



# **STUDENT HANDBOOK**

## **MA in Child, Family and Community Studies (TU391/TU392)**



**School of Social Sciences, Law and Education**

**Technological University Dublin  
(City Campus)**

**2023-2024**

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## **Welcome to the MA in Child, Family and Community Studies, School of Social Sciences, Law and Education**

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 post-graduate 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. Niall Hanlon, Programme Chair

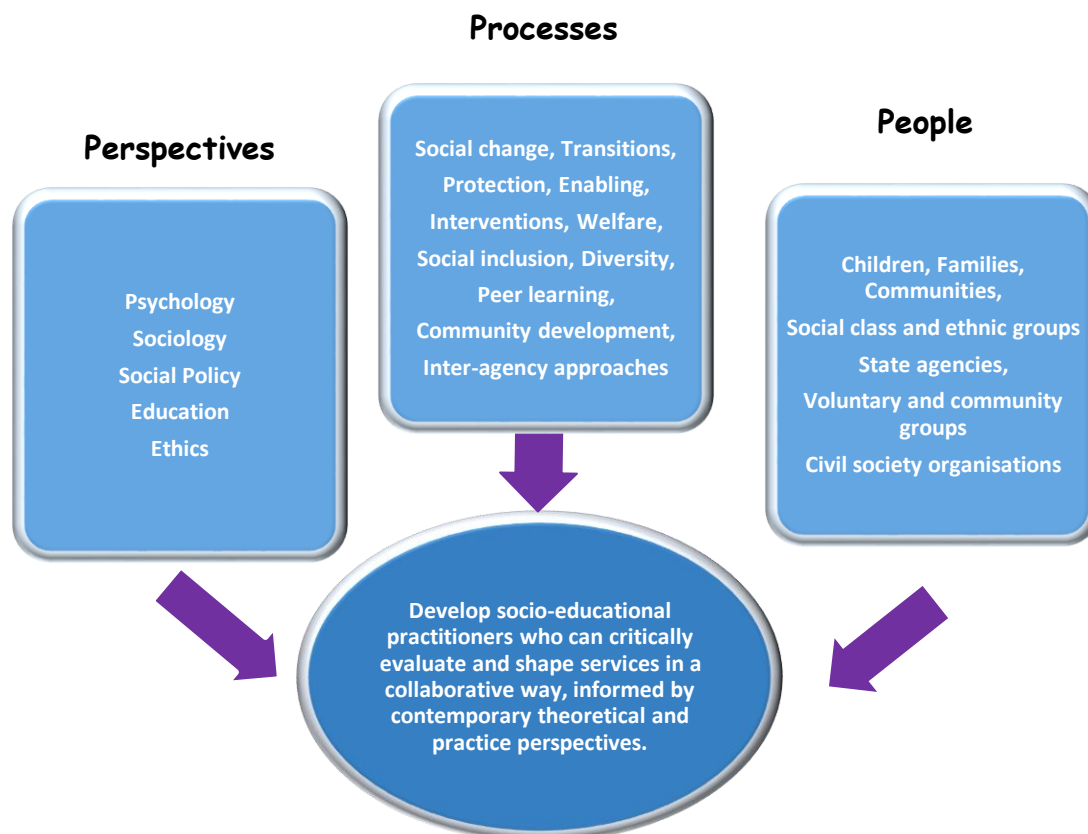
## **General Overview of Programme**

### **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.

# Master of Arts in Child, Family and Community Studies 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 21<sup>st</sup> 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
- Youth offending & youth justice perspectives
- Risk, protection and resilience of children and vulnerable adults
- Masculinities, care and equality
- Social entrepreneurship
- Deviance, Punishment and Social Control in Modern Ireland

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

| Module  | ECTS | Class Contact Hours | Independent Learning Hours | Assessment  | Total Hours |
|---|------|---------------------|----------------------------|---|-------------|
| <b>Core Modules</b>   |      |                     |                            |   |             |
| Perspectives on child, family and community                       | 10   | 24                  | 176                        | Essay: 50%<br>Essay: 50%                                | 200         |
| Equality, Diversity, and Intercultural Practice                   | 10   | 24                  | 176                        | Essay: 50%<br>Policy Assignment: 50%                    | 200         |
| Transitions across the lifespan                                   | 10   | 24                  | 176                        | Essay: 40%<br>Open Book Exam: 60%                       | 200         |
| Management Issues in Child, Family and Community Work             | 10   | 24                  | 176                        | Case Study: 50%<br>Report: 50%                          | 200         |
| Research methods and dissertation                                 | 30   | 24                  | 576                        | Research Proposal and Dissertation: 100%                | 600         |
| <b>Optional Modules (x2)</b>                                      |      |                     |                            |   |             |
| Contemporary issues in the early years                            | 10   | 24                  | 176                        | Assignment: 50%<br>Assignment: 50%                      | 200         |
| Interventions in child and adolescent mental health               | 10   | 24                  | 176                        | Report: 30%<br>Essay: 70%                               | 200         |
| Perspectives on ageing (Not currently running)                    | 10   | 24                  | 176                        | Presentation:30%<br>Essay: 70%                          | 200         |
| Risk, protection and resilience of children and vulnerable adults | 10   | 24                  | 176                        | Presentation: 30%<br>Essay: 70%                         | 200         |
| Youth offending and youth justice perspectives                    | 10   | 24                  | 176                        | Presentation:10%<br>Online blog: 10%<br>Assignment: 80% | 200         |
| Intergenerational practice and learning (Not currently running)   | 10   | 24                  | 176                        | Presentation: 50%<br>Report: 50%                        | 200         |

|   |    |    |     |   |             |
|---|----|----|-----|---|-------------|
| Masculinities, care and equality                          | 10 | 24 | 176 | Facilitation of group discussion and participation in peer assessment activities (pass/fail)<br>Academic paper (100%) | 200         |
| Social entrepreneurship                                   | 10 | 24 | 176 | Facilitation of Group Discussion (pass/fail)<br>Social Enterprise Project (70%)<br>Project Presentation (30%)         | 200         |
| Deviance, Punishment and Social Control in Modern Ireland | 10 | 24 | 176 | Essay: 50%<br>Essay: 50%  | 200         |
| <b>Total</b>  | 90 |    |     |   | <b>1800</b> |

### **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, 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.
- 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/studentwellbeing/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/currentstudents/student-services--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   |
| Mature Students               | <a href="https://www.tudublin.ie/open/mature-students/">https://www.tudublin.ie/open/mature-students/</a> |

## 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 TUDublin 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](mailto: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. Niall Hanlon (Programme Chair), Dr. Kevin Lalor (Head of Discipline, Social Sciences), Dr. Aisling Costello (Programme Tutor), Dr. Cormac Behan, Dr. Fiona McSweeney, Ms. Mary Delany, Ms. Margaret Fingleton, Ms. Martina Ozonyia, Dr. Mairead Seymour, Dr. David Williams, Dr. Anne Marie Shier, Mr. Jan Pettersen, Ms Judy McEvoy, Dr. Paddy Dolan, and Dr. Katarina Filipovic.

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.

**Dr. Niall Hanlon's** teaching and research underline the interdisciplinary, sociological, and critical study of care theory and practice. Emphasizing the importance of human rights and a social justice approach to care, he is especially interested in affective equality in personal and professional relationships. His research and teaching have focused on men, masculinities and caring, emotional labour, care policy, practice, and pedagogy as well as equality in everyday social life, intimate and professional relationships. Niall is the author of *Masculinities, Care and Equality; identity and nurture in men's lives* (Palgrave, 2012).

**Dr. 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'.

**Dr. 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 15<sup>th</sup> ISPCAN European conference on child abuse and neglect, The Hague, 2017.

**Ms. Mary Delany** has presented a piece of research on ‘The value of Undergraduate Research to the practice of the ECCE educator’ at the European Early Childhood Education Research Association (EECERA) conference in Bologna Italy in August 2017. She is currently a candidate on the Doctorate in Childhood Studies in Queens University, Belfast.

**Ms. Margaret Fingleton’s** interests are therapeutic interventions, professional practice, social justice, animal assisted therapy and migrants in higher education. She has worked in a broad range of Social Care settings, both statutory and voluntary. She is currently a PhD candidate researching the area of migrant experiences of higher education and social care. She is an active member of IASCE and has been on the SCI Conference committee since 2015.

**Dr. Fiona Mc Sweeney’s** research focuses on higher education and professional education in social care. She is also interested in research methodologies, students’ experiences of higher education and policy discourses. She has published *Learning for Work: Social Identities and Professional Education in Social Care*, edited *Designing and Conducting Research in Social Science, Health and Social Care* and peer-reviewed articles relating to social care education. She is the founding editor of the *Journal of Social Care*.

**Dr. Mairéad Seymour’s** teaching and research interests include youth crime and justice, community disposals, offender compliance, reintegration, restorative justice and comparative criminal justice. Her book, *Youth Justice in Context: Community, Compliance and Young People* (Routledge 2013), explores the notion of compliance in relation to offender supervision in comparative jurisdictions and from the perspectives of young people and the youth justice professionals who supervise them.

**Mr. 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.

**Dr. Cormac Behan’s** research interests include penal history, prisoners’ rights, comparative penology, prison education and historical criminology. His book, *Citizen Convicts: Prisoners, Politics and the Vote* was published by Manchester University Press in 2014. He has authored several publications on punishment and citizenship, and education in prison.

**Ms. 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.

**Dr. Paddy Dolan** is a Senior Lecturer in Sociology at Technological University Dublin. His research interests include figurational sociology, sport, childhood, emotions, organisational change 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.

**Ms. Katarina Filipovic'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.

**Staff may be e-mailed using the following format: [forename.surname@tudublin.ie](mailto:forename.surname@tudublin.ie)**

Detailed biographies of staff can be found on the School website: <https://www.tudublin.ie/explore/schools-and-disciplines/business-law-and-languages/languages-law-social-sciences/>

### 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](mailto: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 | <a href="mailto:Kevin.Lalor@tudublin.ie">Kevin.Lalor@tudublin.ie</a>               | 01 2205449 |
| Dr. Niall Hanlon       | Programme Chair and Lecturer                 | Grangegorman East Quad, Room 216 | <a href="mailto:Niall.Hanlon@tudublin.ie">Niall.Hanlon@tudublin.ie</a>             | 01-2205762 |
| Dr. Cormac Behan       | Lecturer                                     | Grangegorman East Quad, Room 216 | <a href="mailto:Cormac.Behan@tudublin.ie">Cormac.Behan@tudublin.ie</a>             | 01-2205762 |
| Ms. Mary Delany        | Assistant Lecturer                           | Grangegorman East Quad, Room 216 | <a href="mailto:Mary.Delany@tudublin.ie">Mary.Delany@tudublin.ie</a>               | 01-2205760 |
| Ms. Margaret Fingleton | Lecturer                                     | Grangegorman East Quad, Room 216 | <a href="mailto:Margaret.Fingleton@tudublin.ie">Margaret.Fingleton@tudublin.ie</a> | 01-2205464 |
| Dr. Aisling Costello   | Lecturer Programme Tutor                     | Grangegorman East Quad           | <a href="mailto:aisling.costello@tudublin.ie">aisling.costello@tudublin.ie</a>     | 01 2208114 |

|                        |                    |                                  |  |            |
|------------------------|--------------------|----------------------------------|--|------------|
| Dr. Fiona McSweeney    | Senior Lecturer    | Grangegorman East Quad, Room 216 | <a href="mailto:Fiona.mcsweeney@tudublin.ie">Fiona.mcsweeney@tudublin.ie</a>       | 01-2205469 |
| Ms. Martina Ozonyia    | Assistant Lecturer | Grangegorman East Quad, Room 216 | <a href="mailto:Martina.Ozonyia@tudublin.ie">Martina.Ozonyia@tudublin.ie</a>       | 01-2205472 |
| Mr. Jan Pettersen      | Lecturer           | Grangegorman East Quad, Room 216 | <a href="mailto:Jan.Pettersen@tudublin.ie">Jan.Pettersen@tudublin.ie</a>           | 01-2205475 |
| Dr. Mairéad Seymour    | Senior Lecturer    | Grangegorman East Quad, Room 216 | <a href="mailto:Mairead.Seymour@tudublin.ie">Mairead.Seymour@tudublin.ie</a>       | 01-2205473 |
| Judy McAvoy            | Assistant Lecturer | Grangegorman East Quad, Room 216 | <a href="mailto:judy.mcavoy@tudublin.ie">judy.mcavoy@tudublin.ie</a>               | 01-2205762 |
| Ms. Katarina Filipovic | Assistant Lecturer | East Quad, Grangegorman EQ-210   | <a href="mailto:katarina.filipovic@tudublin.ie">katarina.filipovic@tudublin.ie</a> |            |

## 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/media/website/explore/university-calendar/AcademicCalendar-2021-22-Public-View-Revised.pdf>

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 TUDublin 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                |
| <b>Module Title</b> | Perspectives on Child, Family and Community |                              |            |              |              |                  |

|                            |                                    |
|----------------------------|------------------------------------|
| <b>School Responsible:</b> | Languages, Law and Social Sciences |
|----------------------------|------------------------------------|

|   |
|---|
| <b>Module Overview:</b>   |
| <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> |

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

|  |
|--|
| <b>Indicative Syllabus:</b>  |
| 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.

|   |     |
|---|-----|
| <b>Total Teaching Contact Hours</b>       | 24  |
| <b>Total Self-Directed Learning Hours</b> | 176 |

**Module Delivery Duration:**

Two hours over one semester

**Assessment**

| <b>Assessment Type</b>  | <b>Weighting (%)</b> | <b>LO Assessment (No.)</b> |
|---|----------------------|----------------------------|
| An essay will require the student to apply some of the key concepts examined to relevant issues in Irish society. | 50%                  | LO 1-8                     |
| Remote open book exam, emailed to students, and students return their answer papers within specified time.        | 50%                  | 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.**

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

- Canavan, J., Pinkerton, J. & Dolan, P. (2016). *Understanding family support, policy, practice and theory*. London: 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*. Dublin: 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*. Abingdon, Oxon: Routledge.
- Dukelow, F. & Considine, M. (2017). *Irish social policy - a critical introduction*. (2nd ed.) Bristol, UK: 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](http://www.familyplatform.eu)
- Gallagher, C. (2008). *The community life of older people in Ireland*. Oxford: Peter Lang.
- Gray, J., Geraghty, R. & Ralph, D. (2016). *Family rhythms - the changing textures of family life in Ireland*. Manchester, UK: Manchester University Press.
- Hourigan, N. (Ed). (2011). *Understanding Limerick – social exclusion and change*. Cork, Ireland: Cork University Press.
- Moss, P. (2015). There are alternatives! Contestation and hope in early childhood education. *Global Studies of Childhood*, Vol.5, No. 3, September, 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*. Dublin: Gill & Macmillan.

|                          |                |                                   |   |
|--------------------------|----------------|-----------------------------------|---|
| <b>Version No:</b>       |                | <b>Amended By</b>                 | Dr. Carmel Gallagher and Anne Fitzpatrick |
| <b>Commencement Date</b> | September 2018 | <b>Associated Programme Codes</b> | 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)# |
|---------------------|---------------------------------|------------------------------|------------|--------------|--------------|------------------|
| CFCS9002            |                                 |                              |            |              | 10           | 9                |
| <b>Module Title</b> | Transitions Across the Lifespan |                              |            |              |              |                  |

|                            |                                    |
|----------------------------|------------------------------------|
| <b>School Responsible:</b> | Languages, Law and Social Sciences |
|----------------------------|------------------------------------|

|   |
|---|
| <b>Module Overview:</b>   |
| <p>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).</p> |

|  |  |
|--|--|
| <b>Learning Outcomes (LO):</b>                             |  |
| On completion of this module, the learner will be able to: |  |
| <b>1</b>   | 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; |
| <b>2</b>   | Outline and discuss the key issues related to a lifespan perspective on human development  |
| <b>3</b>   | Compare and contrast the processes involved in experiences of and adjustment to both <i>normative</i> and <i>non-normative</i> transitions;  |
| <b>4</b>   | Discuss key factors facilitating or hindering positive adjustment to transitions with reference to concepts of risk and resilience;  |
| <b>5</b>   | Critically reflect on the potential for cultural contexts and gender to impact on adaptation to transitions across the lifespan  |
| <b>6</b>   | Discuss the contexts within which transitions may be anchored and demonstrate knowledge of how context may mediate adjustment to transition;   |
| <b>7</b>   | Demonstrate an understanding of the importance of appropriate supports to individuals negotiating transitions across the life course.  |
| <b>8</b>   | 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.

|   |     |
|---|-----|
| <b>Total Teaching Contact Hours</b>       | 24  |
| <b>Total Self-Directed Learning Hours</b> | 176 |

**Module Delivery Duration:**

Two hours over one semester

**Assessment**

| <b>Assessment Type</b>  | <b>Weighting (%)</b> | <b>LO Assessment (No.)</b> |
|---|----------------------|----------------------------|
| 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). Boston: Allyn & Bacon.
- Arnett, Jeffrey J. (2014). *Emerging adulthood: The winding road from the late teens through the twenties*. New York: 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). Boston: Allyn & Bacon
- Coleman, P. & O'Hanlon, A. (2017). *Aging and Development: Social and Emotional Perspectives*. 2<sup>nd</sup> edition. Abingdon. Routledge
- Goodman, J., Schlossberg, N.K., & Anderson, M.L. (2011). *Counseling adults in transition*. New York: Springer.
- Hendry, L. B. (2015). *Developmental Transitions across the Lifespan*. London: Psychology Press.
- Hendry, L. B. and Kloep, M. (2012) *Adolescence and adulthood: transitions and transformations*. Basingstoke: Palgrave Macmillan.
- Mayseless, 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*. Vol 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*. Vol 11, 60-77.
- Sugarman, L. (2001). *Life-Span Development, Frameworks, Accounts and Strategies*. Second Edition. Psychology Press: USA.
- Miller, T. (Ed.) (2010). *Handbook of stressful transitions across the lifespan*. New York. Springer.
- Shulman, Laursen, and Dickson (2014). Gender Differences in the Spillover Between Romantic Experiences, Work Experiences, and Individual Adjustment Across Emerging Adulthood. *Emerging Adulthood*, Vol 2(1), 36-47

|                          |                |                                   |  |
|--------------------------|----------------|-----------------------------------|--|
| <b>Version No:</b>       |                | <b>Amended By</b>                 | Dr. Ann Marie Halpenny & Dr. Dorit Deering |
| <b>Commencement Date</b> | September 2018 | <b>Associated Programme Codes</b> | 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                |
| <b>Module Title</b>        | Management Issues in Child, Family and Community Work |                              |            |              |              |                  |
| <b>School Responsible:</b> | Languages, Law and Social Sciences                    |                              |            |              |              |                  |

**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

|          |   |
|----------|---|
| <b>1</b> | Critically appraise concepts and models relevant to the organisational structure of child, family and community services. |
| <b>2</b> | Explain and apply concepts related to staff development, supervision and mentoring.                                       |
| <b>3</b> | Develop ideas about leadership in the care and education sectors.   |
| <b>4</b> | Explain and apply concepts related to different types of evaluation   |
| <b>5</b> | Identify key stakeholders and broad national and local policy context shaping their organisation/sector.                  |
| <b>6</b> | Develop ideas about how they can empower, support and lead others in their role as practitioners or managers.             |
| <b>7</b> | Develop an understanding of learning organisations in the context of child, family and community services                 |
| <b>8</b> | Reflect on personal and organisational strategies to respond effectively to changes and challenges in their own agencies. |
| <b>9</b> | 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.

|   |     |
|---|-----|
| <b>Total Teaching Contact Hours</b>       | 24  |
| <b>Total Self-Directed Learning Hours</b> | 176 |

**Module Delivery Duration:**

One semester

**Assessment**

| <b>Assessment Type</b>   | <b>Weighting (%)</b> | <b>LO Assessment (No.)</b> |
|--|----------------------|----------------------------|
| Case Study (2,500 words)                                       | 50                   | 1,4,7                      |
| Reflective Report (2,500 words)                                | 50                   | 2,3,5,6                    |
| <b>Module Specific Assessment Arrangements (if applicable)</b> |                      |                            |
| (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 (2<sup>nd</sup> Ed)*. London: Sage Publications

Brockbank, A. & McGill, I. (2012). *Facilitating reflective learning: coaching, mentoring and supervision (2<sup>nd</sup> ed.)*. London: 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*. Dublin: Gill Education.

Harvey, B. (2008). *Working for change: a guide to influencing policy in Ireland*. Dublin: 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*. Tampere. University of Tampere.

McKian S., Simons, J. (Eds). (2013). *Leading, Managing, Caring: Understanding leadership and Management in Health and Social Care*. Oxford. Routledge.

Martin, V. Charlesworth, J. Henderson, E. (2010). *Managing in health and social care*. New York. Routledge.

Moloney, M. & Petterson, J. (2017). *Early childhood education management*. UK: Routledge.

Phan, P; Kickul, J; Bacq, S; Nordqvist, M. (Eds) (2014). *Theory and empirical research in social entrepreneurship*. Cheltenham: Edgar Edward

Tupper, F., Cawsey, G. & Inglos, C. (2016). *Organisational Change: An Action-Oriented Toolkit*. (3<sup>rd</sup> ed.). London: Sage Publications.

See further :

- <http://www.effectiveservices.org/>
- <http://youngballymun.org/home/>

|                          |                |                                   |                              |
|--------------------------|----------------|-----------------------------------|------------------------------|
| <b>Version No:</b>       |                | <b>Amended By</b>                 | Carmel Gallagher, Judy Doyle |
| <b>Commencement Date</b> | September 2018 | <b>Associated Programme Codes</b> | 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                |
| <b>Module Title</b>        | Equality, Diversity, and Intercultural Practice |                              |            |              |              |                  |
| <b>School Responsible:</b> | Law, Languages and Social Sciences              |                              |            |              |              |                  |

#### 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 inter-culturalism 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

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**

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.

|                                     |    |
|-------------------------------------|----|
| <b>Total Teaching Contact Hours</b> | 24 |
|-------------------------------------|----|

|   |     |
|---|-----|
| <b>Total Self-Directed Learning Hours</b> | 176 |
|---|-----|

**Module Delivery Duration:**

The module is delivered over one semester.

**Assessment**

| <b>Assessment Type</b>   | <b>Weighting (%)</b> | <b>LO Assessment (No.)</b> |
|--|----------------------|----------------------------|
| The module is assessed by means of two continuous assessments.<br>Part one of the module will be assessed through a traditional essay.<br>Part two of the module will be assessed through a critical analysis of intercultural policy and practice.  | 100%                 | 1, 2, 3, 4<br><br>5,6      |
| Essay (2,500 words)<br>Essay titles will vary from year to year. An example is:<br><br>Evaluate the strengths and limitations of critical intercultural theory and practice in promoting equality and respecting diversity in contemporary Irish society with reference to European and International political tensions and debates.    | 50%                  | 1, 2, 3, 4                 |
| Critical analysis of intercultural policy and /or practice (2,000 words)<br>Essay titles will vary from year to year. An example is:<br><br>Choose an area of socio-educational work (such as early childhood education, social care, social work, child protection and welfare, community development, and criminal justice, teaching). | 50%                  | 4, 5, 6                    |

|   |  |  |
|---|--|--|
| <p>A) Identify relevant policies governing issues of cultural diversity and equality in practice.</p> <p>B) Relate the approach to equality and diversity to critical intercultural theory and practice.</p> <p>C) Evaluate the strengths and limitations of the approach to best practice models and critical debates.</p> <p>D) Construct innovative solutions to the limitations of intercultural policy and practice in this setting.</p> |  |  |
| <b>Module Specific Assessment Arrangements (if applicable)</b>  |  |  |
| (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: Oxford University Press.

Delgado, R., Stefancic, J., & Harris, A. (2017). *Critical Race Theory (Third Edition): An Introduction*: NYU Press.

Fanning, B. (2002). *Racism and Social Change in the Republic of Ireland*. Manchester and New York: 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 and New York: 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 Publications.

Healey, J. F., Stepnick, A., & O'Brien, E. (2018). *Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change*: SAGE Publications.

Inglis, T. (2007). *Global Ireland: Same Difference*: Taylor & Francis.

Jenkins, R. (2008). *Rethinking Ethnicity: arguments and explorations (Second edition ed.)*. London: Sage Publications Ltd.

Lentin, R., & Robbie, M. (Eds.). (2002). *Racism and Anti-Racism in Ireland*. Belfast: Beyond the Pale Publications.

**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

|                          |  |                                   |                  |
|--------------------------|--|-----------------------------------|------------------|
| <b>Version No:</b>       |  | <b>Amended By</b>                 | Dr. Niall Hanlon |
| <b>Commencement Date</b> |  | <b>Associated Programme Codes</b> |                  |

# 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                |
| <b>Module Title</b> | Research Methods and Dissertation |                              |            |              |              |                  |

|                           |                                    |
|---------------------------|------------------------------------|
| <b>School Responsible</b> | Languages, Law and Social Sciences |
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| <b>Module Overview:</b>   |
| This module comprises of two main sections: the Research Methods component and the Dissertation:  |
| <b>Section A: Research Methods</b><br>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.       |
| <b>Section B: Dissertation</b><br>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

|   |  |
|---|--|
| <b>Learning Outcomes (LO): Section A</b>                  |  |
| 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.

|                                      |   |
|--------------------------------------|---|
| <b>Total Teaching Contact Hours:</b> | <b>36 hours (Total)</b>   |
| 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**

| <b>Assessment Type</b>   | <b>Weighting (%)</b> | <b>LO Assessment (No.)</b> |
|--|----------------------|----------------------------|
| <b><i>Research Proposal</i></b><br><b><i>Pass/Fail Grade</i></b><br><b><i>(Prerequisite to carrying out Dissertation)</i></b><br>Students will be required to prepare a detailed research proposal. The proposal should include a clear statement of | 100%                 | 1,2,3,4,5,6                |

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| <p>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 key theoretical and methodological perspectives relevant to their research project. The work will be assessed according to following criteria:</p> <ul style="list-style-type: none"> <li>• Clarity and feasibility of the research problem defined</li> <li>• Suitability of the proposed methodology and research design</li> <li>• Coherence of the argument as presented</li> <li>• Quality of relevant preliminary research</li> </ul> |  |  |
| <b>Module Specific Assessment Arrangements (if applicable)</b>  |  |  |
| (d) Derogations from General Assessment Regulations   |  |  |
| (e) Module Assessment Thresholds  |  |  |
| (f) Special Repeat Assessment Arrangements  |  |  |

## SECTION B

|   |  |
|---|--|
| <b>Learning Outcomes (LO): Section B</b>                                      |  |
| On the successful completion of the dissertation, the learner will be able to |  |
| <b>1.</b>   | Recognize the dynamic process of the research proposal, the research process and the dissertation;                             |
| <b>2</b>  | Select and critically analyse paper and electronic-based national and international literature relevant to a research problem; |
| <b>3</b>  | Compile a critical literature review informed by multiple theoretical perspectives and research paradigms.                     |
| <b>4</b>  | Show strong evidence of using ethical principles in planning and conducting research;  |
| <b>5</b>  | Select research participants appropriate to the research question and research design;   |
| <b>6</b>  | Select research participants appropriate to the research question and research design;   |
| <b>7</b>  | Carry out data collection in accordance with principles of best research practice  |
| <b>8</b>  | Critically analyze data and present research findings;   |
| <b>9</b>  | Critically evaluate research findings within the context of the existing literature.   |
| <b>10</b>   | Write up the dissertation in accordance with the academic guidelines of the  |



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|  | Department of Social Sciences. |
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| <b>Learning and Teaching Methods: Section B</b>  |   |
| <p>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:</p> <ul style="list-style-type: none"> <li>- the candidate is using the correct academic style and approach;</li> <li>- there is required rigour, breadth and depth;</li> <li>- there is relevance and appropriate referencing;</li> <li>- the overall structure of the work is appropriate.</li> </ul> <p>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.</p> |   |
| <b>Total Teaching Contact Hours::</b>  | <b>12 hours individual supervision sessions</b> |
| <b>Total Self-Directed Learning Hours:</b>   | <b>388 hours</b>                                |

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| <b>Module Delivery Duration: Section B</b> |  |
| Semester 2 plus three months               |  |

|   |                      |                            |
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| <b>Assessment: Section B</b>  |                      |                            |
| <b>Assessment Type</b>  | <b>Weighting (%)</b> | <b>LO Assessment (No.)</b> |
| <p>Dissertation: Word length is 14,000.</p> <p>The grade awarded for the assessment will be based on achieving the following specific criteria:</p> <ul style="list-style-type: none"> <li>- Evidence of independent enquiry and originality of the overall project</li> <li>- Demonstrated in-depth knowledge of one key specialist area of study</li> <li>- Evidence of appropriate selection of research design and methods</li> <li>- Presentation of argument in a logical, comprehensive and critical manner</li> <li>- Demonstrated evidence of appropriate use of data analysis techniques</li> <li>- Use of a range of national and international, paper and electronic sources</li> <li>- Quality of writing, clarity and style of expression, layout and presentation, freedom from basic errors.</li> </ul> | 100%                 | 1 to 10                    |
| <b>Module Specific Assessment Arrangements (if applicable)</b>  |                      |                            |
| (a) Derogations from General Assessment Regulations   |                      |                            |
| (b) Module Assessment Thresholds  |                      |                            |

**Indicative Reading: Sections A & B**

- Bryman, A. (2016). *Social Research Methods*. Oxford: University Press.
- Creswell, J. (2018). *Designing and Conducting Mixed-Methods Research*. Thousand Oaks: Sage.
- Denscombe, M. (2017). *The Good Research Guide: For Small-Scale Social Research Projects*. Berkshire: Open University Press.
- Denscombe, M. (2012). *Research Proposals: A Practical Guide*, Berkshire:Open University Press.
- Gardner, P. (2005). *New directions - reading, writing and critical thinking* (2nd edition). Cambridge: Cambridge University Press.
- Hardy, M. & Bryman, A. (Eds.) (2009). *Handbook of Data Analysis*. London: Sage Publications.
- Locke, L., Silverman, S. & Waneen, S. (2009). (3rd Ed.) *Reading and understanding research*. London: Sage.
- Mukherji, P. (2018). *Research Methods in Early Childhood: An Introductory Guide*. Los Angeles: Sage.
- Nardi, P. (2018). *Doing Survey Research: A Guide to Quantitative Methods*. London: Routledge.
- Nygaard, L. (2017). *Writing your Master's Thesis*. London: Sage.
- Punch, K. (2016). *Developing Effective Research Proposals*. London. Sage.
- Roberts-Holmes, G. (2018). *Doing your Early Years Research Project: A Step by Step Guide*. London: Sage
- Robson, C. (2016). *Real World Research: Resource for Users of Social Research Methods in Applied Settings*. Hoboken, New Jersey: John Wiley & Sons
- Silverman, D. (2017). *Doing Qualitative Research: A Practice Handbook*. London: Sage.
- Wolcott, H.F. (2009). *Writing Up Qualitative Research*. London: Sage.

|                          |  |                                   |   |
|--------------------------|--|-----------------------------------|---|
| <b>Version No:</b>       |  | <b>Amended By</b>                 | Dr. Dorit Deering, Dr. Mairead Seymour & Dr. Sinead Freeman |
| <b>Commencement Date</b> |  | <b>Associated Programme Codes</b> |   |

## 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                |
| <b>Module Title</b> | Contemporary Issues in the Early Years |                              |            |              |              |                  |

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|----------------------------|---|
| <b>School Responsible:</b> | School of Languages, Law and Social Sciences. |
|----------------------------|---|

|   |
|---|
| <b>Module Overview:</b>   |
| <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> |

|   |  |
|---|--|
| <b>Learning Outcomes (LO):</b> (to be numbered)           |  |
| On completion of this module, the learner will be able to |  |
| <b>1</b>  | Critically reflect on changing concepts of childhood and their implications for practice in early years' services. |
| <b>2</b>  | Critically analyse the relationship between families/communities and early years services.                         |
| <b>3</b>  | Critically review early childhood education from a global perspective.   |
| <b>4</b>  | Analyse the concept of intergenerational learning in relation to young children's lives.                           |
| <b>5</b>  | Explore the changing role of the early years professional.   |
| <b>6</b>  | Appraise Siolta and Aistear in the light of international best practice  |
| <b>7</b>  | Critically review opportunities for supporting and enhancing equality and inclusion in early years services.       |
| <b>8</b>  | 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.

|                                     |    |
|-------------------------------------|----|
| <b>Total Teaching Contact Hours</b> | 24 |
|-------------------------------------|----|

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|---|-----|
| <b>Total Self-Directed Learning Hours</b> | 176 |
|---|-----|

**Module Delivery Duration:**

Module is delivered over one semester

**Assessment**

| <b>Assessment Type:</b> Continuous assessment | <b>Weighting (%)</b> | <b>LO Assessment (No.)</b> |
|---|----------------------|----------------------------|
| Assignment 1                                  | 50%                  | LO1-4 and 8                |
| Assignment 2                                  | 50%                  | LO5-8                      |
|   |                      |                            |

**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*. London and New York: Routledge

James, A. and James, A. (2008). *European childhoods: Cultures, politics and childhoods in Europe*. London: 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*. Milton Keynes: Palgrave Macmillan/Open University Press.

MacBlain, S., Dunn, J. & Luke, I. (2017). *Contemporary childhood*. London: Sage.

McNaughton, G. and Hughes, P. (2011). *Parents and professionals in early childhood settings*. Maidenhead, Berks: Open University Press.

OECD. (2012). *Starting Strong 111: A quality toolbox for early childhood education and care*. Geneva: OECD.

Penn, H. (2011). *Quality in early childhood services: An international perspective*. Maidenhead, Berks: Open University Press.

Tudge, J. (2008). *The everyday lives of young children: Culture, class and child rearing in diverse societies*. London: Cambridge University Press.

Woodhead, M., Dornan, P. & Murray, H. (2013). *Young lives: What inequality means for children*. Retrieved from <https://www.younglives.org.uk>

|                          |  |                                   |  |
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| <b>Version No:</b>       |  | <b>Amended By</b>                 |  |
| <b>Commencement Date</b> |  | <b>Associated Programme Codes</b> |  |

# 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.

| <b>Module Code</b>  | <b>Pre-requisite Module codes</b>                   | <b>Co-Requisite Modules code(s)</b> | <b>ISCED Code</b> | <b>Subject Code</b> | <b>ECTS Credits</b> | <b>NFQ Level (CPD)#</b> |
|---------------------|---|-------------------------------------|-------------------|---------------------|---------------------|-------------------------|
| CFCS9005            |   |                                     |                   |                     | <b>10</b>           | <b>9</b>                |
| <b>Module Title</b> | Interventions in Child and Adolescent Mental Health |                                     |                   |                     |                     |                         |

|                           |                                    |
|---------------------------|------------------------------------|
| <b>School Responsible</b> | Languages, Law and Social Sciences |
|---------------------------|------------------------------------|

**Module Overview:**

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.

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.

**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.)*. Washington, D.C.: American Psychiatric Association.
- Brown, C. (2016). *The Evidence-Based Practitioner: Applying Research to Meet Client Needs, First Edition*. Philadelphia, PA: F.A. Davis Company.
- Carr, A. (2015). *The Handbook of Child and Adolescent Clinical Psychology: a Contextual Approach*. London. Routledge.
- David, D., Lynn, S. & Montgomery, G. (2018). *Evidence-Based Psychotherapy: The State of Science and Practice*. Hoboken. 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 edn)* .New York: Guilford Press.
- Green, D. & Latchford, G. (2012). *Maximising the Benefits of Psychotherapy: A Practice-based Evidence Approach*. Chichester. John Wiley & Sons.
- Jadad, A. & Enkin, M. (2007). *Randomized Controlled Trials: Questions, Answers and Musings*. Massachusetts. Blackwell Publishing.
- Kazdin, A., Weisz J. (2017). *Evidence-based Psychotherapies for Children and Adolescents*. (3<sup>rd</sup> edn). New York : Guilford Press.
- Kerig, P., Wenar, C. & Ludlow, A. (2014). *Developmental Psychopathology*. Maidenhead, UK: McGraw-Hill.
- Luby, J. (2016). *Handbook of Preschool Mental Health: Development, Disorders, and Treatment*. 2<sup>nd</sup> ed. London. Guilford Press
- Shapiro, J. (2015). *Child and Adolescent Therapy: Science and Art*. Hoboken. 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*, Washington.

More specialised readings for each topic area will be recommended

|                          |  |                                   |   |
|--------------------------|--|-----------------------------------|---|
| <b>Version No:</b>       |  | <b>Amended By</b>                 | Dr. Dorit. W. Deering<br>& Dr. Ann Marie Halpenny |
| <b>Commencement Date</b> |  | <b>Associated Programme Codes</b> |   |



| Module Code                | Pre-requisite Module codes                     | Co-Requisite Modules code(s) | ISCED Code | Subject Code | ECTS Credits | NFQ Level (CPD)# |
|----------------------------|--|------------------------------|------------|--------------|--------------|------------------|
| CFCS9007                   |  |                              |            |              | 10           | 9                |
| <b>Module Title</b>        | Youth Offending and Youth Justice Perspectives |                              |            |              |              |                  |
| <b>School Responsible:</b> | Languages, Law and Social Sciences             |                              |            |              |              |                  |

**Module Overview:**

The module critically explores youth offending and the role of the youth justice system in responding to youth crime. The first part of the module examines the theories and constructs which underpin much of our understanding of youth crime in contemporary society. Critical consideration is given to the role of the risk factor paradigm in youth justice and the implications associated with risk categorization and assessment practices. Young people's entry and transition through youth offending pathways is also explored against the backdrop of the social and psychological circumstances of their lives from adolescence into adulthood. The second part of the module examines legal and policy approaches and responses to youth crime in Ireland and in a number of comparative and contrasting international contexts. Key aspects of the youth justice process are addressed including pre-court diversion, the courts, remand and bail, sentencing, community sanctions, and detention. Integral to this aspect of the module is an emphasis on research surrounding young people's (and where applicable their families) experiences of navigating the youth justice system.

**Learning Outcomes (LO):**

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

|          |  |
|----------|--|
| <b>1</b> | Identify and evaluate the theories and concepts which underpin explanations of youth crime in contemporary society;  |
| <b>2</b> | Critically appraise the role of the risk factor paradigm in youth justice and the implications associated with risk categorization and assessment practices; |
| <b>3</b> | Explain the complexities associated with young people's entry routes and pathways through offending behaviour;   |
| <b>4</b> | Critically analyse the development and operation of the youth justice system in the Republic of Ireland;   |
| <b>5</b> | Compare and contrast youth justice law, policy and practice in the Republic of Ireland with other jurisdictions;   |
| <b>6</b> | Evaluate the impact of youth justice policies and practices on young people who come into contact with the criminal justice system;                          |
| <b>7</b> | Apply the above using written communication and oral presentation through on and offline platforms.  |

**Indicative Syllabus:**

- Theorizing constructs of youth crime
- The role of risk in explanations and responses to youth crime
- Pathways into and out of youth crime
- Youth justice in an Irish context
- Comparative perspectives on youth justice
- Pre-court diversion and cautioning
- The Children Court and the court process
- Community sanctions
- Youth detention
- Young offenders' experiences of navigating the youth justice system: theoretical and policy implications

**Learning and Teaching Methods:**

The learning and teaching methods will include lectures, class and online discussion, assigned readings, audio-visual materials, guest lectures, and the use of the Brightspace platform.

|   |     |
|---|-----|
| <b>Total Teaching Contact Hours</b>       | 24  |
| <b>Total Self-Directed Learning Hours</b> | 176 |

**Module Delivery Duration:**

One semester

**Assessment**

| <b>Assessment Type</b>      | <b>Weighting (%)</b> | <b>LO Assessment (No.)</b> |
|-----------------------------|----------------------|----------------------------|
| Assignment (3,500 words)    | 80                   | 1,2,3,4,5,6,7.             |
| Presentation                | 10                   | 1,2,3,4,5,6,7.             |
| Online blog (300-500 words) | 10                   | 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:**

- Arthur, R. (2016). *The moral foundations of the youth justice system: Understanding the principles of the youth justice system*. Abingdon, UK: Routledge.
- Barry, M. (2006). *Youth offending in transition: The search for social recognition*. Abingdon, UK: Routledge.
- Case, S., & Haines, K. (2009). *Understanding youth crime: Risk factor research, policy and practice*. Cullompton, UK: Willan Publishing.
- Decker, S., & Marteach, N. (2017). *International handbook of juvenile justice* (2<sup>nd</sup> ed.). Cham, Switzerland: Springer International Publishing.

Goldson, B. (2014). *Re-imagining juvenile justice*. Abingdon, UK: Routledge.

Goldson, B., & Muncie, J. (2015). *Youth crime and justice*. London, UK: Sage Publications.

Grisso, T., & Schwartz, R. (2003). *Youth on trial: A developmental perspective on juvenile justice*. Chicago, IL: University of Chicago Press.

Harvey, J. (2007). *Young men in prison: Surviving and adapting to life inside*. Cullompton, UK: Willan Publishing.

Ilan, J. (2015). *Understanding street culture: Poverty, crime, youth and cool*. Basingstoke, UK: Palgrave Macmillan.

Muncie, J. (2014). *Youth and crime* (4th ed.). London, UK: Sage Publications.

Muncie, J., Hughes, G., & McLaughlin, E. (2002). *Youth justice critical readings*. London, UK: Sage Publications.

Rap, S., & Weijers, I. (2014). *The effective youth court. Juvenile justice procedures in Europe*. The Hague, Netherlands: Eleven International Publishing.

Seymour, M. (2013). *Youth justice in context: Community, compliance and young people*. Abingdon, UK: Routledge.

Sharpe, G. (2013). *Offending girls: Young women and youth justice*. Abingdon, UK: Routledge.

Smyth, P. (2017). *Working with high-risk youth: A relationship-based practice framework*. Abingdon, UK: Routledge.

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

|                          |                |                                   |                     |
|--------------------------|----------------|-----------------------------------|---------------------|
| <b>Version No:</b>       |                | <b>Amended By</b>                 | Dr. Mairead Seymour |
| <b>Commencement Date</b> | September 2018 | <b>Associated Programme Codes</b> | 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)# |
|---------------------|---|------------------------------|------------|--------------|--------------|------------------|
| CFCS9008            |   |                              |            |              | 10           | 9                |
| <b>Module Title</b> | Risk, Protection and Resilience of Children and Vulnerable Adults |                              |            |              |              |                  |

|                            |                                    |
|----------------------------|------------------------------------|
| <b>School Responsible:</b> | Languages, Law and Social Sciences |
|----------------------------|------------------------------------|

|   |
|---|
| <b>Module Overview</b>  |
| 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. |

|   |   |
|---|---|
| <b>Learning Outcomes (LO):</b>                            |   |
| On completion of this module, the learner will be able to |   |
| <b>1</b>  | 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                         |
| <b>2</b>  | 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) |
| <b>3</b>  | Analyse the critical factors relevant to inter-professional and inter-agency work   |
| <b>4</b>  | Analyse the phenomenon of domestic violence   |
| <b>5</b>  | Demonstrate an in-depth understanding of current issues in protection of children and vulnerable adults   |
| <b>6</b>  | Critically evaluate relevant concepts such as risk, protection, quality and bureaucratization   |

|  |
|--|
| <b>Indicative Syllabus:</b>  |
| The course will focus on the following areas   |
| <ul style="list-style-type: none"> <li>• Concepts such as risk, vulnerability, protection, control, thresholds, resilience</li> <li>• 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</li> <li>• Critical discussion of current issues relating to protection of children</li> </ul> |

- 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                |
| <b>Module Specific Assessment Arrangements (if applicable)</b> |               |                     |
| (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*. Dublin: HSE
- Buckley, H., Horwath, J., Whelan, S. (2006). *Framework for the Assessment of Vulnerable Children & their Families. Assessment Tool and Practice Guidance*. Dublin: Children Research Centre, Trinity College.
- Buckley, H., Whelan, S. & Holt, S. (2006). *Listen to Me! Children's Experience of Domestic Violence*. Dublin: 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*. London: 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*, doi:10.1111/cfs.12342.

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*, Vol. 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. & Tengahan, 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*, Cork, CIT Press. pp241-253

Munroe, E. (2011). *The Munro Review of Child Protection: Final Report*. UK: Stationary Office.

|                          |                |                                   |                  |
|--------------------------|----------------|-----------------------------------|------------------|
| <b>Version No:</b>       |                | <b>Amended By</b>                 | Dr Dave Williams |
| <b>Commencement Date</b> | September 2018 | <b>Associated Programme Codes</b> |                  |

# 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         |
| <b>Module Title</b>         | Masculinities, Care and Equality (Optional module) |                              |            |              |              |           |
| <b>School Responsibele:</b> | Law, Languages and Social Sciences                 |                              |            |              |              |           |

| <b>Module Overview:</b>  |
|--|
| <p>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.</p> |

| <b>Learning Outcomes (LO):</b>                            |  |
|---|--|
| On completion of this module, the learner will be able to |  |
| <b>1</b>  | Select, interpret and relate critical perspectives on masculinities and care to equality and social justice                                      |
| <b>2</b>  | Critically appraise the relationship between masculinities, care and equality  |
| <b>3</b>  | Evaluate, prescribe and justify potential solutions to problems related to gendered care relations based on empirical research or case studies   |
| <b>4</b>  | Critically reflect upon and share one's values, attitudes and informed opinions about care and gender relations sensitively in group discussions |
| <b>5</b>  | Initiate dialogue and facilitate open group discussion of critical issues in care and gender relations   |

| <b>Indicative Syllabus:</b>   |
|---|
| <ol style="list-style-type: none"> <li>1. Module Overview and Introduction<br/><u>Part One: Perspectives</u></li> <li>2. Perspectives on Masculinities</li> </ol> |

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.

|   |     |
|---|-----|
| <b>Total Teaching Contact Hours</b>       | 24  |
| <b>Total Self-Directed Learning Hours</b> | 176 |

### **Module Delivery Duration:**

Two hours over one semester

### **Assessment**

| <b>Assessment Type</b>  | <b>Weighting (%)</b> | <b>LO Assessment (No.)</b> |
|---|----------------------|----------------------------|
| 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.). Hampshire, New York: Palgrave.
- Bowlby, S., McKie, L., & Gregory, S. (2009). *Care and Interdependency Across the Lifecourse*: Taylor and Francis.
- Brechin, A., Walmsley, J., Katz, J., & Peace, S. (1998). *Care Matters: Concepts, Practice and Research in Health and Social Care*. London: Sage.
- Connell, R. W. (2005). *Masculinities* (2nd ed.). Cambridge: Polity Press.
- Fine, M. (2006). *A Caring Society? Care and the Dilemmas of Human Services in the 21st Century*. Houndmills: Palgrave.
- Lynch, K., Baker, J., Walsh, J., & Lyons, M. (Eds.). (2009). *Affective Equality: Who Cares? Love, Care and Injustice*. London: Palgrave Macmillan.

#### 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. doi:10.1111/eulj.12033
- 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. doi:10.1352/1934-9556-50.3.261

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

|                          |   |                                   |                  |
|--------------------------|---|-----------------------------------|------------------|
| <b>Version No:</b>       | 1 | <b>Amended By</b>                 | Dr. Niall Hanlon |
| <b>Commencement Date</b> |   | <b>Associated Programme Codes</b> |                  |

# 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         |
| <b>Module Title</b>        | Social Entrepreneurship            |                              |            |              |              |           |
| <b>School Responsible:</b> | 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

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

|   |     |
|---|-----|
| <b>Total Teaching Contact Hours</b>       | 24  |
| <b>Total Self-Directed Learning Hours</b> | 176 |

**Module Delivery Duration:**

Two hours per week over one semester

| <b>Assessment</b>                |                      |                            |
|----------------------------------|----------------------|----------------------------|
| <b>Assessment Type</b>           | <b>Weighting (%)</b> | <b>LO Assessment (No.)</b> |
| Facilitation of Group Discussion | Pass/ Fail           | 1-2                        |
| Social Enterprise Project        | 70%                  | 6-9                        |
| Project Presentation             | 30%                  | 3-5                        |
|                                  |                      |                            |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
| <b>Module Specific Assessment Arrangements (if applicable)</b> |  |  |
| (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*. Oxen. Routledge

**Supplemental Reading:**

**Books:**

Bridge, Simon, Brendan Murtagh and Ken O'Neill. (2013). *Understanding the Social Economy and the Third Sector*. London. Palgrave Macmillan.

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

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

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

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

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

**Web references, journals and other:**

**Journal Articles and Policy Review:**

Sassmannshausen, S. P. and 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. and 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. and 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](http://www.futurelearn.com/courses/entrepreneurship-in-nonprofits)

[www.socent.ie](http://www.socent.ie)

[www.pobal.ie](http://www.pobal.ie)

|                          |              |                                   |                                   |
|--------------------------|--------------|-----------------------------------|-----------------------------------|
| <b>Version No:</b>       | 4            | <b>Amended By</b>                 | Jan Pettersen<br>Anne Marie Shire |
| <b>Commencement Date</b> | January 2021 | <b>Associated Programme Codes</b> | DT9016<br>(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.

| Module Code                | Pre-requisite Module codes                                | Co-Requisite Modules code(s) | ISCED Code | Subject Code | ECTS Credits | NFQ Level (CPD)# |
|----------------------------|---|------------------------------|------------|--------------|--------------|------------------|
|                            |   |                              |            |              | 10           | 9                |
| <b>Module Title</b>        | Deviance, Punishment and Social Control in Modern Ireland |                              |            |              |              |                  |
| <b>School Responsible:</b> | Social Sciences, Law and Education                        |                              |            |              |              |                  |

**TÁ LEAGAN GAELIGE DEN FHOIRM SEO AR FÁIL / AN IRISH LANGUAGE  
VERSION OF THIS FORM IS AVAILABLE**

| <b>Module Overview:</b>   |  |
|---|--|
| <p>In this section a brief description of the general rationale for, and purpose of, the module should be provided, indicating at whom the module is aimed and if, for example, it is an introductory, basic, intermediate or advanced module. This section should also include if there are discrete module elements/components.</p> <p>This is an optional module for postgraduate students studying on one of the following programmes in the School of Languages, Law and Social Sciences: MA in Criminology; MA in Social Care Leadership and Management, MA in Child, Family and Community Studies and MA in Mentoring, Management &amp; Leadership in the Early Years.</p> <p>The module will examine the treatment by the state and society of those confined in care and custody in 20<sup>th</sup> Century Ireland. This will include the treatment of people in institutions such as psychiatric hospitals, Magdalene homes, Mother and Baby homes, borstal, reformatories, industrial schools and prisons. While each of these had different objectives, they tended to disproportionately contain the poor, the powerless, the vulnerable and marginalised in Irish society.</p> <p>In institutions of care, research indicates that in many cases, there was a marked difference between the professed moral and noble intentions of those who ran these institutions and how people sent there experienced them. At times, social policy took on a penal tone. The module considers ways in which certain groups, or behaviours acquired labels, values and meanings which placed them outside of legitimacy and normality, justifying suspicion, social control and/or institutionalisation. Many people experienced the various forms of institutionalisation as punishment and/or as a means of social control.</p> |  |
| <p><b>Learning Outcomes (LO):</b> (to be numbered)<br/>For a 5ECTS module a range of 4-10 LOs is recommended</p>  |  |
| On Completion of this module, the learner will be able to   |  |
| <b>1</b>  | Demonstrate a systemic understanding of, and evaluate the main theoretical perspectives on, deviance.                  |
| <b>2</b>  | Assess the relationship between labelling, stigmatization and the social construction of deviance.                     |
| <b>3</b>  | Critically evaluate the emergence of various institutions of care and confinement in 20 <sup>th</sup> Century Ireland. |

|   |   |
|---|---|
| 4 | Analyse the experience of social control through the accounts of people who lived in various institutions.                        |
| 5 | Critically compare the use of confinement in Ireland with other jurisdictions.  |
| 6 | Appraise the relationship between deviance, social control and wider society.   |
| 7 | Discuss the key issues in the controversies from the investigations and inquiries into the various forms of institutionalisation. |
| 8 | Demonstrate engagement with various policy debates arising from the examination of 'our' past                                     |

### Indicative Syllabus:

Indicative syllabus covered in the module and/or in its discrete elements

#### Part One

Setting the scene: Social policy in the new state  
 Morality and marginalisation  
 Labelling, stigmatisation and the social construction of deviance  
 Confining 'Madness'  
 'Fallen' Women  
 'Wayward' Youth  
 'Social' Prisoners  
 Transcarceration

#### Part Two

Deviance and social control: A comparative perspective  
 The 'deviant', the 'conformist', and the 'need' for social control  
 Dealing with past: Commissions, Inquiries and Reports  
 Memory, remembering, public and social policy

### Learning and Teaching Methods:

Statements about the various types of learning and teaching methods that are used in the delivery of the module:

The module will be taught by lectures incorporating discussion of relevant literature, case studies, critical thinking exercises, VLE engagement and activities, and review of the readings on deviance, punishment and social control.

|   |     |
|---|-----|
| <b>Total Teaching Contact Hours</b>       | 24  |
| <b>Total Self-Directed Learning Hours</b> | 176 |

### Module Delivery Duration:

Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc.

Module will be delivered over one semester.



| <b>Assessment</b>   |                      |                            |
|---|----------------------|----------------------------|
| <b>Assessment Type</b>  | <b>Weighting (%)</b> | <b>LO Assessment (No.)</b> |
| Two assignments of 2,500 words each representing the two distinct elements of this module.  |                      |                            |
| Assignment 1: Essay<br>(This will offer students a range of options to apply the concepts covered in Part One of the module to a specific topic.) | 50%                  | LO 1, 2, 3, 5, 6           |
| Assignment 2: Essay<br>(This will offer students a range of options to deal with a specific topic on the Part Two of the module.)                 | 50%                  | LO 1, 4, 7,8               |
| <b>Module Specific Assessment Arrangements (if applicable)</b>  |                      |                            |
| Derogations from General Assessment Regulations   | None                 |                            |
| Module Assessment Thresholds  | 40%                  |                            |
| <b>Special Repeat Assessment Arrangements</b>   |                      |                            |
| (a)   |                      |                            |
| (b)   |                      |                            |
| (c)   |                      |                            |

**Essential Reading:**(author, date, title, publisher)

Bourdieu, P. (1998). *Acts of resistance: Against the new myths of our time*. Polity Press.

Canning, V. Tombs, S. (2020). *From social harm to zemiology: A critical introduction*. Routledge.

Cohen, S. (1985). *Visions of social control: Crime, punishment and classification*. Polity Press.

Inderbitzin, M., Bates, K. Gainey, R. (2016). *Deviance and social control: A sociological perspective*. Sage.

McCann, F. (ed.) (2020). *The carceral network in Ireland: History, agency and resistance*. Palgrave.

O’Sullivan, E. and O’Donnell, I. (2012) *Coercive confinement in Ireland: Patients, prisoners and penitents*. Manchester University Press.

**Recommended Readings**

Cox, P. and Godfrey, B. (2021) ‘The ‘Great Decarceration’: Historical trends and future possibilities’, *The Howard Journal of Crime and Justice*, 59 (3): 1-20.

Crossman, V & Gray, P. (Eds.) (2011). *Poverty and welfare in Ireland, 1838–1948*. Irish Academic Press.

Crowe, C. (2021). The commission and the survivors. *The Dublin Review*, 83. Available at : <https://thedublinreview.com/article/the-commission-and-the-survivors/>

Crossman, V (2013). *Poverty and the poor Law in Ireland, 1850-1914*. Liverpool University Press.

Dukelow, F.,& Considine, M. (2017). *Irish social policy: A critical introduction* (2<sup>nd</sup> ed.). Policy Press.

Garland, D (2019). Punishment and welfare revisited. *Punishment and Society*, 21 (3): 267–274.

Giroux, H.A. (2015). *Dangerous thinking in the age of the new authoritarianism*. Routledge.

O’Donnell, I. and O’Sullivan, O. (2020). ‘Coercive confinement’: An idea whose time has come? *Incarceration: An international journal of imprisonment, detention and coercive confinement*, 1(1): 1-20.

Pfohl, S. (2009, 2<sup>nd</sup> edn). *Images of deviance and social Control: A sociological history*. Waveland press.

Raftery, M and O’Sullivan, E (1999). *Suffer the little children: The inside story of Ireland’s industrial schools*, New Island Books.

|                          |          |                                   |              |
|--------------------------|----------|-----------------------------------|--------------|
| <b>Version No:</b>       | 1        | <b>Amended By</b>                 | Cormac Behan |
| <b>Commencement Date</b> | May 2022 | <b>Associated Programme Codes</b> |              |

# 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 TUDublin 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>

TuDublin 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 TUDublin 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/cc/> 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, TUDublin 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 TUDublin 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/cc/>

### **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/explore/about-the-university/academic-affairs/teaching/vle/brightspace/studentlogin/> 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/explore/about-the-university/academic-affairs/teaching/vle/brightspace/studentlogin/>

TUDublin also utilises a web-based system, called Urkund, to test student assignments for plagiarism. For further information on how to use Urkund please see <https://libguides.dbs.ie/skills/urkund>

## **Communication Arrangements for the Programme**

The main medium for communication with students is the student's TUDUBLIN email account. For further information on TUDublin 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-and-welfare/>

### **TUDublin 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**

TUDUBLIN 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 TUDublin. 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**

TUDUBLIN 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**

| <b>Average Mark Band</b> | <b>Nature of Achievement</b> | <b>Classification</b> |
|--------------------------|------------------------------|-----------------------|
| ≥ 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 TUDublin 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/schools-and-disciplines/business-law-and-languages/languages-law-social-sciences/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 Centre, see <https://www.tudublin.ie/for-students/student-services-and-support/academic-support/awc/>

### **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 [Institute's General Assessment Regulations \(GAR\)](#) pp 41-46.

#### **A. Primary 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. A module for first year undergraduate students equipping them with academic writing and referencing skills.
2. Use of Urkund as a self-check: students may be advised to submit a draft of written assignments in good time to check for potential duplication or poor paraphrasing, before they upload their final version.
3. Students can contact lecturers directly for guidance when preparing assignments and are encouraged to seek help with academic writing.
4. Lecturers will point out areas for improvement of referencing in their feedback.
5. A requirement that students submit original material for each assignment.

#### **B. Secondary Preventive Measures: Guidelines for Good Practice in Respect of Continuous Assessment and Coursework**

Notwithstanding the seriousness of acts of deliberate copying, there are cases where a student acts without forethought or lapses in the expected standards. It is recognised that this presents an important learning opportunity for the student if they are shown where the material contravenes the standards of proper academic writing. Where a lecturer identifies such a case the following steps can be taken, at the lecturer's discretion:

1. A one-to-one meeting with the student can be convened where the offending material is outlined to the student.

2. At such a meeting the student can be invited to re-submit the work with the agreed corrections if the lecturer is satisfied that the student understands and accepts responsibility.

### **C. Tertiary Measures**

In cases falling outside the scope of preventive measures, the lecturer will report the matter to the Head of School as outlined in the General Assessment Regulations. Students are provided with a chance to check their work for plagiarism prior to submission using the Urkund system.

## **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 by more than 10% will be penalised by deduction of marks using a graduated system. Students are required to include the word count of their assignments on the cover sheet (word count excludes references and appendices). 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.

### **Policy on Late Submission of Assignments**

#### **Social Sciences Policy on Late Submission of Assignments - updated 21.03.2017**

All pieces of continuous assessment must be submitted by the due date in the way requested by the lecturer (i.e. paper, electronically, Safe Assign). 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. 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.

This policy was prepared with reference to the Disability Advisors' Working Network (DAWN) Handbook, ['Teaching Students with Disabilities: Guidelines for Academic Staff'](#).

## **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/quality-framework/city-centre-quality-assurance/student-assessment-regulations/general-assessment-regulations/>

A copy of The General Assessment Regulations is available at:

<https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/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 TUDublin 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/awc/>

## College and Institute Support for Individual Student Needs

### TUDUBLIN Disability Service

Every student with a disability in TUDUBLIN 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 TUDUBLIN Disability Service please see: <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-services/>



### TUDUBLIN International Office

The TUDUBLIN 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 TUDUBLIN 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 TUDublin students. Information on student societies can be found on the TUDublin 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 TUDublin**

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 Languages, Law and Social Sciences please see: <https://www.tudublin.ie/explore/schools-and-disciplines/business-law-and-languages/languages-law-social-sciences/> and also the Graduate Research School page: <https://www.tudublin.ie/research/postgraduate-research/graduate-research-school/>

### **Details on the Career Service**

TUDublin 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/study/undergraduate/how-to-apply/faqs/>

<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-services/>

For further information how to submit a personal circumstances form please see:

<https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/quality-framework/city-qa/Personal-Circumstances-PC1-Form-07.12.21.pdf>

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/postgraduate-research/>

For frequently asked questions and further resources on career development please see:

<https://www.tudublin.ie/for-students/career-development-centre/>