postal address. Continuing students will receive details on how to register to their TU student email account. Registration details are issued from mid-August each year and this continues into September. All students must register on their programme before classes commence so it is recommended all students register as soon as they receive their details. The registration and payment of fees process is a short online combined process. TU Dublin offers a two-phase instalment facility to all our students. A minimum of 50% of the overall fee must be paid to register and the remainder can be paid in multiple payments. When students register they will gain access to services including attending lectures, access to TU email and Brightspace.

A student card is required to access lecture rooms in Grangegorman and to use the library. A student card can be obtained from any of the student service centres. It is a simple process whereby your photo is taken and the card is issued within a couple of minutes. If it is not convenient for you to get to a student service centre, students can request a student card by submitting a jpeg photo to the Student Services email (parttimeid@tudublin.ie) and the card will be posted to you. For further information please see: <https://www.tudublin.ie/for-students/student-services-and-support/>

Your first card is free and any replacements cost €10. Please visit the registrations website <https://www.tudublin.ie/for-students/student-services-and-support/registration/> for a range of useful information for new and returning students

List of Staff Involved with the Programme and Staff Roles

The programme is delivered by a team of full-time academic staff at the School of Social Sciences, Law and Education including Dr Paddy Dolan (Programme Chair), Dr Aisling Costello (Programme Tutor), Dr Kevin Lalor (Head of Discipline, Social Sciences), Dr Katarina Filipović, Dr Margaret Fingleton, Dr Niall Hanlon, Arlenne Heeney, Judy McAvoy, Martina Ozonyia, Jan Pettersen, and Dr Anne Marie Shier.

Core staff on the programme have combined expertise in the disciplines of psychology, sociology, equality studies, research methods and social sciences. The multi-disciplinary nature of the staff team combined with their post-graduate qualifications across a range of relevant subjects is one of the key strengths of the programme. In addition, all staff are actively engaged in scholarly and research activity.

Aisling Costello's research interests include developmental and educational psychology. In particular she is interested in the relationship between socio-cultural factors such as social media use on well-being and identity development. Aisling has worked on research projects examining approaches to reduce prejudice among primary school children; factors that facilitate children's disclosure of sexual abuse; university students' perceptions of belonging, identity and transition and most recently the Irish Research Council funded project 'TEACH-RSE: Teacher professional development and relationships and sexuality education'.

Paddy Dolan's research interests include figurational sociology, sport, childhood, emotions, industrial relations, and social identities. He is co-author (with John Connolly) of *Gaelic Games in Society: Civilising Processes, Players, Administrators and Spectators* (Palgrave, 2020), and his work has been published in *Sociology*, *British Journal of Sociology*, *Sociological Review*, *History of Education*, *European Journal of Social Theory*, and *Media, Culture & Society*, amongst others. Paddy serves as president of the Historical Sociology Research Committee (RC56) of the International Sociological Association, and is also a fellow of the Norbert Elias Foundation.

Katarina Filipović's background is in the areas of pedagogy, psychology and early childhood education and care. Her research interests include nature and outdoor education, children's and educators' well-being, work related stress and burnout, impact of educational policies on practice, professionalism in ECEC, and gender in the early years.

Margaret Fingleton's research interests include Professional practice, Critical Race Theory, Social Justice, Anti-racism practice, Animal assisted therapy and Forest School, Community engagement and sustainable development. Her PhD research focused on the experiences of Black Minority Ethnic social care students in Ireland. She is the co-creator

of the *Integrative Framework for Social Care* (2020) and her broad range of professional practice experience in social care informs her teaching.

Niall Hanlon holds a PhD in Equality Studies (UCD) and his core academic interest is the theoretical analysis of caring practices, emotional relations, and affective inequality. Niall has a practice background in social care work and social care research. He currently teaches sociology, social justice, equality, and masculinities modules, and coordinates applied modules including community-engaged learning and professional practice tutoring in social care. Niall is currently supervising PhD studies in research about masculinities and affective equality. Niall has published widely in national and international journals on affective equality, care theory and practice, and masculinities, and caring, and is the author of *Masculinities, Care and Equality; identity and nurture in men's lives* (Palgrave, 2012). Niall's work has been foundational in the development of masculinities studies internationally which is becoming a major sub-field of critical studies of men and masculinities (CSMM). His current research interest is the development of a model of relational pedagogy and relational justice in social care education.

Kevin Lalor's current research interests include experiences of adolescence; youth crime and victimisation; and child abuse prevalence in Europe. He co-edited *Applied Social Care* (Gill and Macmillan, 2009; 2013). He is an elected Council member of the International Society for the Prevention of Child Abuse and Neglect (2014–2020), and was co-Chair of the 15th ISPCAN European conference on child abuse and neglect, The Hague, 2017.

Judy McAvoy is a graduate of both the BA (Hons.) in Social Care and the MA in Criminology. In 2013, her Master's dissertation on Irish public attitudes towards sex crime and sex offender reintegration was awarded a prize by the Irish Penal Reform Trust. For the last decade, she has worked in a variety of social care settings, including homeless services, migrant advocacy for those returning to Ireland in crisis situations, and, most recently, she led the set-up and development of Dublin Rape Crisis Centre's first Client Support Service, providing holistic advocacy and case management to survivors of sexual violence.

Jan Pettersen comes from a background in Early Childhood Education practice. Jan teaches Pedagogy and Management related subjects at the Department of Social Sciences for the past sixteen years and he is a published author within the same areas. He also has a strong engagement in the area of Digital Childhoods, which is the focus for his current research. Jan is a recipient of the TU Dublin Staff Access & Civic Engagement Award and Programme Chair for the MA in Mentoring, Management & Leadership in the Early Years at TU Dublin. Jan is currently a PhD candidate.

Staff may be e-mailed using the following format: forename.surname@tudublin.ie

Detailed biographies of staff can be found on the School website:
<https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/social-sciences-law-and-education/people/>

Staff research profiles can be found at:

<https://researchprofiles.tudublin.ie/en/organisations/httpswwwtudublinieexplorefaculties-and-schoolsarts-humanitiessoci>

School Office

School Office Opening Hours: Monday-Friday: 9.30-12.30 & 2.30-4.00

School Administrator: Joanne Boyle Tel: 01 2205452 Email: socialsciences@TUDublin.ie

Contact Details for Staff

Staff	Role	Location	Email	Phone
Dr Kevin Lalor	Assistant Head of School and Senior Lecturer	Grangegorman East Quad, Room 216	Kevin.Lalor@tudublin.ie	01-2205449
Dr Niall Hanlon	Lecturer	Grangegorman East Quad, Room 216	Niall.Hanlon@tudublin.ie	01-2205762
Dr Margaret Fingleton	Lecturer	Grangegorman East Quad, Room 216	Margaret.Fingleton@tudublin.ie	01-2205464
Dr Aisling Costello	Lecturer Programme Tutor	Grangegorman East Quad	aisling.costello@tudublin.ie	01-2208114
Martina Ozonyia	Assistant Lecturer	Grangegorman East Quad, Room 216	Martina.Ozonyia@tudublin.ie	01-2205472
Jan Pettersen	Lecturer	Grangegorman East Quad, Room 216	Jan.Pettersen@tudublin.ie	01-2205475
Judy McAvoy	Assistant Lecturer	Grangegorman East Quad, Room 216	judy.mcavoy@tudublin.ie	01-2205762
Katarina Filipovic	Assistant Lecturer	East Quad, Grangegorman EQ-210	katarina.filipovic@tudublin.ie	

Details on the Programme Calendar, Location and Attendance Requirements

The MA in Child, Family and Community Studies programme is organised within the official TU Dublin Academic Calendar. View or download the calendar at <https://www.tudublin.ie/explore/university-calendar/>

All lectures take place in the Grangegorman Campus. Students attend lectures for 12 weeks from September to December in semester one and for 12 weeks from January to April in Semester two.

Link and Instructions on how to Access Web Timetables

The student web timetable system entitled Publish go can be accessed from the TU Dublin website at <https://www.tudublin.ie/for-students/timetables/>

You will need a student ID number and password to log into the system. A written tutorial guide and video on how to use the Publish timetable system are available at <https://www.tudublin.ie/media/website/for-students/timetables/documents/How-to-Access-Your-Timetable.pdf>

Module Descriptors

The following section contains detailed information on the exact aims, learning outcomes and content of each module in the programme. The module descriptors contain indicative reading lists. Further reading lists are distributed in class. Modules are designed by the programme team and validated as per the TU Dublin Quality Enhancement Handbook and are aligned with the learning outcomes for study at level 9 of the National Qualifications Framework.

Note this is the entire suite of both core and optional modules that the programme draws upon. **It may not be possible to run all of the specialised optional modules in any one year. Modules will run subject to timetable availability of a lecturer and viable student numbers.** Decisions on timetable availability are made by the Assistant Head of School.

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9000					10	9
Module Title	Perspectives on Child, Family and Community					

School Responsible:	Social Sciences, Law and Education
----------------------------	------------------------------------

Module Overview:
<p>This is a broad interdisciplinary module that investigates the concepts of family and community in sociological, policy and practice contexts. The role of the family in care, education and wellbeing is examined in a changing society. The concepts of community and civil society are also explored. The focus is primarily on Irish society, however, broader global perspectives will be referenced. The module seeks to offer students an opportunity to reflect on the interactions between family, community and the state in care, education and welfare. It aims to furnish students with concepts and critical perspectives on continuities and changes in society. This will enable them to contribute positively to policy, practice and research in a range of socio-educational sectors. The emphasis will be on theoretically informed analysis and policy evaluation to advance individual, family and social wellbeing.</p>

Learning Outcomes (LO):	
On completion of this module, the learner will be able to:	
1	Integrate knowledge of key concepts related to family, kinship and community.
2	Explain social, cultural, demographic and economic changes in Ireland with some global comparisons
3	Critically analyse concepts related to care and wellbeing from a range of perspectives.
4	Demonstrate understanding of concepts related to civil society
5	Critically evaluate the impact of diversity including gender, social class and culture on different groups in Irish society.
6	Demonstrate broad understanding of how social policy is formed in Ireland.
7	Demonstrate understanding of Ireland's mixed economy of welfare model.
8	Visualise future possibilities for strengthening families and enabling communities.

Indicative Syllabus:

Sociological concepts related to child, family, kinship and community
 Family and community in traditional and contemporary Irish society
 Citizenship, participation and social capital
 Concepts of care and wellbeing over the lifecourse
 Social class, gender and cultural perspectives in care
 Intergenerational relationships
 Marginalisation and disadvantaged groups
 The policy making process
 Ireland's mixed economy of welfare model
 Examples of innovative policy and practice in child, family and community work

Learning and Teaching Methods:

The module will be taught by means of lectures for which readings will be set in advance using Brightspace as a learning and teaching tool. Lectures will include class/small group discussion on topics relevant to the content of the lecture.

Total Teaching Contact Hours	24
-------------------------------------	----

Total Self-Directed Learning Hours	176
---	-----

Module Delivery Duration:

Two hours over one semester

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Formal Examination	70%	LO 1-5
Presentation	30%	LO 3, 6, 7, 8

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations	
(b) Module Assessment Thresholds	
(c) Special Repeat Assessment Arrangements	

Indicative Reading

Students will be directed towards further readings in class - key policy documents, research reports and journal articles.

Arber, S. & Timonen, V. (eds.) (2012) *Contemporary grandparenting: changing family relationships in global contexts*. Policy Press.

Canavan, J., Pinkerton, J. & Dolan, P. (2016). *Understanding family support, policy, practice and theory*. Jessica Kingsley.

- Canavan, J., Coen, L., Ozan, J. & Curtin, C. (2014). *Leading community change: delivering better outcomes in an Irish community*. Childhood Development Initiative; Final Process Evaluation Report. Childhood Development Initiative. <http://www.twcdi.ie/resources-information-centre/evaluation-reports>
- Conlon, C., Timonen, V., Carney, G. & Scharf, T. (2014.) Women (re)negotiating care Across family generations: intersections of gender and socioeconomic status. *Gender and Society*, 28(5), 729–751.
- Connolly, L. (Ed.) (2015). *The 'Irish' family*. Routledge.
- Dukelow, F. & Considine, M. (2017). *Irish social policy – a critical introduction* (2nd ed.) Policy Press.
- Egan, K., Ní Léime, Á., Walsh, K. & Scharf, T. (2014). *Participation in the community: Findings from the 3-Cities Project*. Project Lifecourse Policy Brief Series, no 1, NUI Galway: Institute for Lifecourse and Society. See also *Policy Brief no. 2-Services: Challenges and Opportunities*. <http://www.nuigalway.ie/ilas/project-lifecourse/the3-citiesproject/outputs>
- FAMILYPLATFORM. (2012). *Research agenda on families and family wellbeing for Europe. Final report. Executive summary* www.familyplatform.eu
- Gallagher, C. (2008). *The community life of older people in Ireland*. Peter Lang.
- Gray, J., Geraghty, R. & Ralph, D. (2016). *Family rhythms – the changing textures of family life in Ireland*. Manchester University Press.
- Hourigan, N. (Ed.) (2011). *Understanding Limerick – social exclusion and change*. Cork University Press.
- Moss, P. (2015). There are alternatives! Contestation and hope in early childhood education. *Global Studies of Childhood*, 5(3), 226–238.
- Scharf, T., Timonen, V., Carney, G. & Conlon, C. (2013). *Changing generations – findings from new research on intergenerational relations in Ireland*. SPARC, TCD, Dublin and ICSG, NUIG, Galway.
- Share, P., Corcoran, M. & Conway, B. (2012). *Sociology of Ireland*. Gill & Macmillan.

Version No:		Amended By	Dr Carmel Gallagher and Anne Fitzpatrick
Commencement Date	September 2018	Associated Programme Codes	DT576 and DT577

Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISC ED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9002					10	9
Module Title	Transitions Across the Lifespan					

School Responsible:	Social Sciences, Law and Education
----------------------------	------------------------------------

Module Overview:

The primary aim of this module is to conceptualise and explore (human/individual) adaptation and adjustment to normative and non-normative change throughout the lifespan. A key focus of the module is to highlight the changing meanings and vantage points associated with the processes and timing of these transitions. The module opens with an overview of key constructs in the conceptualization of transitions across the lifespan. The concept of transitions is explored across the lifespan with reference to the different domains of life which they may impact on, such as individual and social identities, relationship and work contexts. Types of life events are explored as, for example, normative age-graded life events (onset typically related to chronological age), normative history-graded life events (cohort specific and strong relationship with historical time) and non-normative life events (typically not occurring in age-graded or history-graded manner).

Learning Outcomes (LO):

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

1	Critically evaluate theoretical approaches to normative and non-normative transitions in terms of their contribution to our understanding of the impact of transitions on human development;
2	Outline and discuss the key issues related to a lifespan perspective on human development
3	Compare and contrast the processes involved in experiences of and adjustment to both <i>normative</i> and <i>non-normative</i> transitions;
4	Discuss key factors facilitating or hindering positive adjustment to transitions with reference to concepts of risk and resilience;
5	Critically reflect on the potential for cultural contexts and gender to impact on adaptation to transitions across the lifespan
6	Discuss the contexts within which transitions may be anchored and demonstrate knowledge of how context may mediate adjustment to transition;
7	Demonstrate an understanding of the importance of appropriate supports to individuals negotiating transitions across the life course.

8	Critically evaluate challenges and opportunities associated with negotiating transitions across the life span.
----------	--

Indicative Syllabus:
Introduction to lifespan perspective and transitions;
Exploring core concepts and principles related to transitions
Theoretical perspectives on transitions
Adjustment to transition: processes and determinants
Transitions across different domains of life
Normative Transitions across the Life Span
Non-normative Transitions across the Life Span

Learning and Teaching Methods:	
The module will be taught through lectures focusing upon specific topics and supplemented by recommended readings. Opportunities for discussion and student participation in group work will also be provided. Brightspace will also be used as a learning and teaching tool.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	176

Module Delivery Duration:
Two hours over one semester

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Essay	40%	LO 1-4
Exam (Remote open book exam, emailed to students, and students return their answer papers within specified time.)	60%	LO 1-8
Module Specific Assessment Arrangements (if applicable)		

(a) Derogations from General Assessment Regulations	
(b) Module Assessment Thresholds	
(c) Special Repeat Assessment Arrangements	

Indicative Reading

Students will be directed towards further readings in class - key policy documents, research reports and journal articles.

Ahrons, C. R. (2011). Divorce: An unscheduled family transition. In B. Carter, M. McGoldrick & N. Garcia Preto (Eds.). *The expanded family life cycle: The individual, family, and social perspectives* (4th ed., pp. 292–306). Allyn & Bacon.

Arnett, Jeffrey J. (2014). *Emerging adulthood: The winding road from the late teens through the twenties*. Oxford University Press.

Carter, B., McGoldrick, M., & Garcia Preto, N. (2011). Overview: The life cycle in its changing context: Individual, family and social perspectives. In B. Carter, M. McGoldrick & N. Garcia Preto (Eds.), *The expanded family life cycle: The individual, family, and social perspectives* (4th ed., pp. 1–19). Allyn & Bacon.

Coleman, P. & O'Hanlon, A. (2017). *Aging and Development: Social and Emotional Perspectives* (2nd ed.). Routledge.

Goodman, J., Schlossberg, N.K., & Anderson, M.L. (2011). *Counselling adults in transition*. Springer.

Hendry, L. B. (2015). *Developmental transitions across the lifespan*. Psychology Press.

Hendry, L. B. and Kloep, M. (2012) *Adolescence and adulthood: transitions and transformations*. Palgrave Macmillan.

Mayselless, O. & Keren, E. (2014): Finding a meaningful life as a developmental task in emerging adulthood: The domains of love and work across cultures. *Emerging Adulthood*, 2(1), 63–73.

McConnell, M & Moss, E. (2011). Attachment across the lifespan: Factors that contribute to stability and change. *Australian Journal of Educational and Developmental Psychology*, 11, 60–77.

Sugarman, L. (2001). *Life-Span development, frameworks, accounts and strategies* (2nd ed.). Psychology Press.

Miller, T. (Ed.) (2010). *Handbook of stressful transitions across the lifespan*. Springer.

Shulman, Laursen, and Dickson (2014). Gender differences in the spillover between romantic experiences, work experiences, and individual adjustment across emerging adulthood. *Emerging Adulthood*, 2(1), 36–47.

Version No:		Amended By	Dr Ann Marie Halpenny & Dr Dorit Deering
--------------------	--	-------------------	--

Commencement Date	September 2018	Associated Programme Codes	DT576 and DT577
--------------------------	----------------	-----------------------------------	-----------------

Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9003					10	9
Module Title	Management Issues in Child, Family and Community Work					
School Responsible:	Social Sciences, Law and Education					

Module Overview:

This module is primarily designed to benefit students working as practitioners or in senior positions in child, family and community sectors. The module provides theoretical and practice perspectives on management and leadership issues in the context of evolving community-based services. It will focus on effectiveness in care, education and community sectors and provide opportunities for students to reflect critically on their own practice. It will also enable them to promote and appraise changes in the organisational/policy context of their agencies. Key areas covered will include leadership and communication, team work and staff development, mentoring, project evaluation, evidence informed evaluation and planning, and working in community-based contexts. Guest lecturers will elucidate topics and present case studies on relevant issues including leadership, community led approaches, mentoring, evaluation and organisational change.

Learning Outcomes (LO):

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

1	Critically appraise concepts and models relevant to the organisational structure of child, family and community services.
2	Explain and apply concepts related to staff development, supervision and mentoring.
3	Develop ideas about leadership in the care and education sectors.
4	Explain and apply concepts related to different types of evaluation
5	Identify key stakeholders and broad national and local policy context shaping their organisation/sector.
6	Develop ideas about how they can empower, support and lead others in their role as practitioners or managers.
7	Develop an understanding of learning organisations in the context of child, family and community services

8	Reflect on personal and organisational strategies to respond effectively to changes and challenges in their own agencies.
9	Identify principles and approaches in preparing funding applications, monitoring and evaluating projects.

Indicative Syllabus:
Organisational change and community development
Staff development, supervision and mentoring
Leadership in education, care and community sectors
National and local policy context shaping organisation/sector.
Learning organisations
Personal values and management styles
Different types of evaluation including a focus on process evaluation
Evidence informed planning
Multidisciplinary working and collaboration at community level

Learning and Teaching Methods:	
The learning and teaching methods will include lectures, class discussion, assigned readings, audio-visual materials, guest lectures, and the use of the Brightspace platform.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	176

Module Delivery Duration:
One semester

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Case Study (2,500 words)	50	1,4,7

Reflective Report (2,500 words)	50	2,3,5,6
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative Reading:

Students will be directed towards further readings in class - key policy documents, research reports and journal articles.

- Aubrey, C. (2011). *Leading and managing in the early years* (2nd ed.). Sage.
- Brockbank, A. & McGill, I. (2012). *Facilitating reflective learning: coaching, mentoring and supervision* (2nd ed.). Kogan Page
- Canavan, J., Coen, L., Ozan, J. and Curtin, C. (2014). *Leading Community Change: Delivering Better Outcomes in an Irish Community. Childhood Development Initiative Final Process Evaluation Report*. Dublin: Childhood Development Initiative. <http://www.twcdi.ie/resources-information-centre/evaluation-reports>
- Crerar, D. (2012). Nurturing collaborative relationships and developing local communities: an Irish case study. In Jackson & O'Doherty (Eds). *Community development in Ireland: Theory, policy and practice*. Gill Education.
- Harvey, B. (2008). *Working for change: A guide to influencing policy in Ireland*. Combat Poverty Agency.
- [Jones, C. & Smey Carston, C. \(2016\). Lessons from abroad: Rebalancing accountability and pedagogy in the Irish social care sector through the use of effective leadership. Administration, 64\(2\), 61-83.](#)
- Hujala, E., Waniganayake, M. And Rodd, J. (2013). *Researching leadership in early childhood education*. University of Tampere.
- McKian S., Simons, J. (Eds). (2013). *Leading, managing, caring: Understanding leadership and management in health and social care*. Routledge.
- Martin, V. Charlesworth, J. Henderson, E. (2010). *Managing in health and social care*. Routledge.
- [Moloney, M. & Petterson, J. \(2017\). Early childhood education management. Routledge.](#)
- Phan, P; Kickul, J; Bacq, S; Nordqvist, M. (Eds) (2014). *Theory and empirical research in social entrepreneurship*. Edgar Edward
- Tupper, F., Cawsey, G. & Inglos, C. (2016). *Organisational Change: An action-oriented toolkit*. (3rd ed.). Sage.

See further :

<http://www.effectiveservices.org/>

<http://youngballymun.org/home/>

Version No:		Amended By	Carmel Gallagher, Judy Doyle
Commencement Date	September 2018	Associated Programme Codes	DT576, DT577

Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9001					10	9
Module Title	Equality, Diversity, and Intercultural Practice					
School Responsible:	Social sciences, law and education					

Module Overview:

The aim of this module is to equip learners with the theoretical knowledge to conceptualise, analyse and deconstruct complex issues surrounding cultural diversity and equality in contemporary Irish society within a global context. Additionally, it will focus on how this knowledge can inform anti-oppressive and critical interculturalism in policy and practice for socio-educational professionals. The module will address issues of cultural diversity including ethnic, national, racial, religious, linguistic, gender, class and other intersectional factors shaping majority and minority cultures within the context of changing Irish demographics. And it will consider how cultural diversities relate to political, economic, cultural, and affective inequalities. It will also explore racism/ anti-racism, anti-discrimination/oppression and human rights policy and practice. There is a strong emphasis in the module on linking theory to contemporary policy and practice in areas such as early childhood education, social care, social work, child protection and welfare, community development, and criminal justice.

Learning Outcomes (LO): (to be numbered)

For a 5ECTS module a range of 4–10 LOs is recommended

On Completion of this module, the learner will be able to

1	Distinguish, explain, and critique key concepts in critical intercultural studies including 'race', religion, ethnicity, culture, identity, and racism.
2	Debate critically and reflectively issues of cultural diversity and minority-majority cultural relations in contemporary Ireland within a global context.
3	Distinguish and appraise key theories and theorists in critical inter-cultural studies.
4	Critically analyse the relationship between cultural diversity and inequality.
5	Critically analyse models of cultural diversity such as segregationist, assimilationist, integrationist, multiculturalist and interculturalist perspectives.

6	Construct innovative solutions to the limitations of intercultural policy and practice in real world settings including socio-educational professional work.
----------	--

Indicative Syllabus:	
Part One: Intercultural Perspectives and Theory	
<ol style="list-style-type: none"> 1. Social Science, Culture and Cultural Diversity 2. Race, Ethnicity and Racism 3. Religion, Sectarianism and Secularisation 4. Models of Cultural Diversity 5. Cultural Diversity and Irish Society 6. Human Rights, Culture and Globalization 7. Equality and Cultural Diversity 	
Part Two: Intercultural Policy and Practice	
<ol style="list-style-type: none"> 8. Intercultural Practice 1: (Social Activism, e.g. Traveller, Asylum Seekers, Roma) 9. Intercultural Practice 2: (Community Development, e.g. Migrants Rights, Refugees, Victims of Torture) 10. Intercultural Practice 3: (Child Protection and Welfare, e.g. Unaccompanied Minors) 11. Intercultural Practice 4 (Criminal Justice, e.g. People Trafficking, Sex Work) 12. Reflection and Evaluation 	

Learning and Teaching Methods:	
Classes involve interactive lectures and discussions of assigned readings related to the module topics. The emphasis on the discussion is both on theoretical content and on reflecting on personal and political aspects of interculturalism. Part Two of the module will draw heavily on guest lecturers who are working in a variety of fields related to the socio-educational professions who with experience of contemporary policy and practice issues in Ireland.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	176

Module Delivery Duration:
The module is delivered over one semester.

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Written Examination	70%	1-4
Presentation	30%	2, 4, 5, 6

Module Specific Assessment Arrangements (if applicable)	
(a) Derogations from General Assessment Regulations	
(b) Module Assessment Thresholds	
(c) Special Repeat Assessment Arrangements	

Indicative Reading:

Students will be directed towards further readings in class - key policy documents, research reports and journal articles.

- Bulmer, M., & Solomos, J. (Eds.). (1999). *Racism*. Oxford University Press.
- Delgado, R., Stefancic, J., & Harris, A. (2017). *Critical Race Theory: An introduction* (3rd ed.). NYU Press.
- Fanning, B. (2002). *Racism and social change in the Republic of Ireland*. Manchester University Press.
- Fanning, B. (2018). *Migration and the making of Ireland*. University College Dublin Press.
- Fanning, B. (Ed.) (2007). *Immigration and Social Change in the Republic of Ireland*. Manchester University Press.
- Gilmartin, M. (2015). *Ireland and migration in the twenty-first century*. Manchester University Press.
- Gudykunst, W. B. (2005). *Theorizing about intercultural communication*. Sage.
- Healey, J. F., Stepnick, A., & O'Brien, E. (2018). *Race, ethnicity, gender, and class: The sociology of group conflict and change*. Sage.
- Inglis, T. (2007). *Global Ireland: Same difference*. Routledge.
- Jenkins, R. (2008). *Rethinking ethnicity: Arguments and explorations* (2nd ed.). Sage.
- Lentin, R., & Robbie, M. (Eds.). (2002). *Racism and anti-racism in Ireland*. Beyond the Pale.

Web references, journals and other:

Central Statistics Office
Ethnic and Racial Studies
Journal of Intercultural Studies
Ethnicities
Sociology of Race and Ethnicity
Irish Journal of Sociology
Irish Journal of Anthropology

Version No:		Amended By	Dr Niall Hanlon
--------------------	--	-------------------	-----------------

Commencement Date		Associated Programme Codes	
-------------------	--	----------------------------	--

Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9004					30	9
Module Title	Research Methods and Dissertation					

School Responsible	Social Sciences, Law and Education
---------------------------	------------------------------------

Module Overview:

This module comprises of two main sections: the Research Methods component and the Dissertation:

Section A: Research Methods

The aim of section A is to introduce students to the principles of good research practice and to prepare them for the research process required of a master's dissertation.

Section B: Dissertation

Building upon the Research Methods Module students will apply their knowledge of principles of good research practice by designing, conducting and writing up their own dissertation.

SECTION A

Learning Outcomes (LO): Section A

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

1	Provide evidence of understanding the purpose and process of reviewing the literature.
2	Formulate appropriate research questions and employ suitable methods and resources for exploring those questions.
3	Demonstrate systematic knowledge of different research designs and understanding of qualitative and quantitative approaches to research.
4	Provide evidence of understanding the principles and processes of qualitative and quantitative data analyses.
5	Reflect upon the broader ethical dimensions as well the impact of their own subject position in practice of their research proposal.
6	Prepare a detailed research proposal.

Indicative Syllabus: Section A

Reviewing the literature

Planning the research process

Research design and sampling.

Ethical considerations in research.

Qualitative research: principles, methods and practice

Quantitative research: principles, approaches and practice

Data analysis and presentation of information

Developing an effective research proposal

Guidelines for writing the dissertation

Learning and Teaching Methods: : Section A

The module will be taught by lectures incorporating discussion of relevant literature, problem-solving exercises, group work, peer and self-assessment, readings and web based exercises.

Students will have access to additional research resources through Brightspace.

Research skills workshops will provide students with an opportunity to develop key research skills in the areas of data organisation and quantitative data analysis.

Total Teaching Contact Hours:	36 hours (Total)
Breakdown of hours:	24 hours lectures
	12 hours tutorial contact hours (to facilitate research proposal preparation)

Total Self-Directed Learning Hours: 164 hours

Module Delivery Duration: : Section A

Semester 1

Assessment: Section A

Assessment Type	Weighting (%)	LO Assessment (No.)
<i>Research Proposal</i>		

<p>Pass/Fail Grade (Prerequisite to carrying out Dissertation)</p> <p>Students will be required to prepare a detailed research proposal. The proposal should include a clear statement of the research problem, a provisional review of literature relevant to their research project and a research plan to include a Synopsis of the research design and an outline of the research methods together with an overview of the contribution and limitations of their proposed research. Students should also include information about access, consent and other ethical issues. The research proposal should typically be 1500 to 2000 words in length. In the proposal, students will be required to demonstrate an understanding of the key theoretical and methodological perspectives relevant to their research project. The work will be assessed according to the following criteria:</p> <ul style="list-style-type: none"> • Clarity and feasibility of the research problem defined • Suitability of the proposed methodology and research design • Coherence of the argument as presented • Quality of relevant preliminary research 	<p>100%</p>	<p>1-6</p>
<p>Module Specific Assessment Arrangements (if applicable)</p>		
<p>(d) Derogations from General Assessment Regulations</p>		
<p>(e) Module Assessment Thresholds</p>		
<p>(f) Special Repeat Assessment Arrangements</p>		

SECTION B

<p>Learning Outcomes (LO): Section B</p>	
<p>On the successful completion of the dissertation, the learner will be able to</p>	
<p>1.</p>	<p>Recognize the dynamic process of the research proposal, the research process and the dissertation;</p>
<p>2</p>	<p>Select and critically analyse paper and electronic-based national and international literature relevant to a research problem;</p>
<p>3</p>	<p>Compile a critical literature review informed by multiple theoretical perspectives and research paradigms.</p>

4	Show strong evidence of using ethical principles in planning and conducting research;
5	Select research participants appropriate to the research question and research design;
6	Select research participants appropriate to the research question and research design;
7	Carry out data collection in accordance with principles of best research practice
8	Critically analyze data and present research findings;
9	Critically evaluate research findings within the context of the existing literature.
10	Write up the dissertation in accordance with the academic guidelines of the Department of Social Sciences.

Learning and Teaching Methods: Section B

Students shall be assigned a research supervisor to guide them through the research and writing process. Students will also continue to have access to lecture notes and additional research resources through Brightspace. The supervisor will provide feedback on draft material to ensure that:

- the candidate is using the correct academic style and approach;
- there is required rigour, breadth and depth;
- there is relevance and appropriate referencing;
- the overall structure of the work is appropriate.

Each student and supervisor will maintain a logbook to record meetings, agreed tasks and a plan of work to ensure the research is advanced. Students are given detailed guidelines and regulations on research dissertations.

Total Teaching Contact Hours: 12 hours individual supervision sessions

Total Self-Directed Learning Hours: 388 hours

Module Delivery Duration: Section B

Semester 2 plus three months

Assessment: Section B

Assessment Type	Weighting (%)	LO Assessment (No.)
Dissertation: Word length is 14,000. The grade awarded for the assessment will be based on achieving the following specific criteria:	100%	1-10

<ul style="list-style-type: none"> - Evidence of independent enquiry and originality of the overall project - Demonstrated in-depth knowledge of one key specialist area of study - Evidence of appropriate selection of research design and methods - Presentation of argument in a logical, comprehensive and critical manner - Demonstrated evidence of appropriate use of data analysis techniques - Use of a range of national and international, paper and electronic sources - Quality of writing, clarity and style of expression, layout and presentation, freedom from basic errors. 		
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative Reading: Sections A& B

Bryman, A. (2016). *Social research methods*. University Press.

Creswell, J. (2018). *Designing and conducting mixed-methods Research*. Sage.

Denscombe, M. (2017). *The good research guide: For small-scale social research projects*. Open University Press.

Denscombe, M. (2012). *Research proposals: A practical guide*. Open University Press.

Gardner, P. (2005). *New directions - reading, writing and critical thinking* (2nd ed.). Cambridge University Press.

Hardy, M. & Bryman, A. (Eds.) (2009). *Handbook of data analysis*. Sage.

Locke, L., Silverman, S. & Waneen, S. (2009). *Reading and understanding research* (3rd ed.). London: Sage.

Mukherji, P. (2018). *Research methods in early childhood: An introductory guide*. Sage.

Nardi, P. (2018). *Doing survey research: A guide to quantitative methods*. Routledge.

Nygaard, L. (2017). *Writing your master’s thesis*. Sage.

Punch, K. (2016). *Developing effective research proposals*. Sage.

Roberts-Holmes, G. (2018). *Doing your early years research project: A step by step guide*. Sage.

Robson, C. (2016). *Real world research: Resource for users of social research methods in applied settings*. John Wiley & Sons.
 Silverman, D. (2017). *Doing qualitative research: A practice handbook*. Sage.
 Wolcott, H.F. (2009). *Writing up qualitative research*. Sage.

Version No:		Amended By	Dr Dorit Deering, Dr Mairead Seymour & Dr Sinead Freeman
Commencement Date		Associated Programme Codes	

Masters in Child, Family and Community Studies

Optional Modules

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9006					10	9
Module Title	Contemporary Issues in the Early Years					

School Responsible:	School of Social Sciences, Law and Education
----------------------------	--

Module Overview:
<p>This module explores significant contemporary and emerging issues in early years' theory, policy and practice. Changing concepts of childhood and their influence on practice will be critically evaluated. The changing role of the early years professional and early childhood services in societies will be examined in a global context. Developments in the field of equity and inclusion will be examined as well as emerging themes such as intergenerational learning. The changing relationships between early years services and families/communities will be explored. Policy, research and practice developments will be reviewed from a quality perspective in the Irish and international context. Creativity and its interrelationship with play and learning in the early years will be explored. The emphasis in the module will be to promote critical reflection and informed responses to significant and emerging issues in the field of early years education</p>

Learning Outcomes (LO): (to be numbered)	
On completion of this module, the learner will be able to	
1	Critically reflect on changing concepts of childhood and their implications for practice in early years' services.
2	Critically analyse the relationship between families/communities and early years services.
3	Critically review early childhood education from a global perspective.
4	Analyse the concept of intergenerational learning in relation to young children's lives.
5	Explore the changing role of the early years professional.

6	Appraise Siolta and Aistear in the light of international best practice
7	Critically review opportunities for supporting and enhancing equality and inclusion in early years services.
8	Identify and appraise contemporary opportunities and challenges in early years policy and provision.

Indicative Syllabus:

Changing concepts of childhood

Young children, families, communities and early years services

Global perspectives on early childhood education

Intergenerational learning

Professional roles in early childhood education from an international perspective

Irish early childhood education national policy and curriculum frameworks

Equality and inclusion

Emerging issues in early years education drawing on theoretical, policy and practice perspectives

Learning and Teaching Methods:

A combination of methods including lectures, discussion, set readings, student presentations and case studies. Brightspace will be used to support students' independent learning.

Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	176

Module Delivery Duration:

Module is delivered over one semester

Assessment

Assessment Type: Continuous assessment	Weighting (%)	LO Assessment (No.)
Assignment 1	50%	L01-4, 8
Assignment 2	50%	L05-8

Module Specific Assessment Arrangements (if applicable)	
(a) Derogations from General Assessment Regulations	
(b) Module Assessment Thresholds	
(c) Special Repeat Assessment Arrangements	

Indicative Readings

- Cortellesi, G., & Kernan, M. (2016). Together old and young: How informal contact between young children and older people can lead to intergenerational solidarity. *Studia Paedagogica*, 21(2), 101-116.
- Dalli, C. & Urban, M. (Eds.) (2010). *Professionalism in early childhood education and care: International perspectives*. Routledge.
- James, A. and James, A. (2008). *European childhoods: Cultures, politics and childhoods in Europe*. Palgrave Macmillan.
- Lund, S.G. (2011). Young Europeans: the Nordic approach and the pedagogical profession. In P. Foley & S. Leverett (Eds.). (2011). *Children and young people's spaces. Developing practice*. Palgrave Macmillan/Open University Press.
- MacBlain, S., Dunn, J. & Luke, I. (2017). *Contemporary childhood*. Sage.
- McNaughton, G. and Hughes, P. (2011). *Parents and professionals in early childhood settings*. Open University Press.
- OECD. (2012). *Starting Strong 111: A quality toolbox for early childhood education and care*. OECD.
- Penn, H. (2011). *Quality in early childhood services: An international perspective*. Open University Press.
- Tudge, J. (2008). *The everyday lives of young children: Culture, class and child rearing in diverse societies*. Cambridge University Press.
- Woodhead, M., Dornan, P. & Murray, H. (2013). Young lives: What inequality means for children. Retrieved from <https://www.younglives.org.uk>

Version No:		Amended By	
Commencement Date		Associated Programme Codes	

Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISC ED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9005					10	9
Module Title	Interventions in Child and Adolescent Mental Health					

School Responsible	Social Sciences, Law and Education
---------------------------	------------------------------------

Module Overview:
<p>The primary aims of this module are threefold: 1) to explore the conceptualization of mental health in children and adolescents within the context of risk and protective factors 2) to highlight the importance of outcome research of psychological interventions and preventions. 3) to critically examine different psychological interventions in child and adolescent mental health and their effectiveness.</p> <p>Opening with an overview of key constructs in the conceptualization and classification of mental health this module highlights the importance of outcome research of psychological intervention and/or prevention programmes. After carefully examining the criteria for evidence-based psychotherapies, their strengths and limitations in clinical practice will be critically evaluated. This will set the scene for a systematic and critical evaluation of range of specific intervention and prevention programmes based on different psychological models in relation to common child and adolescent mental health problems.</p>

Learning Outcomes (LO):	
On completion of this module, the learner will be able to	
1.	Demonstrate an in-depth understanding of key constructs in the conceptualization of child and adolescent mental health problems within the context of risk and protective factors.
2	Review different classification systems of child and adolescent mental health problems
3	Demonstrate critical knowledge about the importance of clinical research and the hierarchy of research evidence
4	Discuss the uniformity myth of effectiveness of interventions with child and adolescent mental health problems.
5	Critically compare and contrast different psychotherapies in terms of their conceptual frameworks, key assumptions and underlying processes of change.

6	Critically evaluate the outcome research for different psychological intervention and prevention programmes for children and adolescents with a range of common mental health problems.
7	Discuss the strengths and challenges of evidence-based practice in child and adolescent mental health.

Indicative Syllabus:

Part A: Perspectives on mental health during childhood and adolescence

- Conceptualization of wellbeing and mental health during childhood and adolescence
- Risk and protective factors associated with mental health during childhood and adolescence
- Classification and assessment of mental health problems in children and adolescence

Part B: Principles of evidence-based interventions

- The importance of clinical research and the hierarchy of research evidence
- Strengths and limitations of randomized controlled trials (RCT's)

Part C: Specific prevention and intervention programmes during childhood and adolescence and evidence-based practice

- Theoretical assumptions and principles of main psychological models of prevention and interventions in child and adolescent mental health
- Exploration and critical evaluation of outcome studies
- Evidence-based practice: the interface between research evidence, client, preferences and clinical expertise.

Learning and Teaching Methods:

The module will be taught through lectures focusing upon specific topics and supplemented by recommended readings. Opportunities for student participation in group work will be provided and guest lecturers will elucidate some key topics. The Brightspace platform will be used as a student resource for learning and teaching.

Total Teaching Contact Hours: 24 hours

Total Self-Directed Learning Hours: 176 hours

Module Delivery Duration:

Semester 2

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Report:	30%	1,2,3
Essay:	70%	4,5,6,7
Module Specific Assessment Arrangements (if applicable)		
(d) Derogations from General Assessment Regulations		
(e) Module Assessment Thresholds		
(f) Special Repeat Assessment Arrangements		

Indicative Reading:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Association.

Brown, C. (2016). *The evidence-based practitioner: Applying research to meet client needs*. F.A. Davis Company.

Carr, A. (2015). *The handbook of child and adolescent clinical psychology: A Contextual Approach*. Routledge.

David, D., Lynn, S. & Montgomery, G. (2018). *Evidence-based psychotherapy: The state of science and practice*. John Wiley & Sons.

Fonagy, P., Cottrell, D., Philips, J., Bevington, D., Glaser, D. & Alison, E. (2015). *What works for whom? A critical review of psychotherapy research* (2nd ed.). Guilford Press.

Green, D. & Latchford, G. (2012). *Maximising the benefits of psychotherapy: A practice-based evidence approach*. John Wiley & Sons.

Jadad, A. & Enkin, M. (2007). *Randomized controlled trials: Questions, answers and musings*. Blackwell Publishing.

Kazdin, A., Weisz J. (2017). *Evidence-based psychotherapies for children and adolescents*. (3rd ed.). Guilford Press.

Kerig, P., Wenar, C. & Ludlow, A. (2014). *Developmental psychopathology*. McGraw-Hill.

Luby, J. (2016). *Handbook of preschool mental health: Development, disorders, and treatment* (2nd ed.). Guilford Press.

Shapiro, J. (2015). *Child and adolescent therapy: Science and art*. John Wiley & Sons.

Zero to three. (2016). *DC:0-5: Diagnostic classification of mental health and developmental disorders of infancy and early childhood: Zero to Three*.

More specialised readings for each topic area will be recommended

Version No:		Amended By	Dr Dorit. W. Deering & Dr Ann Marie Halpenny
Commencement Date		Associated Programme Codes	

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9008					10	9
Module Title	Risk, Protection and Resilience of Children and Vulnerable Adults					

School Responsible	Social Sciences, Law and Education
---------------------------	------------------------------------

Module Overview
<p>This course explores current and emerging key concepts and issues in the protection of children and vulnerable adults from multiple dimensions. Relevant theories and practice will be discussed and analysed. The aim of the module is to increase the students' theoretical understanding of risk, vulnerability and protection of children and vulnerable adults in all settings and to provide students with knowledge required. It will facilitate the consideration of protection as context specific and as a social construction, both nationally and internationally. It will also focus on a strengths-based and resilience perspective and include models of empowerment and social inclusion.</p>

Learning Outcomes (LO):	
On completion of this module, the learner will be able to	
1	Demonstrate an in-depth understanding of the different forms of abuse and be able to interpret indicators, causal factors, effects and outcomes of abuse in children, older persons, and adults and children with intellectual and other disabilities
2	Critically evaluate relevant protection procedures, guidelines, policies and legislation in relation to children and vulnerable adults (such as adults who are older, or have disabilities or suffer from a mental illness, or are trafficked, or belong to a minority group)
3	Analyse the critical factors relevant to inter-professional and inter-agency work
4	Analyse the phenomenon of domestic violence
5	Demonstrate an in-depth understanding of current issues in protection of children and vulnerable adults
6	Critically evaluate relevant concepts such as risk, protection, quality and bureaucratization

Indicative Syllabus:
The course will focus on the following areas

- Concepts such as risk, vulnerability, protection, control, thresholds, resilience
- Definitions of the different forms of abuse and indicators, causal factors, effects and outcomes of abuse in children. Relevant protection procedures, guidelines, policies and legislation in relation to the protection of children
- Critical discussion of current issues relating to protection of children
- Definitions of the different forms of abuse and interpret indicators, causal factors, effects and outcomes in abuse of vulnerable adults. Relevant protection procedures, guidelines, policies and legislation in relation to vulnerable adults (such as adults who are older, or have disabilities or suffer from a mental illness, or are trafficked, are victims of intimate partner violence or belong to a minority group)
- Critical discussion of current issues in relation to protection of vulnerable adults

Learning and Teaching Methods:	
A variety of learning approaches will be used. These will include formal presentations, case studies, problem-solving studies, and small group activities. A number of guest speakers from a variety of relevant services will be arranged.	
Total Teaching Contact Hours	24 hours
Total Self-Directed Learning Hours	176 hours

Module Delivery Duration:
One semester

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Continuous Assessment	100%	
Essay (3,000 words)	70%	1,3,4, 5
Presentation	30%	2, 6
Module Specific Assessment Arrangements (if applicable)		
(g) Derogations from General Assessment Regulations		
(h) Module Assessment Thresholds		
(i) Special Repeat Assessment Arrangements		

Indicative Reading

Áras Attracta Swinford Review Group. (2016). *What matters most: Report of Áras Attracta Swinford Review Group*. HSE

Buckley, H., Horwath, J., Whelan, S. (2006). [*Framework for the assessment of vulnerable children & their families. Assessment tool and practice guidance*](#). Children Research Centre, Trinity College.

Buckley, H., Whelan, S. & Holt, S. (2006). *Listen to me! Children’s experience of domestic violence*. Children’s Research Centre, Trinity College Dublin.

Clayton, G., Cree, V. & Smith, M. (2012). Moral panics and social work: Towards a sceptical view of UK child protection. *Critical Social Policy*, 33(2), 197–217.

Christie, A., Featherstone, B., Quin, S. & Walsh, T. (2015). *Social work in Ireland: Changes and continuities*. Palgrave

Commission to Inquire into Child Abuse. (2009). *Report of the Commission to inquire into child abuse, volumes I – V (Ryan report)*. Dublin: Government Publications.

Devaney, C. & McGregor, C. (2016). Child protection and family support practice in Ireland: A contribution to present debates from an historical perspective. *Child & Family Social Work*, 22(3), 1255–1263.

Featherstone, B., White, S. & Wastell, D. (2012). Ireland's opportunity to learn from England's difficulties? Auditing uncertainty in child protection: Special issue on child abuse reports. *Irish Journal of Applied Social Studies*, 12(1), 48–62.

Ferguson, H. (2007). Abused and looked after children as “moral dirt”: Child abuse and institutional care in historical perspective’. *Journal of Social Policy*, 36(1), 123–139.

Griffith, R. & Tengnah, C. (2006). Protecting vulnerable adults and children from sexual abuse. *British Journal of Community Nursing*, 11(2), 72–77.

McWilliams, A. (2006). The Challenge of Working Together in Child Protection. In T. O’Connor and M. Murphy (Eds.) *Social Care: Theory, Policy and Practice* (pp. 241–253). CIT Press.

Munroe, E. (2011). *The Munro review of child protection: Final report*. UK: Stationary Office.

Version No:		Amended By	Dr Dave Williams
Commencement Date	September 2018	Associated Programme Codes	

Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level
LAW9103	NA				10	9
Module Title	Masculinities, Care and Equality (Optional module)					
School Responsible	Law, Languages and Social Sciences					

Module Overview:

The aim of this module is to equip learners with critical gender and social justice perspectives and analytical skills to enable them to interpret, research, confront and challenge the problematic interrelation between masculinities, care and equality in socio-educational contexts. The focus of the module is on the affective relations of love, care and solidarity in both private and public life, considering their gendered and intersectional dimensions and the benefits and burdens derived from them. The affective relations of masculinities are given particular attention, not only in terms of the relations between men/boys and women/girls, but in terms of relations amongst men/masculinities. The module is built around the threshold concepts of masculinities, care and equality. Whilst seeking to problematize toxic masculinities as sources of pain and power the module also aims to problem-solve gender relations from both an ethic of care and social justice perspective. The primary objective of the module is to critically explore the ambivalent relationship between masculinities and caregiving/receiving through the empirical and theoretical analysis of eight relational contexts: (i) professional caring, (ii) fathering and parenting, (iii) informal family caring, (iv) self-care and lifestyle, (v) mental health and emotional wellbeing, (vi) friendships and community, (vii) sexuality and intimacy, and (viii) domestic, sexual and gender based-violence.

Learning Outcomes (LO):

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

1	Select, interpret and relate critical perspectives on masculinities and care to equality and social justice
2	Critically appraise the relationship between masculinities, care and equality
3	Evaluate, prescribe and justify potential solutions to problems related to gendered care relations based on empirical research or case studies
4	Critically reflect upon and share one's values, attitudes and informed opinions about care and gender relations sensitively in group discussions

5	Initiate dialogue and facilitate open group discussion of critical issues in care and gender relations
----------	--

Indicative Syllabus:

1. Module Overview and Introduction
 - Part One: Perspectives
2. Perspectives on Masculinities
3. Perspectives on Care
4. Perspectives on Equality
 - Part Two: Relational Contexts
5. Professional Caring
6. Fathers and Parenting
7. Informal Family Caring
8. Self-Care and Wellbeing
9. Mental Health & Emotional Wellbeing
10. Friendships and Community
11. Sexualities and Intimacy
12. Violence and Abuse

Learning and Teaching Methods:

The philosophy of the module is based on critical gender and care pedagogy which values developing dialogical skills, critical reflexivity and social constructionist learning perspectives. The module will be taught by means of interactive lectures (1 hour per week) in conjunction with exploratory group work/ discussions (1 hour per week).

Over a set number of weeks students will participate in group discussions of set readings and will each take turns in facilitating a group. All students will provide constructive peer feedback to others.

Students will also write an individual critical analytical academic paper on the intersection of masculinities, care and equality.

Brightspace is used as the virtual learning environment (VLE) tool.

Following each session, and at the end of the module, students will be offered the opportunity to give anonymous feedback which can be openly discussed in class. Additionally, students will complete a Q&A module evaluation form.

Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	176

Module Delivery Duration:

Two hours over one semester

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
A) Facilitation of Group Discussion and participation in peer assessment activities	Pass/Fail	4-5
B) Academic Paper (3500–4.000 words maximum)	100%	1–3
Module Specific Assessment Arrangements (if applicable)		
(g) Derogations from General Assessment Regulations		
(h) Module Assessment Thresholds		
(i) Special Repeat Assessment Arrangements	Where a student misses assessment A) an alternative repeat assignment will be facilitated, but their final grade will be capped at 40%.	

Indicative Reading:**Core Books**

- Baker, J., Lynch, K., Cantillon, S., & Walsh, J. (2009). *Equality from theory to action* (2nd ed.). Palgrave.
- Bowlby, S., McKie, L., & Gregory, S. (2009). *Care and interdependency across the lifecourse*. Routledge.
- Brechin, A., Walmsley, J., Katz, J., & Peace, S. (1998). *Care matters: Concepts, practice and research in health and social care*. Sage.
- Connell, R. W. (2005). *Masculinities* (2nd ed.). Polity Press.
- Fine, M. (2006). *A caring society? Care and the dilemmas of human services in the 21st century*. Palgrave.
- Lynch, K., Baker, J., Walsh, J., & Lyons, M. (Eds.). (2009). *Affective equality: Who cares? Love, care and injustice*. Palgrave.

Selected weekly journal article/book chapter readings

- Addis, M. E., & Mahalik, J. R. (2003). Men, masculinity, and the contexts of help seeking. *American Psychologist*, 58(1), 5–14.
- Caracciolo di Torella, E. (2014). Brave new fathers for a brave new world? Fathers as caregivers in an evolving European Union. *European Law Journal*, 20(1), 88–106.
- Cleary, A. (2012). Suicidal action, emotional expression, and the performance of masculinities. *Social Science & Medicine*, 74(4), 498–505.

- Connell, R. W. (2005). Work/life balance, gender equity and social change. *Australian Journal of Social Issues*, 40(3), 369–383.
- Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19(6), 829–859.
- DeKeseredy, W. S., & Schwartz, M. D. (2005). Masculinities and interpersonal violence. *Handbook of studies on men and masculinities*, 353–366.
- Hrženjak, M. (2013). Negotiating masculinity in informal paid care work. *International Review of Sociology*, 23(2), 346–362.
- Lynch, K. (2007). Love labour as a distinct and non-commodifiable form of care labour. *Sociological Review*, 55(3), 550–570.
- Lynch, K., Crean, M., & Moran, M. (2010). Equality and social justice. *The Routledge international handbook of the sociology of education*, 296.
- Oransky, M., & Marecek, J. (2009). "I'm not going to be a girl": Masculinity and emotions in boys' friendships and peer groups. *Journal of Adolescent Research*, 24(2), 218–241.
- Russell, R. (2007). Men doing "women's work." Elderly men caregivers and the gendered construction of care work. *The Journal of Men's Studies*, 15(1), 1–18.
- Scambor, E., Bergmann, N., Wojnicka, K., Belghiti-Mahut, S., Hearn, J., Holter, Ø. G., & White, A. (2014). Men and gender equality: European insights. *Men and masculinities*, 17(5), 552–577.
- Scambor, E., Hrženjak, M., Bergmann, N., & Holter, Ø. G. g. (2015). Men's share of care for children and professional care. *Studia Humanistyczne AGH*, 14(2).
- Wilson, N. J., & Cordier, R. (2013). A narrative review of Men's Sheds literature: reducing social isolation and promoting men's health and well-being. *Health & social care in the community*, 21(5), 451–463.
- Wilson, N. J., Shuttleworth, R., Stancliffe, R., & Parmenter, T. (2012). Masculinity theory in applied research with men and boys with intellectual disability. *Intellectual and Developmental Disabilities*, 50(3), 261–272.

XYONLINE – provides a very detailed bibliography on men and masculinities see <http://xyonline.net/books/bibliography>

Version No:	1	Amended By	Dr Niall Hanlon
Commencement Date		Associated Programme Codes	

Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level
TBC	NA				10	9
Module Title	Social Entrepreneurship					
School Responsible:	Law, Languages and Social Sciences					

Module Overview:

The concept of Social entrepreneurship is deeply embedded in the principles of Social Sciences and aims to create significant social impact through a variety of initiatives and enterprises. It is operated within the non-profit, private and public sectors and within a variety of organisational settings. In this module, participants will work with theory, cases and their own social entrepreneurial projects to identify how social entrepreneurship can drive social change, and what kinds of social entrepreneurial activity create maximum social impact. Students will learn how to align their existing knowledge base from Social Care, Early Education and other associated disciplines and apply it to the creation and evaluation of social impact.

Learning Outcomes (LO): (to be numbered)

For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1	Identify the distinctive characteristics and attributes of social enterprise and social entrepreneurship
2	Critically evaluate relevant theory associated with social enterprises and social entrepreneurs in an Irish and international context
3	Evaluate initiatives to create social impact and bring about social change
4	Identify issues within and prepare responses to the integrative and dynamic nature the social entrepreneur's operations
5	Demonstrate ability to think laterally with new and/or by expanding creative ideas.
6	Respond to presenting needs and service gaps as observed and identified in practice.
7	Demonstrate awareness and an understanding of responding appropriately when opportunities present.
8	Develop and present a project plan for a social entrepreneurship idea, which provides creative and innovative solutions and social impact.
9	Demonstrate an ability to work as part of a team

Indicative Syllabus:

1. Introduction to Social Entrepreneurship: Key theories, frameworks and debates in the field social entrepreneurship
2. Site visits and case studies of social enterprises
3. Explorations of Social Care/ Early Childhood Education leaders as Social Entrepreneurs.
4. Value and impact of Social Entrepreneurship.
5. Integration and application of ideas, theories and techniques learned in this module through practical application, in collaboration with peers.
6. Application of previous learning, professional experience, and personal knowledge.
7. Participation in group project to develop a social entrepreneurship idea which provides creative and innovative solutions and social impact.

Learning and Teaching Methods:

Lectures and workshops will be supplemented by brightspace, a virtual learning environment (VLE) platform where students can access and share resources. A combination of lectures and workshops using mixed methods of teaching will be provided including:

- experiential group exercises
- group and individual presentations
- small and large group discussion
- guest lectures
- site visits
- case studies of existing social enterprises

Students will participate in a group project, which they will present to a panel at the end of the module, which will demonstrate their ability to analytically apply both theoretical and practical approaches to Social Entrepreneurship.

Brightspace is used as the virtual learning environment (VLE) tool.

Following each session, and at the end of the module, students will be offered the opportunity to give anonymous feedback which can be openly discussed in class. Additionally, students will complete a Q6A module evaluation form.

Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	176

Module Delivery Duration:
Two hours per week over one semester

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Facilitation of Group Discussion	Pass/Fail	1-2
Social Enterprise Project	70%	6-9
Module Specific Assessment Arrangements (if applicable)		
(j) Derogations from General Assessment Regulations		
(k) Module Assessment Thresholds		
(l) Special Repeat Assessment Arrangements		

Essential Reading:

Forfás (2013). *Social Enterprise in Ireland: Sectoral Opportunities and Policy Issues*. Dublin. The Stationary Office.

Kickul, J. and Lyons, T. S. (2012). *Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World*. New York. Routledge.

London, M. and Morfopoulos, R. (2012). *Social entrepreneurship : how to start successful corporate social responsibility and community-based initiatives for advocacy and change*. Routledge

Supplemental Reading:**Books:**

Bridge, S., Murtagh B., & O'Neill, K. (2013). *Understanding the Social Economy and the Third Sector*. Palgrave.

Burke, B., & Clifford, D. (2000). *Anti-oppressive ethics and values in social work*. Palgrave.

Phan, P. H., Bacq, S., & Nordqvist, M. (Eds.) (2014). *Theory and empirical research in social entrepreneurship*. London. Edward Elgar Publishing.

Short, J., Ketchen Jr, D. J., & Bergh, D. D. (Eds.) (2014). *Social entrepreneurship and research methods*. Emerald Group Publishing.

Ziegler, R. (Ed.) (2009). *An introduction to social entrepreneurship: Voices, preconditions, contexts*. Edward Elgar Publishing.

Zhou, C., Friedrichs, Y.V., & Sundin, E. (2014). *Social entrepreneurship: Leveraging economic, political, and cultural dimensions*. Springer.

Web references, journals and other:

Journal Articles and Policy Review:

Sassmannshausen, S. P., & Volkmann, C. (2013). *A bibliometric based review on Social Entrepreneurship and its establishment as a field of research*. Wuppertal: Schumpeter School of Business and Economics, University of Wuppertal, [online] available: <http://hdl.handle.net/10419/97203> [accessed 12 Sep 2014].

Bacq, S., Hartog, C., & Hoogendoorn, B. (2013). A quantitative comparison of social and commercial entrepreneurship: Toward a more nuanced understanding of social entrepreneurship organizations in context. *Journal of Social Entrepreneurship*, 4(1), 40–68.

Bacq, S., Hartog, C., Hoogendoorn, B., & Lepoutre, J. (2011). *Social and commercial entrepreneurship: Exploring individual and organizational characteristics*. Zoetermeer. EIM Business & Policy Research (EIM BV).

Davies, A. and Simon, J. (2013). How to grow social innovation: A review and critique of scaling and diffusion for understanding the growth of social innovation', presented at *5th International Social Innovation Research Conference*. Oxford, 2–4 Sept 2013, <http://youngfoundation.org/>:

Santos, F. M. (2012). A positive theory of social entrepreneurship. *Journal of Business Ethics*, 111, 335–351.

Websites:

www.futurelearn.com/courses/entrepreneurship-in-nonprofits

www.socent.ie

www.pobal.ie

Version No:	4	Amended By	Jan Pettersen & Anne Marie Shier
Commencement Date	January 2021	Associated Programme Codes	DT9016 (TU392, TU321)

Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Details on Dissertation Supervision Arrangements

Students work with supervisors to define the purpose and scope of their study so that they know exactly what is required. It is important that students choose a subject in which they are already interested and which will complement and support their other studies. It is important to note that the dissertation is fundamentally the **students'** responsibility; hence they must not place excess pressure on the supervisor or expect unreasonable assistance. Remember, a dissertation is a show case piece of work designed, carried out and written-up by a postgraduate student.

It is vital that you prepare for each supervision session by listing the areas that need discussion and the precise points that should be cleared up as they arise. If advice is sought about a particular chapter or section ensure that your supervisor has been furnished with a draft copy in advance. Always try to space tutorials and amounts submitted; it is unreasonable to expect supervisors to deal effectively with thousands of words at short notice.

Research supervisors will keep a log-book to record meetings and progress. If for some reason, a student is unable to attend a meeting, they should inform their supervisor as early as possible, either by leaving a note in his/her post-box or alternatively leaving a message on his/her voice-mail or e-mail.

General Guidelines for Supervision of Dissertations

- All students should ensure to arrange a meeting with the supervisor within the first week of the research process. It is important to discuss the appropriateness, feasibility and ethical issues relating to the study at an early stage. It is the student's responsibility to arrange the next meeting at the end of each supervision session, and to attend accordingly (meetings are usually face-to-face but may be by skype / phone). It is not the supervisor's responsibility to contact / follow-up with a student should he/she not attend at supervision meetings. There is evidence to show that those students who fully use the supervisory support provided are among those who get the highest grades for their dissertations.
- Supervisor and student should agree (a) dates for submission of draft material and (b) turnaround time for feedback on drafts.
- Generally, the supervisor will read one complete draft of each chapter, and provide detailed feedback. This may be written directly on the draft, or may be sent electronically using 'track changes'.

Extensions will only be considered in emergency situations.

- Each dissertation is double marked. The first reader reads and keeps written comments on the work. The second reader (who is also the person who has supervised the work) reads the work and confers with the first reader to agree a mark. In some cases, the external examiner may be requested to be a 3rd reader.

Further guidelines on supervision of dissertations are outlined in the Dissertation Handbook, which is on the Student Resources webpage <https://www.tudublin.ie/explore/schools-and-disciplines/business-law-and-languages/languages-law-social-sciences/current-students/>

Information on usage of Computer Facilities, Library, other Facilities

All students are issued with an email account and have access to Google Apps. Computer facilities are provided in all TU Dublin sites. Computers are currently available in Grangegorman Library and Campus. All students can install Microsoft Office 365 Education for free on up to five personal computers. For further information on how to obtain Microsoft Office 365 Education please see <https://www.tudublin.ie/media/website/tu-dublin-email-project/documents/students/GettingstartedwithOffice365-Students22072019.pdf>

TU Dublin Library holds a combined book-stock of 200,000 items and subscribes to 2,100 journals across a wide variety of subject areas. The holdings of all campus libraries are available for searching on the Millennium Online Public Access Catalogue (OPAC) which is now fully web based. Membership of the library is automatically conferred on all registered staff and students and users may use the services of the seven constituent libraries. It is likely that students will rely for most of the literature sources on the libraries at Grangegorman.

The library at Grangegorman is well stocked with relevant and up-to-date books and journals in the field of social sciences for short and long term loan. The Grangegorman Library provides study spaces, networked PCs, textbooks and other programme materials, reference works and journals to support the programmes offered by TU Dublin and to facilitate research. Information is available in many formats besides books e.g. videos, e-books and other electronic resources. Many of these can be accessed from any networked PC within the Grangegorman campus and from home (see below). The Information Desk is staffed by qualified librarians to assist users with their specific research needs.

Online Library support (in the form of library staff experts in their subjects, and training videos and guides), access to the electronic resources, and information literacy training and more details are available at <https://www.tudublin.ie/library/> and the support

pages on the library website. Study spaces and access to PCs will be available in all other city campus and Tallaght and Blanchardstown libraries and can be used by city campus students.

In common with most modern academic libraries, TU Dublin Library has invested heavily in information technology and is now actively implementing a policy of access to information via the world wide web. The library web pages at <https://www.tudublin.ie/library/cc/> is a key portal to a vast majority of its information resources. The Library web site has been specifically designed to offer users speedy access from a single location to e-journals, subject databases, international library catalogues and selected subject-based links to useful web sites.

Index to Theses and Dissertations Abstracts

Two indices are available providing access to and abstract details of Irish, UK and US research dissertations at Masters and Doctoral level.

Access to Electronic Resources from home

Registered staff and students can access library web-based material, including all subject databases, from home using an IP authentication and pin-number system.

Document Delivery Service

In keeping with library policy on access to information, the Inter Library Loan and Document Delivery service is available to all staff and students. Requests for material are transmitted electronically on a daily basis to the British Library. Material is also sourced and borrowed from other Irish academic institutions and through the various professional bodies of which the library has institutional membership.

Access to other Libraries

In addition to the literature resources available at TU Dublin students may apply for an ALCID (Academic Libraries Co-operating in Ireland) card which allows them access to libraries all over Ireland including the extensive collections in Trinity College Dublin.

Photocopying and Printing

Photocopying and printing are available in both colour and black & white in all libraries. Photocopy accounts are automatically set up on the student/library card at Registration. The student/library card must be topped up before use. This can be done in the library.

Library Opening Hours

Library opening hours vary during the academic session. PLEASE CHECK <https://www.tudublin.ie/library/cc/> BEFORE YOU VISIT.

Library Staff and Contact Details

Catherine Cooke - Head of Library Services College of Arts and Tourism

Susan Chambers – Assistant Librarian

David Forde – Library Assistant

Ralph Murphy – Library Assistant

Paul Newman– Library Assistant.

Marie Campbell – Library Assistant

Paul McMahon – Library Assistant (half-time)

Telephone: 01 402 4108

Web: <https://www.tudublin.ie/library/>

Details on E-learning support available for the Programme

Students are given a number of classroom and hands-on sessions on e-learning and research skills in the library. Tuition is offered on the use of electronic databases and the internet. Leaflets, bookmarks and guides to the various services are available.

Lecturers utilise a virtual learning environment, called Brightspace, to make class notes, presentations, and assignments available to students. Brightspace can be accessed at <https://www.tudublin.ie/connect/vle/>

The user name is your student number beginning with an uppercase letter e.g. D17123456. The password is the same as used for ICT Domain and e-mail, which initially is your date of birth in ddmmYYYY format, as shown on your Student ID card (e.g. 31 January 1992 is 31011992).

All students need to self-enrol for registered modules on the Brightspace system. For an information tutorial on how to self-enrol please see:

<https://www.tudublin.ie/connect/vle/brightspace-for-students/bitesized-brightspace-student-guides/>

TU Dublin also utilises a web-based system, called Turnitin, to test student assignments for plagiarism.

Communication Arrangements for the Programme

The main medium for communication with students is the student's TU Dublin email account. For further information on TU Dublin email please see <https://www.tudublin.ie/for-students/student-login/>

In addition to email, programme announcements and events are also publicised on the Social Sciences Facebook page <https://www.facebook.com/SocialSciencesandlaw/>.

Health and Safety

The general provisions of the Safety, Health and Welfare at Work Act 2005 impose a duty on all employers to ensure, as far as is reasonably practicable, the safety of their employees at work by maintaining safe plant, safe systems of work, and safe premises, and also by ensuring adequate instruction, training and supervision. The Institute is also bound by the Act to ensure the safety of all other persons, who (though not employees) may be affected by the Institute's work activities. TU Dublin is required under the provisions of the 2005 Act to bring to the attention of all employees and students a statement of its policy, organisation and arrangements with respect to health and safety at work. TU Dublin is committed to providing and maintaining a safe learning and working environment. This will be achieved by implementing an effective safety management system through consultation and through managing and conducting work activities in such a way as to ensure the safety, health and welfare of all. More information

on health and safety can be found here: <https://www.tudublin.ie/for-students/safety-health-welfare/>

TU Dublin Student Dignity and Respect Policy

All students have a right to be treated with dignity and respect, and the Institute strives to nurture and promote a culture of tolerance which respects diversity. <https://www.tudublin.ie/media/website/policies-and-forms/student-services-and-wellbeing/TU-Dublin-Student-Dignity-and-Respect-Policy-2021.pdf>

Student Health Service

TU Dublin provides a free student health service (full time students only). More information on the student health service can be found at <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/student-health-centres/>

Mindfulness and Relaxation

Mindfulness sessions are provided at TU Dublin. To access mindfulness and relaxation resources please see <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/pastoral-care-chaplaincy/mindfulness/>

Counselling Services

TU Dublin provides a free and confidential counselling service to all students. To book an appointment with the counselling service please go to: <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/counselling-service/>

If your situation **is not an Emergency**, please do not prevent others from accessing emergency help and follow the **Appointments Booking Procedure**. Online support services can also be found at <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/counselling-service/>

ASSESSMENT AND FEEDBACK

General Schedule of Examination and Assessment

Each module contains a variety of continuous assessments which are scheduled throughout the relevant semester. An assessment schedule which outlines the submission dates for all assessments is provided to students when they commence the academic year in September.

Classification of Grades

- A first class honour will be awarded to those who meet all of the assessment criteria by demonstrating comprehensive knowledge and critical and creative thought with some original thinking.
- A second class honour (Upper Division) will be awarded to those who meet all of the assessment criteria by demonstrating in-depth knowledge and critical and creative thought.
- A second class honour (Lower Division) will be awarded to those who meet the assessment criteria by demonstrating a good level of knowledge on the subject matter and some evidence of critical and creative thinking.
- A pass award will be given to those who meet the assessment criteria by demonstrating a satisfactory level of knowledge on the subject matter and limited evidence of critical and creative thinking.
- Students will fail if the assessment criteria are not satisfactorily met, if work is not submitted, or there is evidence of plagiarism.

Table Three: Classification for the MA in Child, Family and Community Studies

Average Mark Band	Nature of Achievement	Classification
≥ 70%	Excellent Performance	First Class Honours
60–69%	Very Good Performance	Second Class Honours, Upper Division
50–59%	Good Performance	Second Class Honours, Lower Division
40–49%	Satisfactory Performance	Pass

Table Four: Classification for Postgraduate Diploma in Child, Family and Community Studies

Average Mark Band	Nature of Achievement	Classification
≥ 70%	Excellent Performance	Distinction
60–69%	Very Good Performance	Merit, Upper Division
50–59%	Good Performance	Merit, Lower Division
40–49%	Satisfactory Performance	Pass

Regulation for Progression through the Programme

Modules are assessed in accordance with the TU Dublin General Assessment Regulations. Students must attain a pass mark (or pass by compensation) in all taught modules before progressing to the dissertation. Where a student does not achieve a pass mark or pass by compensation they will be required to take a supplementary assessment. Where the module is passed at second or subsequent assessment attempts, the mark awarded will be 40%. Additionally, there is a requirement to meet the pass mark (40%) in the dissertation in order to be awarded the degree of MA. It is not permitted to pass the dissertation by compensating with marks from the taught modules.

Students who do not wish to pursue the programme to Masters level (or who for whatever reason fail to achieve a pass mark in the dissertation) may opt to be awarded the Postgraduate Diploma in Child, Family and Community Studies after the completion of 60 ECTS credits of coursework. Students who exit with a Post-Graduate Diploma (having completed all taught modules) shall not be eligible to re-present for admission to the MA programme.

Submission Guidelines for Assessments

All pieces of continuous assessment must be submitted by the due date in the way requested by the lecturer (i.e. paper, electronically or both). Students must save and retain a copy of all submitted continuous assessment work. All continuous assessment should be submitted to the relevant lecturer or tutor and not to the General Office. Any extensions granted in exceptional circumstances must be approved, in writing, by the

class tutor or lecturer. Where an assignment has not been submitted by the due date, it may not be considered until the Autumn sitting of the Examination Board. Students must not submit the same material in more than one assignment.

Guidelines for Writing Academic Assignments and Authenticating Student Work

Guidelines for writing academic assignments are provided on the Social Sciences website at:

<https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/social-sciences-law-and-education/current-students/>

An academic writing session is provided to all students on the programme. Students can also seek further assistance with writing assignments at the Academic Writing & Learning Centre:

<https://www.tudublin.ie/for-students/student-services-and-support/academic-support/awlc/>

Social Sciences Policy Statement on Plagiarism Prevention

To plagiarise is to pass off the thoughts, writings, work of another as one's own. For example, inserting extracts from a textbook into one's essay, without acknowledging the source; buying an essay off the internet and submitting it as your own.

Plagiarism is a serious matter and is specifically listed as a breach of the [University's General Assessment Regulations](#):

<https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/city-student-assessment-regulations/general-assessment-regulations/>

More information on the principles and policies regarding academic integrity can be found here:

<https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/academic-integrity/>

Preventive Measures

Social Sciences academic staff will follow a number of proactive prevention measures. The purpose of these actions is to assist students to avoid plagiarism by learning to write and reference correctly. These measures include

1. Students can contact lecturers directly for guidance when preparing assignments and are encouraged to seek help with academic writing.
2. Lecturers will point out areas for improvement of referencing in their feedback.

3. A requirement that students submit original material for each assignment.

Academic Integrity in TU Dublin

TU Dublin is committed to promote a culture amongst staff and students to uphold academic integrity. At its most basic academic integrity is about being honest and moral in an academic setting. To adhere to this means that we, as a university community, can have confidence in the high quality of our teaching, learning, assessment, and associated supports.

You will be aware of artificial intelligence (AI) systems and essay mills that purport to “do the work for you”. Before you decide to rely on these systems, pause and reflect! The use in part or entirely of such systems to produce any assessment and coursework is considered by TU Dublin to be a serious breach of academic integrity.

TU Dublin has developed resources for both students and staff on the topic of academic integrity which you are encouraged to explore to increase awareness of your responsibilities.

The University has installed a self-directed learning programme on Academic Integrity that you are required to complete. You will find the module on your individual page in the Brightspace Virtual Learning Environment (VLE) by searching for academic integrity. When you sign the Student Declaration you are acknowledging your responsibility to undertake this module and to refrain from engaging in practices that breach academic conduct.

This academic term will see the introduction of a university-wide Academic Misconduct Score Card which will be used by academic members of staff where suspected instances of academic misconduct occur. Please note that instances of academic misconduct, once proven, will result in sanctions that may include suspension, or the withdrawal of an academic award (i.e. your degree).

Please note that there are academic supports provided by the University (<https://www.tudublin.ie/for-students/student-services-and-support/academic-support/>).

Assessment serves several purposes at TU Dublin: as well as assuring us that YOU have achieved the required learning outcomes and the associated professional standards of the programme, assessments are also used to provide both you and the university with feedback on your learning progress and where necessary to put in place the additional supports or resources.

Such an aspiration is not without its challenges in the face of sophisticated, accessible and low-cost cheating services. However, if we are to have confidence in programme development, monitoring and review, assessment, teaching and learning methodologies, feedback mechanisms, professional development programmes for staff, supports and

training for learners, and information for external stakeholders then we all have an obligation to make academic integrity a core value of our university community. Aside from any penalties that may be imposed for breaches in academic integrity, any attempt to undermine academic integrity will result in a diminishing confidence in the value and reputation of our programmes and awards. Any conduct which contributes to this corrupts our reputation as individuals and harms the reputation of our University. Derogations to this may be granted by individual academics and programme boards in instances where the acknowledged and documented use of AI does not undermine the module or programme outcomes and is a contributory element in the learner experience. Such derogations will be provided on a case by case basis and will normally be provided in writing (usually stated on an assignment specification etc.). Any student who is in doubt about the legitimate use of AI systems, or issues of academic integrity should in the first instance, consult with their Programme Co-ordinator or individual module lecturer.

Some Examples of Academic Misconduct:

Submitting **work that has 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);

Submitting work in which the learner has included **unreferenced material taken from another source(s)** (plagiarism);

Submitting work that may be **use of a ghost writer to carry out assessed work** which is then submitted as the learner's own work;

Submitting **work that has been previously submitted** by a fellow student and claiming it to be your work;

Submitting **falsified references designed to lend credibility and authority** to your assignment as evidence of research;

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;

Sharing or selling staff or institutional intellectual property (IP) with third parties **without permission**.

Falsification of documents; and,

Improper use of technology, laboratories, or other equipment.

You can report concerns and seek guidance from your Lecturer or Programme Co-ordinator who can help you access study supports and explore options to help you to protect your academic integrity.

Assessment Regulations for the Programme and Applicable Penalties

Policy on Word Length for MA in Child, Family and Community Studies Assignments

Written assignments that exceed the stated word length will be penalised by deduction of marks using a graduated system (please see the assignment instructions for each module). Students are required to include the word count of their assignments on the cover sheet (word count excludes references and appendices). In the absence of stated penalties for specific modules, if the word limit is exceeded by more than 10% the student will lose 10 marks. If the student exceeds the word count by more than 20%, the assignment will not be graded. But students must refer to the penalties indicated in each assignment brief for each module.

Policy on Late Submission of Assignments:

Social Sciences Policy on Late Submission of Assignments

All pieces of continuous assessment must be submitted by the due date in the way requested by the lecturer (i.e. paper, electronically, Brightspace). Students must save and retain a copy of all submitted continuous assessment work. Strict penalties are applied for lateness and will be applied unless an extension has been sought and granted by the lecturer in writing. Continuous assessment submitted up to one week late will lose 10% of marks awarded (e.g. an original grade of 50% will be reduced to 40%). Work submitted up to two weeks late will lose 20% of marks awarded. After two weeks, the maximum mark available will be 40%. No work will be accepted after four weeks. This means that the student risks failing the module and may be required to undertake a repeat assignment. Extensions are only granted in exceptional circumstances. Valid reasons include bereavement, illness, an accident or other serious personal issues. Where possible these should be supported by documentary evidence. If you are experiencing problems you should inform your lecturer and tutor as soon as possible.

Policy on Recording of Lectures

Students must seek prior approval from the lecturer before using any recording devices in class. Permission may be granted to students registered with the Disability Office who use a recording device as assistive technology. Recordings of lectures are for personal study only and not for distribution to others in any form. In order to respect the right to privacy of students, the lecturer should inform the class that the lecture is being recorded, without identifying the student who is doing the recording as far as possible. Occasionally, students will not be permitted to record lectures, or parts of a lecture, when the lecturer knows that sensitive or personal issues may be discussed (examples could

include teaching in the areas of abnormal psychology; counselling skills; communication and group work skills; professional practice modules; child protection). The decision to allow or restrict recording will be at the lecturer's discretion.

Assessment Criteria for each Module

The assessment criteria focuses on the following issues:

- breadth and depth of subject knowledge;
- critical analysis of concepts and the ability to apply these concepts in a domestic and, where appropriate, international context;
- the ability to construct an argument from an array of sources and to engage in critical debate through discursive argument;
- skills of investigation, research and critical enquiry;
- skills of analytical argument and presentation.

The dissertation marking scheme is included in the dissertation handbook. All dissertations are cross-marked.

Details on how Feedback will be given from Assessments

Lecturers will provide written feedback on assessment, based on the assessment criteria, in a timely manner (not more than 4 working weeks after the submission deadline).

Procedures for Viewing Examination Scripts and for Re-checks, Re-marks and Appeals

Students are advised to familiarise themselves with information in relation to: Personal Circumstances, Rechecks, Remarks and Appeals of results. Full details of these procedures can be retrieved at:

<https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/procedures-following-publication-of-results/>

A copy of The General Assessment Regulations is available at:

<https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/city-student-assessment-regulations/general-assessment-regulations/>

Please note that specific deadlines and fees exist for requesting a re-check (within 3 days of date arranged for viewing script; €15 fee per module), a re-mark (within 5 days of date arranged for viewing script or two days after a re-check; €60 fee per module), and an appeal (within 7 days of date arranged for viewing script; fee of €75).

QUALITY ASSURANCE AND PROGRAMME MANAGEMENT

Programme Management

The programme is managed by a Programme Committee consisting of the Head of School (ex-officio), Programme Chair, tutor, staff teaching on the programme and student representatives. The Programme Chair is responsible for the co-ordination of the programme. A programme tutor provides support to the students on both academic and personal matters. Tutorial meetings between the tutor and each student are held throughout the year. Student representatives are invited to the Programme Committee meetings to report on the programme content, delivery and any concerns or issues the class may be encountering.

The programme committee is supported by an Advisory Group drawn from a wide group of agencies in the field of social sciences, related interests and the wider sector.

Programme Quality Assurance and Enhancement Procedures

With regard to results, internal and external examiners liaise on cross marking of students' work to ensure fairness, accuracy and objectivity in marking systems. A detailed written report is submitted by the External Examiner each year.

Anonymous student feedback is sought through the completion of the TU Dublin annual Quality Assurance survey form (Q6a form) on every module on the programme. Lecturing staff collate this information (Q6b form) and forward it to the Programme Chair. The Assistant Head of School also distributes a Q6c form to all students to obtain information on their experiences of the School in that year. The Programme Committee discuss this information that is gathered and make decisions on any action to be taken in a Q5 form. As per the Quality enhancement handbook, the Annual monitoring report form (Q5) is the primary mechanism to monitor programme quality and feedback from students, lecturers, external examiners and School Management. In the College of Arts and Tourism, all Q5 reports are compiled into a College Action Plan, which is presented at a meeting of the extended College Board (including all Programme Chairs). Common themes, issues are addressed, and matters that require attention at a systemic/Institute level are elevated to the appropriate forum. At School level, the actions arising from the Q5 forms are monitored and addressed by the School executive.

Programme and module enhancement is proposed at Programme Committee level and processed through Academic Council for ratification and approval.

GUIDANCE TO STUDENTS

Planning Study Programme and Study Techniques

Helpful information on study techniques, assignment skills, learning styles and mind mapping is available at: <https://www.tudublin.ie/library/cc/library-support/student-support/online-library-tutorials/study-skills/>

Section 808 in the library contains many useful resources on study skills. The Academic Writing Centre also provide a series of useful workshops throughout the year: <https://www.tudublin.ie/for-students/student-services-and-support/academic-support/awlc/>

College and Institute Support for Individual Student Needs

TU Dublin Disability Service

Every student with a disability in TU DUBLIN has access to a wide range of reasonable supports and services. These are based on each student's individual needs. Services and resources provided include learning support, assistive technology, examination accommodations, and dyslexia screening. For further information on the TU DUBLIN Disability Service please see: <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-service/>

How do I Sign up with the DIT Disability Service?

- STEP 1** Contact your Disability Support Service (DSS). Contact your Learning Support Officer to make an appointment. Go to the DSS Webpage, found below, to find your Campus Learning Support Officer (LSO). DSS Webpage with contact details can be found at: www.dit.ie/disability/contactus/
- STEP 2** Meeting your Learning Support Officer (LSO). For this meeting, please bring appropriate evidence of your disability. During this meeting we will discuss your Exam, Academic and Personal Supports.
- STEP 3** Meeting your Assistive Technology Officer (ATO). Now your ATO will contact you and a meeting is made. In this appointment we will review your Sign up form and discuss various technologies to support your academic and personal needs, if required.
- STEP 4** Disability Support Service (DSS). Congratulations you are now signed up to the DSS. This means that the appropriate supports now will be put into place.

TU Dublin International Office

The TU DUBLIN International Office provides support and assistance to International students on a variety of matters related to their arrival to the country and their academic experiences. For further information on the TU DUBLIN International Office please see: <https://www.tudublin.ie/study/international-students/>

The Chaplaincy Service organise a number of social events for International students. For further information please see <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/pastoral-care-chaplaincy/>

Relevant Student Clubs and Societies

Students enrolled on the MA in Child, Family and Community Studies programme can participate in the full range of student societies available to TU Dublin students. Information on student societies can be found on the TU Dublin Societies website <https://www.tudublin.ie/for-students/student-life/societies/> A selection of the societies and activities they provide include:

- volunteering opportunities
- training and leadership opportunities
- trips away
- student lead media/newspaper
- debating
- conferences
- guest speakers
- social nights
- drama festival
- dance contests
- intervarsities
- exhibitions

For a specific list of all available societies and their contact details please see: <https://www.tudublin.ie/for-students/student-life/societies/>

CAREER OPPORTUNITIES/TRANSFER AND PROGRESSION

Progression Opportunities within TU Dublin

The MA in Child, Family and Community Studies offers progression to programmes leading to other Masters Degrees, MPhil Degrees and Doctoral Degrees (PhD). For further information on MPhil/PhD opportunities in the School of Social Sciences, Law and Education please see lecturer profiles for research interests:

<https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/social-sciences-law-and-education/people/academic-staff/>

<https://researchprofiles.tudublin.ie/en/organisations/httpswwwtudublinieexplorefaculties-and-schoolsarts-humanitiessoci/persons/>

Interested students should email particular lecturers outlining their PhD proposals.

The Graduate Research School also has information for prospective research students:

<https://www.tudublin.ie/research-innovation/research/postgraduate-research/prospective-students/>

Details on the Career Service

TU Dublin provides an excellent career service <https://www.tudublin.ie/for-students/career-development-centre/>

FREQUENTLY ASKED QUESTIONS

For frequently asked questions on registration please see:

<https://www.tudublin.ie/study/postgraduate/>

<https://www.tudublin.ie/for-students/timetables/faqs/>

For information on how to request a college confirmation letter or get a form stamped please see: <https://www.tudublin.ie/for-students/student-services-and-support/>

For frequently asked questions please see:

On disabilities please see:

<https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-service/>

For further information how to submit a personal circumstances form please see: <https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/extenuating-circumstances/>

For further information on deferring/withdrawing from the course please see: <https://www.tudublin.ie/for-students/student-services-and-support/withdrawing-from-your-programme/>

For frequently asked questions on accessing official results from the Exams Office please see:

<https://www.tudublin.ie/for-students/student-services-and-support/examinations/>

For frequently asked questions on graduation please see:

<https://www.tudublin.ie/for-students/student-services-and-support/examinations/>

For frequently asked questions on PhD study please see:

<https://www.tudublin.ie/research-innovation/research/postgraduate-research/>

For frequently asked questions and further resources on career development please see: <https://www.tudublin.ie/for-students/career-development-centre/>