

# Student Handbook

**Master of Arts in Social Care Leadership and Management**

**TU394**



**Academic Year 2023-24**

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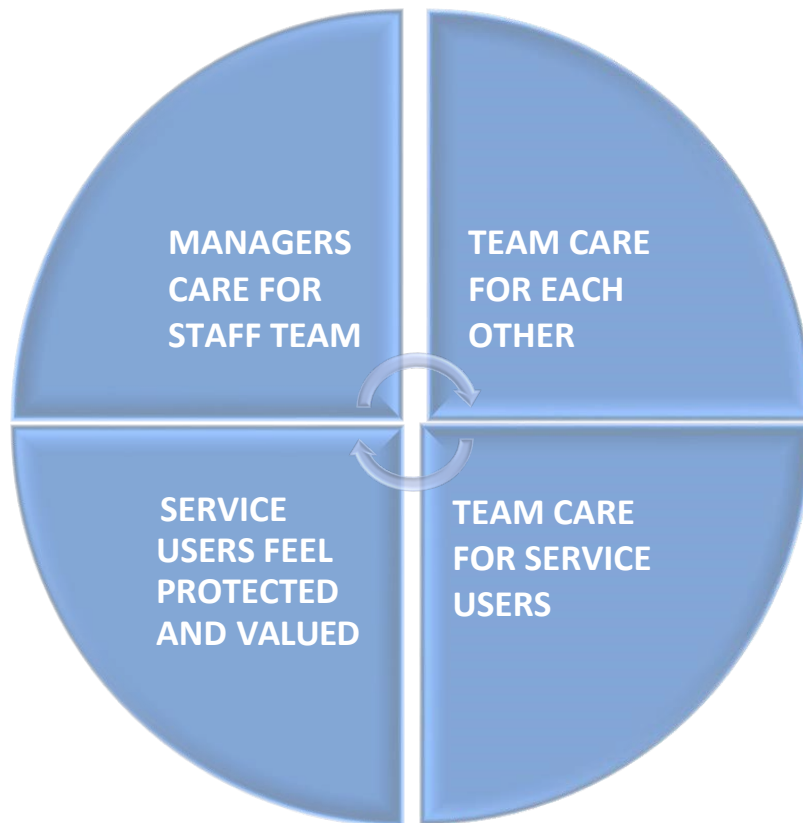
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# Programme Vision



The vision for this programme is to develop excellence in social care leadership and management. Students will be facilitated to develop their capacities in delivering social care services grounded in the highest ethical standards of care, continuing education and research

## **Welcome**

### **Welcome to the MA in Social Care Leadership and Management, School of Social Sciences, Law, and Education**

On behalf of the staff in the School and the MA Social Care Leadership and Management programme we wish you a rewarding and successful year ahead. You have enrolled on a highly sought after postgraduate programme and we hope you will find it challenging, stimulating and exciting. This handbook is designed to give you information about the MA in Social Care Leadership and Management, staff teaching on the programme, the organisation of the School, as well as the library, computer and support services available to students of 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 University 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

Anne Marie Shier, Programme Chair, MA in Social Care Leadership and Management

# **1. General Overview of Programme**

## **1.1 Programme Information**

The history of social care work in Ireland has encountered many changes from its origin in the Poor Laws era of 1838. The first legal context to alternative care for vulnerable children was noted in the Irish Statute book in the 1908 Children Act. At this time the incarceration of children in harsh regimes in reformatory and industrial schools was not uncommon. The Reformatory and Industrial Schools System 1970 report, commonly known as the Kennedy Report, exposed the abuse of children in these schools. Consequently, and for the first time in the history of the Irish state, the need for professional training for people working with vulnerable children was recognised and a recommendation for academic training in Child Care was made in this 1970 report. On foot of this and following requests from the Department of Health, a social care education course was established in 1974 at what was then the College of Catering at Cathal Brugha Street. The 1980s and 1990s saw many investigations into child abuse in families, community clubs, and residential childcare facilities. The State responded through the Department of Health, Justice and Education and, over time, legislation, child protection guidelines, inspection services, academic qualification standards, professional registration and regulation evolved.

Progressive changes were reflected in many different arenas where it was apparent that social services no longer focused solely on child care, but had a much broader brief to assist and care for vulnerable people across a wider demographic, and across the life span. Consequently, in the academic arena, the once popular Diploma in Child Care, became a level 7 Bachelor of Arts, ordinary degree in Social Care, and over time this degree progressed to a level 8, Bachelor of Arts honours degree in Social Care. While many excellent and related level 9 master degree programmes have also emerged over time there has been a limited number of level 9 academic programmes with a specific focus on the social care/social services sector. The MA in SCLM responds to the evolving cultural and social realities and changes in the policy environment. It is important for all socio-educational practitioners, but essential for those taking on leadership and management roles, to revisit fundamental ideas about what enhances human capacity and to broaden their knowledge about different approaches in developing social care services. This requires that they be enabled to think outside traditional professional and service boundaries and be provided with learning tools to both critically evaluate existing services and programmes and to visualise future possibilities for better service provision.

## **1.2 Programme Aims and Learning Outcomes**

The overall aim of this Masters programme is to provide graduates with competence in a range of modules linked to excellent management and leadership skills and thus provide services based on ethics of best standards of care. Knowledge in; the European context, roles and responsibilities in governance, strategic planning, organisational culture, legal issues, policy development, teamwork, adherence to ethical standards and regulations in best practice. Critical thinking and other tools will enable graduates to provide humanitarian services that proactively respond to the potential of people in need of care and protection. It will provide graduates with critical understanding of concepts and approaches to enabling individuals and staff groups to realise their potential. The programme aims to educate students to high levels of contemporary theoretical awareness in management and



leadership roles that are central to social services provision to create an atmosphere of rigorous academic enquiry and writing. A level 9 MA in Social Care Leadership and Management (SCLM) will more competently equip our graduates to compete for higher order roles such as in; leadership, management, inspections, case law and child protection management and to engage more actively with relevant statutory and non-statutory agencies such as; TUSLA, the Child and Family Agency, the Department of Children and Youth Affairs, the Ombudsman for children's office, the disability sector, addiction services, juvenile justice, homeless services and care of older people.

It is anticipated that students pursuing this Masters programme will originate from a wide range of professional backgrounds, thus providing a vibrant and diverse learning environment. The programme will meet the needs of caring professionals who are already working in management and team leader roles in social services, such as; disability services, juvenile justice, young people in state care, addiction, homelessness, youth and family work and other nonprofit services and related areas. It will also serve to provide new graduates with a unique opportunity to gain a competitive edge prior to embarking on a career in these fields or in academia. In this context, the aims of the MA in Social Care Leadership and Management are to provide facilities for those who work in 'social services' to reflect on their work from within an academic discipline and to provide those who have obtained a Bachelor's degree with a thorough foundation in research methods, theoretical principles and contemporary debates as a prelude to a career in research, academia or management and leadership roles in social services.

### 1.3 Learning Outcomes

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

- Demonstrate detailed knowledge and understanding of theories in leadership and management strategy.
- Understand the rationale and operation of regulation in social service organisations.
- Understand legal issues pertaining to employment and employees rights and responsibilities.
- Demonstrate in depth understanding of discourses in care, social policy and policy implementation.
- Demonstrate understanding of the impact of organisational factors on employees and thus service delivery.
- Demonstrate knowledge of economic analysis in social care organisations.
- Show evidence of advanced research skills to a level that enables students to undertake research and publications.

- Engage in academic scholarly debate on policy and in practice based level on a range of social service issues.
- Demonstrate competency regarding ethical issues and dilemmas that may occur in social service and care organisations.
- Integrate knowledge and apply learning in care services garnered from the Integrated Seminar, 'theory to practice' module.

#### 1.4 Nature, duration and general structure of programme

The programme consists of 90 ECTS leading to the award of an MA in Social Care Leadership and Management. Students will be required to complete seven core modules, one optional module (10 ECTS), along with Research Methods and a dissertation (25 ECTS). See Table 1.

A sample range of optional modules are presented in this document; other approved TU Dublin level 9 modules may be offered as considered appropriate by the Programme Committee. Optional modules are run subject to viable student numbers and staff availability. 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.

There is a strong emphasis on self-directed learning and, particularly, engagement with the classical and contemporary literature in the social services and social care field. Individual modules require substantial reading, coursework and continuous assessment, written assignments, group presentation, written examinations and use of technological mediums for learning.

**Research Methods and Dissertation** 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 research methods in a systematic way to a management related topic of interest. This work will be guided and supervised by members of the lecturing team.

**Table 1: Structure of MA in SCLM**

Module	ECTS	Class Hours	Contact Hours	Independent Learning Hours	Total
<b>Core Modules</b>					
Leadership & Strategic Management in Social Care Work	10	24		176	200
Legal Issues for SC Managers	5	12		88	100
Contemporary Practice & Ethical Perspectives in Social Care Management and Leadership	5	12		88	100
Integrated Seminars 'Theory to Practice'	5	12		88	100
Governance in the Field of Social Care:  Critical Debates for SC Managers	5	12		88	100
Organisations: Culture, Change and Learning	10	24		176	200
Critical Social Policy	10	24		176	200
Research methods	5	36		176	200
Dissertation	25			564	600
<b>Options</b>					
<b>Students do 1 of the following in semester 2:</b>					
Interventions in child and adolescent mental health.	10	24		174	200

CFCS 9005				
Employment law Law 9019	10	36	164	200  <b>Semester 1 and 2</b>
Equality, diversity and intercultural practice CFCS900	10	24	176	200
Youth offending and youth justice perspectives CFCS 9007	10	24	176	200
Risk, protection and resilience of children and vulnerable adults. CFCS 9008	10	24	176	200
Masculinities, care and equality	10 credits,	24	176	200
European study trip	10 credits	8 (Lectures) 16 (workshops)	176	200
Deviance, Punishment and Social Control in Modern Ireland	10 credits	24	176	200

## **2. Career and Progression Opportunities**

### **2.1 Progression Opportunities within TU Dublin**

The MA in offers progression to programmes leading to other Masters Degrees, MPhil Degrees and Doctoral Degrees (PhD). For further information on MPhil/PhD opportunities in the School of Social Sciences, Law, and Education, please see: <https://www.tudublin.ie/explore/schools-and-disciplines/business-law-and-languages/languages-law-social-sciences/research/phd-research-masters/> and also the Graduate Research School page: <https://www.tudublin.ie/research/postgraduate-research/graduate-research-school/>

### **2.1 Employment of graduates**

Students on the level 9 MA in SCLM will be employees working in the social services sector. This programme will more competently equip the significant number of social care graduates to compete for higher order roles such as in; leadership, management, social service inspections, case law and child protection management. Graduates will be academically skilled to engage more actively with relevant statutory and non- statutory agencies such as; TUSLA, the Child and Family Agency, the Department of Children and Youth Affairs, the Ombudsman's Office for Children, the disability sector, juvenile justice, homeless services, care of older people and in other related social service provision. TU Dublin provides an excellent career service. Please see <https://www.tudublin.ie/for-students/career-development-centre/>

### 3. Introduction to the University and Programme Team

There are almost 30,000 students at TU Dublin. The University is composed of five faculties which formerly constituted DIT, as well as Schools and programmes located on the Tallaght and Blanchardstown campuses:

Faculty of Arts and Humanities  
Faculty of Business  
Faculty of Engineering and Built Environment  
Faculty of Sciences and Health  
Faculty of Computing, Digital and Data

The President of the University is Professor David Fitzpatrick.

#### 3.1 Introduction to the Faculty of Arts and Humanities

The Faculty of Arts and Humanities is composed of six Schools:

School of Social Sciences, Law, and Education  
Conservatoire  
School of Culinary Arts and Food Technology  
School of Media  
School of Art and Design  
School of Tourism and Hospitality Management

The Dean of the Faculty is Dr. Orla McDonagh.

#### 3.2 Introduction to the School of Social Sciences, Law, and Education

The School formed in November 2013 initially as the School of Languages, Law and Society and the current name of the School was adopted 1<sup>st</sup> September 2022.

The **Social Sciences** discipline area in the school is involved in a wide range of research projects. There are students pursuing Master of Philosophy degrees and PhD degrees in the areas of early education, social care and socio-legal issues on either full-time or part-time basis. The School hosts the Centre for Social and Educational Research (CSER), with a wide range of scholarship projects as well as an expanding postgraduate research base. There are a range of research projects underway in the areas of child development, youth justice, youth studies, intergenerational learning, school-readiness, digital childhoods and alternative care.







**The School of Social Sciences, Law, and Education at TU Dublin** is a well-established and recognised centre of excellence in the fields of Social Care and Early Childhood Education for over forty years. Along with the MA Social Care Leadership and Management we also offer programmes including:

BA (Hons.) in Social Care  
BA (Hons.) in Early Childhood Education  
MA in Social Care Leadership and Management  
MA in Criminology  
MA in Child Family and Community Studies  
MA in Management Mentoring and Leadership in the Early Years

The Head of School of Social Sciences, Law, and Education is Dr. Pat O'Connor.  
The Discipline lead with responsibility for Social Sciences is Dr. Kevin Lalor.

The **school office** is located at East Quad, Grangegorman, City Campus.  
Opening Hours: Monday-Friday: 9.30-12.30 & 2.30-4.00  
School Operations Lead: Joanne Boyle, Tel: +353 1 2205763

### 3.3 Programme Team

	
<b>Dr. Pat O'Connor</b> <b>Head of School of Social Sciences, Law, and Education</b>	<b>Dr. Kevin Lalor</b> <b>Discipline Lead, Social Sciences</b>
	
<b>Anne Marie Shier</b> <b>Programme Chair and Lecturer</b>	<b>Dr. Cormac Behan</b> <b>Programme Tutor and Lecturer</b>
	
<b>Dr Matt Bowden, Senior Lecturer</b>	<b>Dr Sinead Freeman, Lecturer</b>





**Dr Nicola Hughes, Lecturer**



**Judy Mcavoy, Lecturer**



**Dr Margaret Fingleton**



**Dr Deirdre Mc Gowan,**



**Dr Mairead Seymour**



**Dr Fiona Mc Sweeney, Senior Lecturer**

### 3.4 Staff Profiles

**Dr. Pat O'Connor** is Head of the School of Social Sciences, Law, and Education. Pat's research interests include the intersection between Higher Education and Further Education, Local and Regional Development, and Youth Unemployment. He is also interested in qualitative research methods and methodology. He has extensive experience in programme development and review.

**Dr. Kevin Lalor** is Discipline Lead, Social Sciences. Kevin's research interests include experiences of adolescence; youth crime and victimisation; the role of child sexual abuse in HIV transmission in sub-Saharan Africa; and child sexual abuse prevalence in Europe. He co-authored 'Young People in Contemporary Ireland' (Gill and Macmillan, 2007) and co-edited 'Applied social care' (Gill and Macmillan, 2013). In 2012, he was Principal Investigator on Being Young and Irish, a study commissioned by the Office of the President Michael D. Higgins.

**Anne Marie Shier** is Programme Chair on the MA Social Care Leadership and Management. Anne Marie is a Rudd Adoption Research Scholar and a 2020/2021 Fulbright scholar. She is a registered Social Worker and has worked in adoption, foster care and community care. Anne Marie is a doctoral candidate exploring contact with birth family in intercountry adoption. Along with adoption, her research and teaching interests include foster care and residential care; life skills for deaf adults; social care education; ethics in social care practice; professional practice; social care work in the European context. She is an active member of IASCE.

**Dr. Cormac Behan** is the tutor for the MA Social Care Leadership and Management. His 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.

**Dr Matt Bowden** is a Senior Lecturer (Sociology), School of Social Sciences, Law, and Education and former Head of Research, Faculty of Arts & Humanities TU Dublin. Dr Bowden's research interests are in the sociology of crime and security governance with particular interest in questions of space (urban / rural). More recent work has focused on the fracturing of bureaucratic police organisation and the formation of security fields. Matt is co-Principal Investigator with Dr Amanda Kramer (Queens, Belfast) for the research project Post-Brexit Security Field on the Island of Ireland (BORDEX). Dr Bowden is also researching on policing and security related topics including on security and consumption, security fields in west Africa, rural security in Ireland, and on issues of policing culture and habitus. Matt is series editor with Alistair Harkness for Bristol University Press 'Research in Rural Crime' book series, and is an Adjunct Senior Lecturer at the School of Humanities, Arts & Social Sciences at the University of New England, New South Wales, Australia. Dr Bowden is a founder member of the TU Dublin Security Research Group and a senior member of the European University of Technology's Culture and Technology Lab (ECT+). He is former Treasurer (2012-2017) and Vice-President (2017-2018) of the Sociological Association of Ireland.

**Dr. Margaret Fingleton** is a lecturer and tutor in the School of Social Sciences, Law and Education in TU Dublin, City Campus. Margaret has worked as a social care worker and leader in residential and community care settings for over 25 years and used animal-assisted therapy and forest school education in her practice. Her recent PhD research focused on the experiences of Black Minority Ethnic social care students in Ireland and she has also been instrumental in developing a Framework for social care practice in Ireland.

**Dr Sinéad Freeman's** research interests focus on coping, mental health and young people in detention. She has authored publications on young people's experiences and coping abilities while remanded in custody. Lecturing areas include research methods and psychological perspectives on mental health.

**Dr. Nicola Hughes's** research interests include recidivism and desistance, with a particular focus on recidivism and desistance by young offenders, particularly those who have spent time in detention. She was involved in the first national study of recidivism in Ireland. She is also interested in research methods, particularly as they relate to conducting research with vulnerable groups, such as prisoners.

**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 Deirdre McGowan** practiced as a solicitor for more than 10 years before completing a PhD in Law and Sociology at Maynooth University in 2015 where she was a John & Pat Hume Scholar. She lectures modules in both Law and Social Science at TU Dublin and has also taught at Maynooth University and Athlone Institute of Technology. Her research focuses on the legal regulation of social life, with a particular interest in law's role in the construction of social privilege and exclusion.

**Dr. Fiona McSweeney'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 discourses in educational policy. 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 a number of peer-reviewed articles relating to social care education.

**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.

### 3.5 Contact Details for Programme Team

Staff	Role	Location	Email	Phone
Dr. Pat O'Connor	Head of School	Blanchardstown Campus	<a href="mailto:pat.oconnor@TUDublin.ie">pat.oconnor@TUDublin.ie</a>	353 1 885 1068
Dr. Kevin Lalor	Discipline Lead, Social Sciences	East Quad, city campus, Grangegorman	<a href="mailto:kevin.lalor@TUDublin.ie">kevin.lalor@TUDublin.ie</a>	353 1 2205 449
Dr. Deirdre McGowan	Discipline Lead, Law	East Quad, city campus, Grangegorman	<a href="mailto:deirdre.mcgowan@TUDublin.ie">deirdre.mcgowan@TUDublin.ie</a>	353 1 2205450
Anne Marie Shier	Programme Chair and Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:annemarie.shier@TUDublin.ie">annemarie.shier@TUDublin.ie</a>	353 1 2205 476
Dr. Cormac Behan	Programme Tutor and Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:cormac.behan@TUDublin.ie">cormac.behan@TUDublin.ie</a>	353 1 2205 478
Dr. Matt Bowden	Senior Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:matt.bowden@tudublin.ie">matt.bowden@tudublin.ie</a>	353 1 2205 444
Dr. Margaret Fingleton	Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:Margaret.findgleton@tudublin.ie">Margaret.findgleton@tudublin.ie</a>	353 1 2205 464
Dr. Sinéad Freeman	Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:sinead.freeman@TUDublin.ie">sinead.freeman@TUDublin.ie</a>	353 1 2205 465
Dr. Nicola Hughes	Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:nicola.hughes@TUDublin.ie">nicola.hughes@TUDublin.ie</a>	353 1 2205 468
Judy Mcavoy	Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:judy.mcavoy@tudublin.ie">judy.mcavoy@tudublin.ie</a>	353 1 2205 477
Dr. Fiona McSweeney	Senior Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:fiona.mcsweeney@tudublin.ie">fiona.mcsweeney@tudublin.ie</a>	353 1 2205 469
Dr. Mairéad Seymour	Senior Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:mairiad.seymour@TUDublin.ie">mairiad.seymour@TUDublin.ie</a>	353 1 2205 473

School Office		East Quad, city campus, Grangeegorman	<a href="mailto:socialsciences@TUDublin.ie">socialsciences@TUDublin.ie</a>	353 1 2205 452
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Staff members may be e-mailed using this format : [forename.surname@TUDublin.ie](mailto:forename.surname@TUDublin.ie)

## 4. Programme Calendar, Timetables and Registration

### 4.1 Calendar and Timetable

The MA Social Care Leadership and Management programme is organised within the official TU Dublin University calendar (appendix c). View or download the University calendar at:

<https://tudublin.ie/explore/university-calendar/>

Students can access their timetables from the website at <https://www.tudublin.ie/timetables/>

You will need a student ID number and password to log into the system.

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 May in semester two. The programme consists of 90 ECTS leading to the award of an MA in Social Care Leadership and Management. Students will be required to complete seven core modules, one optional module, research methods and a dissertation (25 ECTS).

The programme is a part-time taught modularised programme, delivered over two academic years. Students will attend formal lectures, generally on Tuesday afternoon from approximately 12 noon until 6.30pm. Students are expected to actively participate in all aspects of the programme along with attendance at lectures.

**Note:** Students who choose to complete the programme at the Post-Graduate Diploma exit point will have achieved similar learning objectives with the exception of the experience gained in research methods and in conducting an extended piece of research.

### 4.2 Entry Criteria

Applicants must apply through the on-line TU Dublin programme application system. Programme places will be allocated on a competitive basis to applicants who successfully meet the entry criteria. The programme entry criteria are a minimum 2.2 award of a level 8 BA in Social Care (or allied professional level 8 qualification) with at least three years graduate experience in social care work. Students should have experience in formal or part-time management or leadership roles. A personal statement of evidence to verify management and leadership experience should be included with the application. Level 7 applicants and applicants who do not meet the minimum academic requirement but have substantial experience in Social Care work and management may be considered by the Programme Committee through the exceptional entry.

Exemptions based on prior learning shall not be facilitated on this programme. Applicants whose first language is not English must have an IELTS score minimum of 6.5 overall, and not less than 6 in each component.

### 4.3 Registration

Students must register on their programme each year. Students commencing their studies with TU Dublin will be sent details on how to register by email. Continuing students will receive details on how to register to their TU Dublin 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 three-phase instalment facility to all our students. Students must pay a minimum of 25% of the overall fee to register. This has to be paid before classes commence. Then, a further 25% will be due by end October and the

balance of 50% will be due end of January. When students register they will gain access to services including attending lectures, access to email and the electronic learning platform Brightspace.

#### 4.4 Student Card

A student card is required to access lecture rooms in Grangegorman and to use the library. A student card can be obtained from the student service centres. It is a simple process whereby your photo is taken and the card is issued within a couple of minutes. Your first card is free and any replacements cost €10. Please visit <https://tudublin.ie/for-students/starting-at-tu-dublin/starting-your-studies/> for a range of useful information. If you have any queries in relation to your fees please contact [studentfees.city@tudublin.ie](mailto:studentfees.city@tudublin.ie) or call us at 01 220 7500 and speak to any of the team.

## 5. Student Services and Supports

Information on a variety of Student Support Services can be found at: <https://www.tudublin.ie/for-students/student-services-and-support/>

### 5.1 Access Support Services

If you are an access student studying in TU Dublin City Campus the Access Service can support you. You can find more information on the Access Service at <https://www.tudublin.ie/for-students/student-services-and-support/access-office/>.

### 5.2 Career Development Centre

The Career Development Centre has offices in Bolton Street on the northside of the city and in Aungier Street on the southside. It offers a range of services including one to one guidance with a professional Careers Adviser, career talks including a Career learning programme tailored for each discipline, Jobscene (online vacancies), email notifications. More information at <https://www.tudublin.ie/for-students/career-development-centre/>.

### 5.3 Clubs, Sports and Recreation

TU Dublin City Campus Sport and Recreation Service provides opportunities for everyone to participate in sport and physical activity across the city. Find out more about TU Dublin City Campus's sports clubs and facilities at <https://www.tudublin.ie/for-students/student-life/sport/>.

### 5.4 Disability Support Service

If you are a student with a physical, sensory or learning disability, medical or mental health condition that interferes with your learning, TU Dublin City Campus Disability Services can support you. You can find out how you can sign up with the Disability Service at <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-service/>.

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

#### How to sign up with the Disability Support Service

##### STEP 1

Contact your Disability Support Service (DSS).  
Contact your Learning Support Officer to make an appointment. Go to the DSS Webpage, found below, to find your Campus Learning Support Officer (LSO). DSS Webpage with contact details can be found at: [www.dit.ie/disability/contactus/](http://www.dit.ie/disability/contactus/)

##### STEP 2

Meeting your Learning Support Officer (LSO).  
For this meeting, please bring appropriate evidence of your disability.  
During this meeting we will discuss your Exam, Academic and Personal Supports.

##### STEP 3

Meeting your Assistive Technology Officer (ATO).  
Now your ATO will contact you and a meeting is made. In this appointment we will review your Sign up form and discuss various technologies to support your academic and personal needs, if required.

##### STEP 4

Disability Support Service (DSS).  
Congratulations you are now signed up to the DSS. This means that the appropriate supports now will be put into place.



## 5.5 Facilities

There are a range of student facilities and services on the Grangegorman campus. As Grangegorman is a green site there are numerous bicycle parking facilities. There are canteen facilities in Rathdown House and the Lower House, where a selection of hot and cold food along with drinks and snacks are served daily. The library is based in Park House. The Student Services office also located in Rathdown House. A student common room, and a gymnasium are to be found in the Lower House. Events undertaken in the St. Laurence's building include Mindfulness sessions and other events, such as conferences, and exhibitions which are advertised on campus.

## 5.6 Fees

Find out more about fees at <https://www.tudublin.ie/study/undergraduate/feesregistration/>.

## 5.7 Financial Aid and Accommodation Department

The Financial Aid and Accommodation Department oversees the distribution of capitation funds and also administers a range of services including Student Accommodation. To find out more about the various assistance schemes available, see <https://www.tudublin.ie/for-students/student-services-and-support/financial-aid/>.

For details of the TU Dublin City Campus Accommodation Office go to <https://www.tudublin.ie/for-students/student-life/accommodation--living-in-dublin/>.

## 5.8 Graduate Network

Your relationship with TU Dublin doesn't finish when you graduate. The TU Dublin Graduate Network hosts regular reunions and networking events, sends email updates with news from each Faculty and provides graduates with continued access to the gym and library services. The Graduate Network now helps over 100,000 members worldwide stay in touch with each other.

To join the Graduate Network, please email [graduate.network@tudublin.ie](mailto:graduate.network@tudublin.ie), search LinkedIn for the 'TU Dublin Graduate Network' group or register your details at <https://www.tudublin.ie/connect/graduates/>. You can also find us on Facebook or Instagram to see regular updates on upcoming events, hear news about fellow graduates and find out what's happening on all campuses at TU Dublin.

## 5.9 International Office

The 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 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/>.

## 5.10 Mature Students

A useful resource sheet for mature students is available at: <https://www.tudublin.ie/for-students/starting-at-tu-dublin/student-life/>

## 5.11 Mindfulness and Relaxation

Mindfulness sessions are provided during the main teaching weeks in St. Laurence's, Grangegorman Campus.

### 5.12 Student Counselling Service

The TU Dublin City Campus Counselling Service is a free and confidential service which is available to all students. It provides a safe and secure environment where you may come and talk about any issue or difficulty that is of concern. Information about the service and about how you can make an appointment with a counsellor can be found at this link <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/counselling-service/>.

### 5.13 Student Health Centre

TU Dublin City Campus health centres provide a holistic approach to health, providing on campus health care to those students pursuing full time and apprenticeship courses. The service incorporates physical, psychological and social aspects of student health and health promotion. Absolute confidentiality is maintained. There are two Medical Centres in TU Dublin, one in Aungier Street and one in Bolton Street (Linenhall Lodge). TU Dublin City Campus Students can use any of these centres. Find out what services are available at <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/student-health-centres/>.

### 5.14 Student Service Centres/One-Stop Shops

There are three Student Service Centres across TU Dublin City Campus located in Aungier Street, Bolton Street and Grangegorman. Any TU Dublin City Campus student can use any of these centres. Their aim is to provide a single point of information for a range of areas including ID Cards, letters of registration, to have forms stamped and verified along with ICT Support and general queries. A full range of services available to students at the Student Service Centres are available at this link <https://www.tudublin.ie/for-students/student-services-and-support/>.

### 5.15 Students' Union

Once you register as a TU Dublin City Campus student you automatically become a member of the Students Union. Find out about the Student Union Team, the advice they can offer and events they organize at <https://www.tudublinsu.ie/>.

### 5.16 Study skills support

The Academic Writing Centre offers support for students who are seeking to enhance and develop their academic writing skills. Find out how to book an appointment and other useful information and resources at <https://www.tudublin.ie/for-students/student-services-and-support/academic-support/awc/>.

Helpful information on study techniques, assignment skills, learning styles and mind mapping is available at: <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-services/>

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>

### 5.17 The Pastoral and Chaplaincy Service

The Pastoral and Chaplaincy service aims to provide support and care for the personal, social and spiritual lives of students and to contribute to a sense of community throughout TU Dublin City Campus. Find out about the service and how to make contact with the chaplains at <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/pastoral-care-and-chaplaincy/>.

## 5.18 Transport information

You can find out how best to travel to each campus by different modes of transport at <https://www.tudublin.ie/explore/about-the-university/sustainability/commuting/plan-your-trip/> and <https://www.tudublin.ie/grangegorman/getting-here/>.

## 5.19 TU Dublin City Campus Societies

Students are very much encouraged to get involved in student-led activities while at TU Dublin and the Societies Office promotes and supports a huge and diverse range of volunteering opportunities, societies, activities and events. Find out more information at <https://www.tudublin.ie/for-students/student-life/societies/>.

## **6. Module Descriptors and indicative reading lists\***

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 under the TU Dublin Quality Assurance system and are aligned with the learning outcomes for study at Level 9 under the National Qualifications Framework.

This is the entire suite of both core and optional modules that the programme draws upon. It is not 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 Discipline Lead of the School and not by the Programme Chair or lecturers.

**\*Please note that all modules are subject to changes/updates and any changes to the modules in this handbook will be communicated directly to students by the lecturer**

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)
SOC 9000					10	9
<b>Module Title</b>	Leadership and Strategic Management in Social Care Work					
<b>Module Overview:</b>						
<p>This is an advanced module in Leadership and Management aimed at social care, allied graduates, managers, team leaders in caring organisations. The rationale for this module is based on the academic gap at masters' degree level to the social care sector in leadership and strategic management.</p> <p>Module elements will include management of organisations in private and public sector. Dimensions of leadership, influence, delegation, and planning will be examined. Understanding of performance management, evidence based practice, supervision, motivation and accountability will be imparted. Strategic management, and corporate social responsibility will be explained. An introduction to elements in economics such as Cost Benefit Analysis and Cost Effective Analysis of care services will be explored and aligned to service evaluation.</p>						
<b>Learning Outcomes (LO):</b> (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>	Understand management and leadership theory and approaches in human services.					
<b>2</b>	Understand manager's/leaders responsibility to promote and monitor standards of excellence in care service provision.					
<b>3</b>	Negotiate with stakeholders on service level agreements and ability to transfer responsibility to teams in this regard.					
<b>4</b>	Relate management and leadership to; inspirational influences, motivation, delegation and organisational planning.					
<b>5</b>	Proactively supervise workers to ensure accountability through support and evidence based practice.					
<b>6</b>	Promote positive and forward thinking in performance management.					
<b>7</b>	Strategically manage within a specific remit and understand this application to different levels within organisations.					

<b>8</b>	Understand corporate social responsibility and relate it to care in organisations.
<b>9</b>	Understand an introduction to economics, and critique theory in its application in organisations.
<b>10</b>	Evaluation of organisations to identify; service gaps, emerging trends, outcomes and needs at different levels of service provision.

**Indicative Syllabus:**

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

The Leadership and Strategic Management module will focus on the application of management and leadership theories in caring organisations.

The context of strategic management will examine; management's responsibilities to plan, project and deliver services that adhere to standards of excellence and best practice. To ensure that obligations to main stakeholders, staff teams, and the best interests of the recipients of care are at the core of the service being delivered.

Identified needs and responses to needs at different levels internal and external to organisations will be aligned with action planning.

Performance management of people with due regard to the health, safety and welfare of employee's. Paralleled with cognisance of monitored, transparent, accountable, and evidence based practice through supportive and accountable supervision.

Corporate social responsibility will be examined with reference to social service organisations, national and international perspectives and best practice.

Strategic management will address the strategies employed to deliver organisational goals, and the paradox that can occur within this framework.

An introduction to economics and analysis of costs and managing scarcity of resources will be explored in this regard. Service evaluation, will identify possible gaps, emerging trends and outcomes in organisations delivery.

**Learning and Teaching Methods:**

Formal lectures will deliver theory on leadership, management and strategy. Group contributions and interactive electronic learning, aligned to identified literature and sourced readings will be required.

A presentation and a project based on problem based learning and linked to the individual's organisation will be formally assessed

<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176
<b>Module Delivery Duration:</b>	
Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc. Semester one in year one.	

<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
Project linked to organisation. Group Class Presentation Personal Reflection	60% 20% 20%	1,2,3,4,5,6,7,8,9,10.
<b>Module Specific Assessment Arrangements (if applicable)</b>		
Derogations from General Assessment Regulations		
1. Module Assessment Thresholds		
1. Special Repeat Assessment Arrangements		

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

Brechin, A., Brown, H., Eby, M.A. (Eds). (2000). *Critical Practice in Health and Social Care*. London, England: Sage Publications Limited.

Charleton, M. (Ed) (2014). *Ethics for Social Care in Ireland: Philosophy and Practice*. Dublin, Ireland: Gill and Macmillan.

Garavan, T.N., Hogan, C. & Cahir-O'Donnell, A. (2009). *Developing Managers and Leaders: perspective, debates, and practices in Ireland*. Dublin, Ireland: Gill & Macmillan.

Harrison, P. (2006). *Managing Social Care: A Guide for New Managers*. Dorset, England: Russell House Publishing.

Morrison, T. (2005). *Staff supervision in social care*. Brighton, England: Pavilion Publishing.

Seden, J., & Reynolds, J. (Eds). (2003). *Managing Care in Practice*. London, England: Routledge.

**Recommended Reading.**

Allot, M., & Robb, M. (Eds). (1998). *Understanding Health and social Care, An Introductory Reader*. London, England: Sage Publications Limited.

Department of Health and Children. (2001). *National standards for children’s residential centres*. Dublin, Ireland: Stationery Office.

Doyle, J. Gallagher, C. (2006). *In a changing Ireland and social care left morals and religious values behind?* Dublin, Ireland: CSER-DIT.

Doyle, J., Lalor, K. (2013). *The Social Care Practice Placement: A College Perspective*. In Lalor, K. & Share, P. (Eds.), *Applied Social Care: An Introduction for students in Ireland*. Dublin, Ireland: Gill & Macmillan.

Doyle, J. Mc Garty, P. (2011). *Irish Managers Social Care Survey*. Dublin, Ireland: Arrow, DIT.

Hamilton, C. (2012). *Irish Social Work and Social Care Law*. Dublin, Ireland: Macmillan.

O’Connor, T. Murphy, M. (2006). *Social Care in Ireland. Theory Policy and Practice*. Cork, Ireland: CIT.

Pettegrew, A. Ferlie, E. Mc Kee, L. (1992). *Shaping Strategic Change*. London, England: Sage.

**Journal Articles and Readings will be recommended in lectures.**

**Websites**

<http://www.hiqa.ie/>

<http://www.coru.ie/>

<http://socialcareireland.>

<b>Version No:</b>		<b>Amended By</b>	
<b>Commencement</b> September 2016	<b>Date</b>	<b>Associated Programme Codes</b>	Judy Doyle

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



Module Code SOC 9001	Pre-requisite Module codes	Co- Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
	None	None			5	9
<b>Module Title</b>	Legal Issues for Social Care Managers					
<b>School Responsible:</b>	Social Sciences, Law, and Education					
<b>Module Overview:</b>						
This module focuses on legal frameworks and rules having specific application to social care management. It concentrates on the manager's role in ensuring organisational and individual compliance with regulatory frameworks and principles.						
<b>Learning Outcomes (LO):</b> (to be numbered)						
For a 5ECTS module a range of 4-10 LOs is recommended						
On Completion of this module, the learner will be able to						
1	Identify and explain legal rules and principles of specific relevance to social care managers.					
2	Implement the principles of fair procedures across a range of managerial functions.					
3	Integrate the legal concepts of non-discrimination and human rights into workplace policies and processes.					
4	Explain the application of employment law and industrial relations law to social care management.					
5	Design and Implement workplace policies and processes to ensure compliance with labour law.					
6	Create sector specific risk management strategies using appropriate principles of tort law.					
7						
<b>Indicative Syllabus:</b>						
<ol style="list-style-type: none"> <li>Recent legal developments relevant to social care practice and their implications for social care managers, for example: Assisted Decision Making Capacity Act 2015, Children and Family Relationships Act 2015. This content will be tailored to student profiles and adapted on a year to year basis.</li> <li>The principles of fair procedures and their application to social care management.</li> <li>Non-discrimination and human rights principles in a social care setting.</li> <li>Overview of employment law, workplace health and safety law, industrial relations law and associated dispute resolution machinery.</li> <li>Managing workplace disputes and using employment dispute resolution machinery: the Workplace Relations Act 2015.</li> <li>Principles of the tort of negligence of specific relevance to social care workers and managers.</li> </ol>						
<b>Learning and Teaching Methods:</b>						

Twelve 1 hours lecture/seminars using mixed teaching and learning methods including:	
<ul style="list-style-type: none"> <li>● Group work</li> <li>● Class discussion</li> </ul>	
<ul style="list-style-type: none"> <li>● Student presentations</li> </ul>	
Advance reading may be assigned.	
<b>Total Teaching Contact Hours</b>	12
<b>Total Self-Directed Learning Hours</b>	88
<b>Module Delivery Duration:</b>	
One semester	

<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>%LO Assessment (No.)</b>
Continuous Assessment	40%	2,5.
Examination	60%	1,3,4,6.
<b>Module Specific Assessment Arrangements (if applicable)</b>		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		
<b>Essential Reading</b>		
Tully, J., (2014). <i>Tort Law in Ireland</i> . Dublin, Ireland: Clarus Press.		
Purdy, A (2015). <i>Equality Law in the Workplace</i> . Dublin, Ireland: Bloomsbury. Dewhurst, E., Higgins, N., Watkins, L., (2012). <i>Principles of Irish Human Rights Law</i> . Dublin, Ireland: Clarus Press.		
Morgan, D., (2012). <i>Administrative Law in Ireland</i> . Dublin, Ireland: Thomson Reuters (Round Hall).		
Faulkner, M., (2013). <i>Essentials of Irish Labour Law</i> . Dublin, Ireland: Gill & Macmillan.		
<b>Recommended Reading</b>		
Holmes, M., (2014). <i>Administrative Law</i> . Dublin, Ireland: Round Hall-Thomson Reuters.		
Egan, S., (2015). <i>International Human Rights: Perspectives from Ireland</i> . Dublin, Ireland: Bloomsbury.		
Egan, S., Thornton, L, Walsh, J., (2014). <i>Ireland and the European Convention on Human Rights: 60 Years and Beyond</i> . Dublin, Ireland: Bloomsbury.		
Reid. M., (2015). <i>Equality Law in Ireland</i> . Dublin, Ireland: Tottel Publishing. McMahon B., Binchy W, (2013) <i>Irish Law of Torts 4<sup>th</sup> Edition</i> . Dublin, Ireland: Bloomsbury.		
<b>Version No:</b>		<b>Amended By</b>
<b>Commencement Date</b>		<b>Associated Programme Codes</b>
		Deirdre Mc Gowan

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC 9002					5	
<b>Module Title</b>	Contemporary Practice and Ethical Perspectives in Social Care Management and Leadership					
<b>School Responsible:</b>	Social Sciences, Law, and Education					
<b>Module Overview:</b>						
<p>The aim of this module is to give the student an understanding of contemporary practice perspectives relating to the management and leadership role in Social Care and to further develop the professional identity, recognising the needs of the social care manager/leader in this area.</p> <p>Students will explore and critically evaluate the interplay between ethics, professional values and practice. They will be encouraged to self-evaluate in terms of their practice and continuing professional development needs. They will consider how they can lead, empower and support in a management/leadership role. Students will gain a knowledge and understanding of regulations and preparing for inspections from the manager/leader perspective. Students will seek different perspectives by looking at social care in an international perspective and will be encouraged to study these systems critically and comparatively.</p>						
<b>Learning Outcomes (LO):</b>						
On Completion of this module, the learner will be able to						
<b>1</b>	Critically reflect on Ethical Practice and show an understanding of the role of the social care manager in supporting and encouraging ethical practice in the staff team.					
	Compare and critically evaluate Social Care in Ireland with Social Care in an international context					
<b>2</b>	Discuss and appraise current regulations in Ireland in light of international best practice					
<b>3</b>	Show competence in steps required to prepare for inspection					
<b>4</b>	Identify and evaluate the theories and constructs underpinning anti oppressive practice and strategies to support and encourage anti oppressive practice as a social care leader.					
<b>5</b>	Engage in self-evaluation in terms of practice in particular ethical and anti-oppressive practice and identification of CPD needs.					
<b>Indicative Syllabus:</b>						
<b><u>Practice Perspectives</u></b>						
<u>International perspectives in Social Care</u>						
Critical and comparative look at other jurisdictions and potential application of learning to practice in the Irish context.						

<u>Ethical Perspectives in Social Care Management</u>		
Role of the manager in ensuring and promoting ethical practice. Ethics of care, right to love, sexuality and relationships, humanity of professional care. Conflicts between managerialism and care, affective inequality.		
<u>Regulation</u>		
Knowledge, understanding & appraisal of regulations and preparing for inspections. International comparison.		
Regulation, regulatory bodies, preparation for inspection. Role of Manager in supporting and encouraging engagement with CPD. Supporting staff engaging in and documenting CPD in line with conditions for registration.		
<u>Anti-oppressive Practice</u>		
Awareness and understanding of anti-oppressive practice, theoretical underpinnings, ability to critically evaluate practice and manage and support staff in working from an anti-oppressive perspective		
<b>Learning and Teaching Methods:</b>		
Formal lectures, guest lectures, case studies, class discussion, class presentations.		
<b>Total Teaching Contact Hours</b>		12
<b>Total Self-Directed Learning Hours</b>		88
<b>Module Delivery Duration:</b>		
<b>Assessment</b>		
Continuous Assessment	<b>Weighting ( %LO Assessment</b>	<b>(No.)</b>
Essay	100%	1,2,3,4,5.
<b>Module Specific Assessment Arrangements (if applicable)</b>		
<b>Recommended Reading Books</b>		
<b>Essential Reading</b>		
Atwal, A., & Jones, M. (2009). <i>Preparing for professional practice in health and social care</i> . Chichester, England: Wiley-Blackwell.		
Bjerke, B. & Karlsson, M. (2013). <i>Social entrepreneurship: to act as if and make a difference</i> . Cheltenham, England: Edgar Edward		
Burke, B. & Clifford, D. (2000). <i>Anti-oppressive ethics and values in social work</i> . London, England: Palgrave Macmillan.		

O'Connor, T. (Ed.) (2013). *Integrated care for Ireland in an international context:*

*challenges for policy, institutions and specific service user needs.* Cork, Ireland: Oak Tree Press.

Webb, S. & Gray, M. (Eds.) (2010). *Ethics and value perspectives in social work.* Basingstoke, England: Houndmills.

### Recommended Reading

Concannon, L. (2009). Developing Inclusive Health and Social Care Policies for Older LGBT Citizens. *British Journal of Social Work*, 39(3), 403-417.

Furness, S. (2009). A Hindrance or a Help? The Contribution of Inspection to the Quality of Care in Homes for Older People. *British Journal of Social Work*, 39(3), 488-505.

Hart, A., Hall, V., & Henwood, F. (2003). Helping health and social care professionals to develop an 'inequalities imagination': a model for use in education and practice. *Journal of Advanced Nursing*, 41(5), 480-489.

Križ, K., & Skivenes, M. (2010). 'Knowing Our Society' and 'Fighting Against Prejudices': How Child Welfare Workers in Norway and England Perceive the Challenges of Minority Parents. *British Journal of Social Work*, 40(8), 2634-2651.

Lyon, D., & Glucksman, M. (2008). Comparative Configurations of Care Work across Europe. *Sociology*, 42(1), 101-118.

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

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

Featherstone, B., Morris, K., & White, S., (2014). *Re-imagining child protection: towards humane social work with families.* Bristol, England: Policy press.

Hallstedt, P. and Hogstrom, M. (2005). Social Care: A European Perspective, in Lalor, K. & Share, P. (Eds), *Applied Social Care: An introduction for Irish students.* Dublin, Ireland: Gill & Macmillan.

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

Stein, M. & Munro, E.R. (Ed.) (2008). *Young people's transitions from care to adulthood: international research and practice.* London, England: Jessica Kingsley Publishers.

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

### Journal Articles and Readings as recommended throughout the lectures.

#### Websites

<http://www.hiqa.ie/>

<http://www.coru.ie/>

<http://socialcareireland.ie/>

<b>Version No:</b>	2	<b>Amended By</b>	Anne Marie Shier
<b>Commencement Date</b>	September 2022	<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)#
SOC 9003					5	
<b>Module Title</b>	Integrated Seminars, 'theory and practice'.					
<b>School Responsible:</b>	Social Sciences, Law, and Education					
<b>Module Overview:</b>						
<p>This module will introduce expert speakers from successful corporate and care organisations. The aim of this module is to provide a forum where the students' academic, professional and personal learning are integrated and synthesised. The module seeks to expose students to a broader set of competencies and a wider knowledge base from the direct experiences of managers and leaders in for-profit (FP), not-for-profit (NP) organisations. The Integrated Seminars module will provide a time and space for students to understand how the theory and practice of management is applied in real examples so that they can broaden their knowledge beyond their own social care setting and integrate their academic learning with their practice.</p> <p>The module will involve presentations by expert speakers, each of whom will have a senior position in their organisation and who will address a particular aspect of management/leadership in their organisation/sector. Examples of themes to be addressed are; change, strategy, innovation, culture, and conflict resolution. One organisation will be a non-profit with a global/development remit in order to expose students to management challenges in an international context. Students will be required to engage in round-table discussion on the learning and application of the examples presented. They will be required to do a group presentation and will be expected to use discussion boards in small group format. An individual learning portfolio will also be required at the end of the module.</p>						
<b>Learning Outcomes (LO):</b>						
On Completion of this module, the learner will be able to						
<b>1</b>	Demonstrate understanding of effective management and leadership styles and approaches in a range of organisations.					
<b>2</b>	Demonstrate understanding of organisational change and the role and influence of managers in this process.					
<b>3</b>	Demonstrate new knowledge of management competencies in sectors other than social care and be able to critically analyse their application to care organisations.					
<b>4</b>	Understand policy development and implementation of policies in a range of social care and NFP organisations.					
<b>5</b>	Be able to conceptualise how case studies presented relate to and could be applied to their own sector/organisation.					

6	Identify their own strengths as managers, their values and new learning and demonstrate a commitment to excellence in management/leadership practice.	
7		
<b>Indicative Syllabus:</b>		
<ul style="list-style-type: none"> <li>- Students will attend a range of seminars delivered by expert speakers, from corporate and care organisations and development/global NP organisation.</li> <li>- Each seminar will address a key theme, agreed in advance with the speaker, who will draw on their own management experiences supported by theory and case study material.</li> <li>- There will be a question-and-answer session following each presentation to enable the students to critically reflect on the application of the examples to their organisations.</li> <li>- Case studies will be made available on Brightspace.</li> <li>- Wrap-up round-table discussion followed by group presentations on the integration of theory to case studies and practice.</li> <li>- Each group will be required to focus on one of the key themes addressed by the seminar speakers.</li> </ul>		
<b>Learning and Teaching Methods:</b>		
Students are expected to record their learning from each of the seminars delivered in their Integrated Seminars Theory to Practice Portfolio. A group presentation and written reflection on integration of theory to practice will be undertaken by the students. Case studies will be selected under the guidance of the lecturing team.		
<b>Total Teaching</b>		12
<b>Total Self-Directed Learning Hours</b>		88
<b>Module Delivery Duration:</b>		
One semester in the academic year.		
<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting</b>	<b>LO Assessment (No.)</b>
40% Marks allocated to student written portfolio work 30% Marks allocated to group work presentation 30% Personal Reflection and application to practice.		
Continuous Assessment	100%	1,2,3,4,5,6.
This module is 100% continuous assessment through completion of all components of the Integrated Seminar Theory to Practice module. <b>This module is a non – compensatory module.</b>		
<b>Module Specific Assessment Arrangements (if applicable)</b>		
(a) Derogations from General Assessment Regulations	The Integrated Seminar Theory to Practice is a non – compensatory module	

(b) Module Assessment Thresholds	A minimum mandatory attendance of 75% is essential on this module.		
(c) Special Repeat Assessment Arrangements			
<p><b>Essential Reading:</b>  Allot, M., &amp; Robb, M. (Eds) (1998). <i>Understanding health and social care, An Introductory Reader</i>. London, England: Sage Publications Limited.  Brechin, A., Brown, H., Eby, M.A. (Eds) (2000). <i>Critical Practice in Health and social Care</i>. London, England: Sage Publications Limited.  Bryer, M. (1988). <i>Planning in Child Care</i>. London, England: BAAF.  Boud, D., Keogh, R. &amp; Walker, D. (Eds). (1985). <i>Reflection: Turning Experience into Learning</i>. London, England: Routledge.  Charleton, M. (2014). <i>Ethics for Social Care in Ireland</i>. Dublin, Ireland: Gill and Macmillan.  Doyle, J. Mc Garty, P. (2011). <i>Irish Managers Social care survey</i>. Dublin, Ireland: Arrow, DIT.  Doyle, J. &amp; Lalor, K. (2013). The social care practice placement: a college perspective. In K. Lalor and P. Share (Eds.), <i>Applied Social Care</i> (3<sup>rd</sup> ed). Dublin, Ireland: Gill and Macmillan.</p> <p><b>Recommended Reading</b>  Healey J. &amp; Spencer, M. (2008) <i>Surviving your placement in Health and Social Care: a student handbook</i>. Maidenhead, England: Open University Press.  Hamilton, C. (2012). <i>Irish Social Work and Social Care Law</i>. Dublin, Ireland: Gill and Macmillan.  Harrison, P. (2006). <i>Managing Social Care: A Guide for New Managers</i>. Dorset, England: Russell House Publishing.  McKian S., Simons, J. (Eds). (2013). <i>Leading, Managing, Caring: Understanding leadership and Management in Health and Social Care</i>. Oxford, England: Routledge.  Martin, V. Charlesworth, J. Henderson, E. (2010). <i>Managing in health and social care</i>. New York, USA: Routledge.  Morrison, T. (2005). <i>Staff supervision in social care</i>. Brighton, England: Pavilion Publishing.  Moon, J. (2004). <i>A Handbook of Reflective and Experiential Learning</i>. London, England: Routledge Falmer.</p>			
<b>Version No:</b>	February 2016	<b>Amended By</b>	Judy Doyle and Anne Marie Shier
<b>Commencement Date</b>	September 2016	<b>Associated Programme Codes</b>	

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



<b>Module Code</b> SOC 9004	<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>
					5	9
<b>Module Title</b>	Governance in the Field of Social Care Practice: Critical Debates for Social Care Managers					
<b>Module Overview:</b>						
<p>Students undertaking this module will be encouraged to examine and assess key concepts and frameworks which are currently dominating the development of social care service provision and will be encouraged to critically examine these concepts in relation to the future development of care practices in social care services as well as the future development of social care as a profession. The module enables students to develop a critical overview and analysis of the current issues and debates surrounding the development of contemporary social care practice and management models and the philosophical principles underpinning them. The module will enable students to analyse and interpret dominant discourses which have and are shaping the models of care being provided and adopted across a range of social care services in contemporary society. The module will explore the role of social forces (media, politics, professions) shaping the field of practice and the discourse that emerges to set limits on the scope of the field and the possible practices within it. The module will therefore introduce students to complex social theoretical ideas which will provide a platform for exploring the limits and opportunities within the field. These will include reflexivity, subjectivity and objectivity, the body, field theory, practice theory, critical pedagogy and social praxis. Students will be challenged to think in terms of how they as leaders work at the boundaries of the field and are placed to shape its future direction.</p>						
<b>Learning Outcomes (LO):</b> (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>	Critically analyse the governance and regulation of social care work today and assess the impact of this governance on workers, managers and service users.					
<b>2</b>	Understand critically examine the dominant frameworks and concepts involved in the shaping of models of care.					
<b>3</b>	Evaluate the impact of political economy on the development of social care management practice and on the models of care adopted across the range of social care services both nationally and internationally.					
<b>4</b>	Identify and critically examine the key systems, agencies and actors that shape the field with regards to the delivery and management of social care practice.					
<b>5</b>	Demonstrate a reflexive self-knowledge / awareness of one's own pedagogic action as a leader and influencer within the social care field.					
<b>6</b>	Critically discuss Bourdieusian field theory and how forms of capital exchange shape both governance and social practice.					

<b>7</b>	Demonstrate knowledge of key social theoretical concepts in critical pedagogy and social praxis and how they are used as analytical and practical tool-kits in transforming the care field.
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<b>Indicative Syllabus:</b> Indicative syllabus covered in the module and / or in its discrete elements: <b>Governance:</b> Governmentality Thesis; Discipline and Self-Governance; and, Network Theory of Governance. <b>Dominant Frameworks and the Governance of Social Care Field:</b> Neo-liberalism; Managerialism; Moral Panic and Agenda Setting in the Social Care Sector; Globalisation, Post Fordism and the Globalisation of Social Care. <b>Field Theory and the Social Care Sector:</b> Social Capital, Habitus and Bourdieusian Toolkits. <b>Social Care, Critical Pedagogy and Transformational Practice</b> <b>Action Toolkits and Transformational Practice</b>	
<b>Learning and Teaching Methods:</b> This module will be delivered using a discursive, dual teaching approach as lecturers from both a social theory background as well as a social care practice/management background will deliver the lectures simultaneously in order to stimulate students engage in critical and theoretical debates and apply these concepts and knowledge to their social care leadership and management practice.	
<b>Total Teaching Contact Hours</b>	12
<b>Total Self-Directed Learning Hours</b>	88

<b>Module Delivery Duration:</b>
One semester

<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>%LO Assessment (No.)</b>
Continuous Assessment : Three short critical papers (750 words each)	100%	1-7
<b>Module Specific Assessment Arrangements (if applicable)</b>		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

<p><b>Essential Reading:</b> (author, date, title, publisher)</p> <p>Cerny, P., Menz, G., &amp; Soderberg, S. (2005). 'Different roads to globalization: neoliberalism, the competition state and politics in a more open world' in S. Soderberg, G., Menz &amp; P. Cerny (eds). <i>Internalising Globalisation: The Rise of Neoliberalism and the decline of National Varieties of Capitalism</i>. Basingstoke, England: Palgrave.</p> <p>Clarke, J., Gewirtz, S. &amp; McLaughlin, E. (2000). <i>New Managerialism New Welfare?</i> London, England: Sage.</p> <p>Giroux, H. A. (2011) <i>On Critical Pedagogy</i>. London, England: Continuum.</p>			
<p>Peillon, M. (2001). <i>Welfare in Ireland: Actors, Resources, and Strategies</i>. Wesport, Ireland: CT: Praeger.</p> <p><b>Recommended Reading:</b> (author, date, title, publisher)</p> <p>Bourdieu, P. (1997). <i>Pascalian Meditations</i>. Cambridge, England: Polity.</p> <p>Bourdieu, P. (1998). <i>Acts of Resistance: Against the New Myths of our Time</i>. Cambridge, England: Polity Press.</p> <p>Coffey, A. (2004). <i>Reconceptualizing Social Policy: Sociological Perspectives on contemporary social policy</i>. Berkshire, England: McGraw Hill.</p> <p>Giroux, H.A. (2015). <i>Dangerous Thinking in the age of the new authoritarianism</i>. London, England: Routledge.</p> <p>Grenfell, M., &amp; James, D. (2004). 'Change in the Field – Changing the Field: Bourdieu and the Methodological Practice of Educational Research', <i>British Journal of Sociology of Education</i>, 25(4), 507–523.</p> <p>Howard, N. (2012). The Ryan Report (2009). A Practitioner's Perspective on Implications for Residential Child Care Special Issue on Child Abuse Reports, <i>Irish Journal of Applied Social Studies</i>, Vol. 12, 1, 37-48.</p> <p>O'Sullivan, E., &amp; O'Donnell, I. (2012). <i>Coercive Confinement in Ireland: Patients, Prisoners and Penitents</i>. Manchester, England: Manchester University Press.</p> <p>Swartz, D. (1997). <i>Culture and Power: The Sociology of Pierre Bourdieu</i>. Chicago, USA: Chicago University Press.</p> <p>Thompson, G. F. (2003). <i>Between Hierarchies and Markets: The Logic and Limits of Network Forms of Organization</i>. Oxford, England: Oxford University Press.</p>			
<b>Version No:</b>	1	<b>Amended By</b>	Dr Dave Williams and Dr Matt Bowden
<b>Commencement Date</b>	September 2016	<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)# 9
SOC 9005					10	
<b>Module Title</b>	Organisations: Culture, Change and Learning					
<b>Module Overview:</b>						
This module in the M.A. in Social Care Management and Leadership covers aspects of the topic of organisations such as how organisations impact on job satisfaction and motivation for the worker and the outcomes for clients, as well as factors which affect learning within organisations and readiness and resistance to organisational change. It facilitates students to assess the impact of organisational factors on their own work and delivery of services.						
<b>Learning Outcomes (LO):</b> (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	Analyse ways of categorising organisational culture and evaluate the impact on staff and clients in social care organisation					
2	Evaluate the concepts of organisational and professional identity in social care work					
3	Assess the impact of organisational identity on job satisfaction, motivation, justice, readiness to learn and adapt to organisational change in the social care sector					
4	Discuss the impact of ethnic and demographic diversity on organisational identity					
5	Discuss the theoretical underpinnings of the psychodynamic analysis of organisations					
6	Assess the effect of anxiety and defence mechanisms in social care organisations					
7	Evaluate psychodynamic explanations of resistance and readiness to learn and change in social care organisations					
8	Understand and evaluate the role of human resource management in organisations.					
<b>Indicative Syllabus:</b>						
Indicative syllabus covered in the module and / or in its discrete elements						
Organisational Culture						
<ul style="list-style-type: none"> <li>● Relationship between culture and power</li> <li>● Culture and decision making</li> <li>● Culture and learning</li> <li>● The impact of culture on clients</li> </ul>						
Organisational Identity and Relationships						
<ul style="list-style-type: none"> <li>● Communication and psychological contracts</li> <li>● Job satisfaction and motivation</li> <li>● Justice and whistleblowing</li> <li>● Diversity and belongingness</li> </ul>						

- Change readiness and resistance

#### Psychodynamics of Organisations

- The basis of the psychodynamics of organisations – the work of Freud and Klein
- Dependency, anxiety and defence mechanisms within organisations
- Psychodynamic explanations of resistance and readiness to learning and change

#### The Organisation as a Site for Learning

- Theoretical perspectives – communities of practice; cultural history activity theory; reflective learning
- The learning aspect of supervision
- Learning through interprofessional working

#### **Learning and Teaching Methods:**

Students will be expected to prepare for discussions during face to face contact time through pre-reading relevant material.

Face to face contact time will be supplemented by the use of a VLE where students can access material and engage with each other through synchronous and asynchronous communication tools.

<b>Total Teaching Contact Hours</b>	24
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<b>Total Self-Directed Learning Hours</b>	176
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#### **Module Delivery Duration:**

One semester

<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
Summary of relevant research and application to own organisational experiences	20%	1 to 4
Essay	50%	1 to 8
Reflection	30%	1 to 8
<b>Module Specific Assessment Arrangements (if applicable)</b>		
(a) Derogations from General Assessment Regulations		

(b) Module Assessment Thresholds	
(c) Special Repeat Assessment Arrangements	
<p><b>Indicative Reading:</b> (author, date, title, publisher)</p> <p>Alvesson, M. (2013). <i>Understanding organisational culture</i>. (2<sup>nd</sup> ed.). Sage Publications.</p> <p>Bratton, J., &amp; Gold, J. (2012) <i>Human resource management: Theory and practice</i>, (5<sup>th</sup> ed.). Palgrave Macmillan</p> <p>Gunnigle, P. (2011) <i>Human resource management in Ireland</i> (4<sup>th</sup> ed.). Oak Tree Press</p> <p>Menzies Lyth, I. (1960). Social systems as a defence against anxiety: <i>Human Relations</i>, 13, 95-121.</p> <p>Milligan, I., &amp; Stevens, I. (2006). <i>Residential child care: Collaborative practice</i>. Sage Publications.</p> <p>Nahavandi, A., Denhardt, R.B., Denhardt, J.V., &amp; Aristigueta, M.P. (2014). <i>Organisational behaviour</i>. Sage Publications.</p> <p>O'Connor, I., Hughes, M., Turney, D., Wilson, J., &amp; Setterlund., D. (2006). <i>Social work and social care practice</i>. Sage Publications.</p> <p>Tupper, F., Cawsey, G., &amp; Inglos, C. (2016). <i>Organisational change: An action oriented toolkit</i>. (3<sup>rd</sup> ed.). Sage Publications.</p> <p>Vansina, L.S., &amp; Vansina-Cobbaert, M. (2008). <i>Psychodynamics for consultants and managers</i>. Wiley Publications.</p> <p>Students will also be directed towards current readings that are relevant to social care practice.</p>	

<b>Version No:</b>		<b>Amended By</b>	Fiona Mc Sweeney
<b>Commencement Date</b>	September 2016	<b>Associated Programme Codes</b>	

Module Code SOC 9006	Pre-requisite Module codes	Co- Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD) #
					10	9
<b>Module Title</b>	Critical Social Policy					
<b>School Responsible:</b>	Social Sciences, Law, and Education					
<b>Module Overview:</b>						
The aim of this module is to provide learners with a range of theoretical, conceptual and practical tools to be utilised in the tasks of understanding and influencing debate and decision-making in the sphere of social care policy. The module is underpinned by the concept of social justice and learners will acquire the knowledge and skills to engage in strategies to influence social care policy towards more equitable approaches and outcomes. Learners will also acquire the conceptual tools to critically assess the key influences on social care policy currently.						

<b>Learning Outcomes (LO):</b> (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>	Critically examine theories of social justice and their applicability to social care policy and practice
<b>2</b>	Evaluate the impact of policy change on the social care sector
<b>3</b>	Critically examine the broad socio- cultural and political economy context in which social care policy is formulated
<b>4</b>	Critically examine the policy-making processes at Irish, EU and global policy context
<b>5</b>	Critically reflect on the purpose and values of policy advocacy work and the role of the social care manager in advocating for service users/sector (eg. through participatory, empowerment and networking approaches) at agency, institutional and national levels
<b>6</b>	Critically evaluate the role of traditional and new media, interest groups and lobbyists in influencing public and political debate on policy issues relevant to social care
<b>7</b>	Evaluate and apply a range of tools and strategies for influencing policymakers/implementers and public opinion in relation to issues relevant to social care
<b>Indicative Syllabus:</b>	

<ul style="list-style-type: none"> <li>- Perspectives on social justice (for example egalitarian, community development and feminist theories, principles and values)</li> <li>- Irish social care in a changing policy context</li> <li>- Policy making and the policy process</li> <li>- The advocacy role of social care managers: Critically examining values, aims and approaches</li> </ul>		
<ul style="list-style-type: none"> <li>- Influencing policy-the role of old and new media</li> <li>- The Art of Influencing: Assessing the effectiveness of skills, tools and strategies for influencing public and political opinion</li> </ul>		
<b>Learning and Teaching Methods:</b>		
A range of approaches will be utilised including lectures, group discussions, presentations, case studies, workshops		
<b>Total Teaching Contact Hours</b>	24	
<b>Total Self-Directed Learning Hours</b>	176	
<b>Module Delivery Duration:</b>		
Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc.		
<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
Continuous assessment	40	6,7
Essay*	60	1,2,3,4,5
*This amendment is subject to approval by the Faculty Academic Quality Enhancement Committee		
<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**

Baker, J. Cantillan S., Lynch. K., & Walsh J., (2009). *Equality: From Theory to Action* (2<sup>nd</sup> edition) Dublin, Ireland: Palgrave Macmillan.

Department of Children and Youth Affairs (2014). *Better Outcomes Brighter Futures: The national policy framework for children and young people 2014-2020*. Dublin, Ireland: The Stationery Office.

Gallagher, C. & Edmondson, R. (2015). Identifying Key Elements of Social Care Practice in Successful Care Settings for Older People in Ireland: Steps towards ‘Wise’ Social Care. *Irish Journal of Applied Social Studies*. 15(1), 56-69.

Gilchrist, A. (2009). *The well connected community: a networking approach to community development*. Bristol, England: Policy Press.

Harvey, B. (2008). *Working for change: a guide to influencing policy in Ireland*. Dublin, Ireland: Combat Poverty Agency.

Healy, G. Sheehan, B & Whelan, N. (2014). *Ireland says ‘Yes’: The Inside Story of how the Vote to marriage Equality was won*. Dublin, Ireland: Irish Academic Press.

HSE [Health Services Executive] (2012). *New Directions. Review of HSE Day Services and Implementation Plan 2012-2016: working group report*.

Dublin: HSE [Health Services Executive] (2012). *Value for Money and Policy Review of disability Services in Ireland*. Dublin, Ireland: Stationery Office.

Jackson, A. and O’Doherty, C. (2012) *Community Development in Ireland*. Dublin, Ireland: Gill & Macmillan.

Jordan, B. (2006) *Social Policy for the Twenty-First Century*. Cambridge, UK: Polity Press.

Kennett, P. (Ed.) (2013). *A Handbook of Comparative Social Policy*. UK: Edward Elgar.

Kirby and Murphy (2011). *Towards the Second Republic; Irish Politics after Celtic tiger* London. Dublin Ireland: Pluto Ireland.

Larragy, J. (2014). *Asymmetrical engagement: the community and voluntary pillar in Irish social partnership*. UK: Manchester University Press.

Miller, D. (2001). *Principles of Social Justice* Boston: Harvard University Press.

Powell, F. (2007). *The politics of civil society: neoliberalism or social left?* Bristol, England: Policy Press.

Yeates, N. (Ed.) (2014). *Understanding global social policy*. Bristol: Policy Press.

HSE [Health Services Executive] (2014). *Community Healthcare Organisations-Report and Recommendations of the Integrated Service Area Review Group*  
<http://www.hse.ie/eng/services/publications/corporate/CHORReport.html>

<b>Version No:</b>		<b>Amended By</b>	Carmel Gallagher
<b>Commencement Date</b>	September 2016	<b>Associated Programme Codes</b>	

Module Code	Prerequisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
RESM 9003						
	n/a	n/a			5	9
<b>Module Title</b>	Research Methods					
<b>School Responsible:</b>	Social Sciences, Law, and Education					
Module Overview:						
<p>The aim of the module is to introduce students to the theory and principles of research practice and to equip them with the knowledge and skills required to complete a postgraduate dissertation. Student will become familiar with the principal theoretical perspectives involved in research. The module will also provide students with knowledge and skills in the areas of critical reading and academic writing, structuring research questions/hypotheses, proposal writing, research design, sampling techniques, quantitative and/or qualitative data collection methods and analysis. Ethical considerations when conducting research will be addressed in the module through discussion and the application of ethical principles to practical research scenarios.</p>						

Learning Outcomes (LO):	
On completion of this module, the learner will be able to:	
1	Read, interpret, and synthesise literature in a critical and reflective manner.
2	Demonstrate a systematic knowledge and awareness of the main approaches to research required of the dissertation.
3	Formulate a research question(s) and/or hypothesis.
4	Evaluate and select a suitable research design and methodological approach to address the research question/hypothesis.
5	Reflect upon the ethical dimensions of research as well the impact of their own subject position on the practice of their research.
6	Prepare and present a detailed research proposal and a plan for the development of their dissertation

<b>Indicative Syllabus:</b>
<p>Introduction to key theoretical perspectives in research          Critical reading and structuring a literature review          Academic writing</p> <p>Planning the research process</p> <p>Structuring the research question/hypothesis          Developing the research proposal</p> <p>Research design</p>

<b>Learning and Teaching Methods:</b>		
The module will be taught by lectures incorporating on-line and in-class discussion of relevant literature, case studies, practical exercises, readings and writing exercises.		
<b>Total Teaching Contact Hours</b>		36
<b>Total Self-Directed Learning Hours</b>		64
<b>Module Delivery Duration:</b>		
Two hours per week over one semester.		
<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting</b>	<b>Assessment (No.)</b>
<b>Research Dissertation Proposal</b>	100%	1,2,3,4,5,6.
<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:**

- Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. London, UK: Sage.
- Bickman, L. & Rog, D. (2009). *The SAGE handbook of applied social research methods*. London, UK: Sage.
- Bryman, A. (2006). *Mixed methods*. London, UK: Sage.
- Bryman, A. (2012). *Social research methods* (4th ed.). Oxford, UK: Oxford University Press.
- De Vaus, D. (2002). *Surveys in social research*. London, UK: Routledge.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. London, UK: Sage.
- Fink, A. (2013). *How to conduct surveys: A step-by-step guide*. London, UK: Sage.
- Fowler, F. (2014). *Survey research methods* (5<sup>th</sup> ed.). London, UK: Sage.
- Hammersley, M. (1995). *The politics of social research*. London, UK: Sage.
- Hardy, M. & Bryman, A. (2009). *Handbook of data analysis*. London, UK: Sage.
- Harris, S. (2014). *How to critique journal articles in the social sciences*. London, UK: Sage.
- Lee-Treweek, G. & Linkogle, S. (Eds.) (2000). *Danger in the field: Risk and ethics in social research*. London, UK: Routledge.
- Lofland, J., Snow, D., Anderson, L. & Lofland, L. (2006). *Analyzing social settings: A Guide to qualitative observation and analysis*. Belmont, CA: Wadsworth.
- Maxim, P. (1999). *Quantitative research methods in the social sciences*. Oxford, UK: Oxford University Press.
- May, T. (2011). *Social research: Issues, methods and process* (4<sup>th</sup> ed.). Maidenhead, UK: Open University Press.
- Nalita, J. & Busher, H. (2009). *Online interviewing*. London, UK: Sage.
- Punch, K. (2014). *Introduction to social research: Quantitative and qualitative approaches*. Thousand Oaks, CA: Sage.
- Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). *Qualitative research practice: A guide for social science students and researchers* (2nd ed.). London, UK: Sage.
- Rossi, P., Freeman, H. & Lipsey, M. (1999). *Evaluation: A systematic approach*. Thousand Oaks, CA: Sage.
- Silverman, D. (2013). *Doing qualitative research: A practice handbook* (4th ed.). London, UK: Sage Publications.
- Wolcott, H.F. (2009). *Writing up qualitative research*. London, UK: Sage.

<b>Version No:</b>		<b>Amended By</b>	Sinead Freeman, Nicola Hughes and Mairead Seymour
<b>Commencement Date</b>	September 2016	<b>Associated Programme Codes</b>	

Module Code	Prerequisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
DISS 9010	Research				25	9
<b>Module Title</b>	<b>Dissertation</b>					
<b>School Responsible:</b>	Social Sciences, Law, and Education					
<b>Module Overview:</b>						
<p>The dissertation provides an opportunity to the student to apply concepts, theories and research techniques to a selected social care leadership management topic with the benefit of supervision from staff. The aim is to integrate learning across the programme by requiring students to compile a critical review of the literature in their selected area of study, to apply practical research skills to the process, and to engage in reflective and critical analysis and write-up of the data. On completion of the research methods module, students will commence formal supervision with a staff member on the programme. Students will receive guidance and feedback on issues such as the structure and content of the literature review, refining and finalising the research question/hypothesis and research plan, designing data collection instruments, data collection methods and analysis. Feedback will be provided to students through structured supervision meetings and in written format.</p>						

<b>Learning Outcomes (LO):</b>	
<b>On completion of this module, the learner will be able to:</b>	
1	To demonstrate in-depth knowledge of the theories, key concepts and literature underlying their selected topic of study
2	To critically review and synthesize information in compiling a literature review
3	To design research instruments for the purposes of data collection
4	To collect quality data that will answer the central question(s) of the their research
5	To analyse data in a systematic and methodologically sound manner

6	To assemble a comprehensive body of work in the format of a dissertation	
7	To demonstrate awareness regarding the ethical issues and considerations that may arise during the research process.	
<b>Indicative Syllabus:</b>		
<ul style="list-style-type: none"> <li>- Reviewing and structuring literature</li> <li>- Refining the research question/hypothesis</li> <li>- Choosing an appropriate research design and methodology</li> <li>- Data collection</li> <li>- Data analysis</li> <li>- Access and ethical issues</li> <li>- Writing the dissertation</li> </ul>		
<b>Learning and Teaching Methods:</b>		
<p>The supervisor acts as an academic soundboard for the student's ideas, ensures the overall project is advancing and provides feedback and appropriate direction. The supervisor provides comment on draft material to ensure that:</p> <ul style="list-style-type: none"> <li>- there is required rigour, breadth and depth;</li> <li>- the overall structure of the work is coherent;</li> <li>- there is relevance and appropriate referencing;</li> <li>- the candidate is using the correct academic style and approach.</li> </ul> <p>Detailed referencing and writing guidance is available in the Research Handbook for Postgraduate Students. A logbook is also provided to students to record meetings, agreed tasks and plans of work.</p>		
<b>Total Teaching Contact Hours</b>		30
<b>Total Self-Directed Learning Hours</b>		470
<b>Module Delivery Duration:</b>		
Delivery takes place in Semester 3 and 4.		
<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
Dissertation 14,000 words	100	1, 2, 3, 4, 5, 6, 7
<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:**

<p>Biggam, J. (2011). <i>Succeeding with your master's dissertation: A practical step- by-step handbook</i> (2nd ed.). Maidenhead, UK: Open University.</p> <p>Crème, P. &amp; Lea, M. (2008). <i>Writing at university: A guide for students</i>. Maidenhead, UK: Open University Press.</p> <p>Davies, M.B. (2007). <i>Doing a successful research project: Using qualitative or quantitative methods</i>. New York, NY: Palgrave Macmillan.</p> <p>Hart, C. (2005). <i>Doing your masters dissertation</i>. London, UK: Sage.</p> <p>Machi, L.A. &amp; McEvoy, B.T. (2012). <i>The literature review: Six steps to success</i> (2nd ed.). London, UK: Sage.</p> <p>Oliver, P. (2013). <i>Writing your thesis</i> (3rd ed.). London, UK: Sage.</p> <p>Peck, J. &amp; Coyle, M. (2005). <i>The student's guide to writing: Spelling, punctuation and grammar</i> (2<sup>nd</sup> ed.). Basingstoke, UK: Palgrave Macmillan.</p> <p>Tredinnick, M. (2008). <i>Writing well: The essential student guide</i>. Cambridge, UK: Cambridge University Press.</p> <p>Wisker, G. (2008). <i>The postgraduate research handbook: Succeed with your MA, MPhil, EdD and PhD</i>. Basingstoke, UK: Palgrave Macmillan.</p>			
<b>Version No:</b>		<b>Amended By</b>	Dr. Mairead Seymour
<b>Commencement Date</b>	01 September 2016	<b>Associated Programme Codes</b>	

## **OPTIONAL MODULES**



## Details of Optional Modules/Electives

**Social Care Leadership & Management European Study Trip** will equip students with a working knowledge of the purpose and functions of the European institutions as they relate to management and leadership in social service provision. Students visit and attend seminars provided by The European Commission; European Parliament; NGOs (for example Mental Health Europe; Eurochild; International Partnership for Human Rights) and social service providers.

**Employment Law** is crucial to the effective management of any multi-person organisation. Building on the Contracts and Torts modules, this module serves to equip the student with knowledge and understanding of the core principles, concepts and rules of Irish Employment Law, with particular reference to the statutory framework under which the employer-employee relationship is regulated and to the role of the manager as employer or employer's agent.

**Interventions in child and adolescent mental health** explores the conceptualization of interventions for infants, children, and adolescents with a variety of mental health problems, with a view to promoting critical awareness of the effectiveness of these interventions.

**Youth Offending and Youth Justice Perspectives** focuses on the both the causes of juvenile offending and the social response to it in the light of what is known about the nature and circumstances of delinquent behaviour. Sentencing and placement options in Ireland and in other jurisdictions are critically appraised.

**Risk, protection and resilience of children and vulnerable adults** addresses pertinent safety issues in contemporary society. It examines the protection of children and vulnerable adults from different theoretical perspectives and from the individual, the family and the community perspectives.

**Studies in Victimology and Crime Prevention.** This module is to examine the role of the victim in the study of crime. The origins of the discipline shall be examined, as well as contemporary research, service and legislative provisions. The emergence of crime prevention as the 'preventive turn' in social policy, criminal justice and policing along with the turn to the 'risk society'

**Equality, Diversity, and Intercultural Practice** will address the change in Irish demographics that reflect significant diversity in minority culture groups and languages used in Ireland. Cultural identity, ethnicity, racism and sociolinguistics will be examined. Language in society will be critically analysed. Knowledge anthropology, equality, ethnicity, and the acquisition of multilingual competencies will be examined.

### **Deviance, Punishment and Social Control in Modern Ireland**

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.

**Options shall be delivered subject to viable group sizes to be determined by the Programme Committee.**

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>	Social Care Leadership & Management European Study Trip					

<b>School Responsible:</b>	School of Social Sciences, Law, and Education
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<b>Module Overview:</b>
<p>This elective module is a study trip to Belgium in partnership with the Leuven Institute for Ireland in Europe. This elective module will equip students with a working knowledge of the purpose and functions of the European institutions as they relate to management and leadership in social service provision. Students visit and attend seminars provided by The European Commission; European Parliament; NGOs (for example Mental Health Europe; Eurochild; International Partnership for Human Rights) and social service providers. Students must be registered students on the MA Social Care Leadership and Management programme and attend and fully participate in the study trip itinerary.</p>

<b>Learning Outcomes (LO):</b> (to be numbered)	
For a 5 ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
<b>1</b>	Demonstrate an understanding of the purpose and functions of the EU Institutions.
<b>2</b>	Critically evaluate and understand the impact of EU policy in the context of social service provision.
<b>3</b>	Understand EU funding opportunities for social services provision and research.
<b>4</b>	Understand and evaluate Leadership and Management approaches in social services in the European Union.

<b>Indicative Syllabus:</b>
<p>This European Study trip is facilitated by lecturers in TU Dublin City campus and delivered in partnership with the Leuven Institute, Belgium. Syllabus is delivered by formal lectures, seminars and site visits.</p> <p>What is the purpose and function of the EU?  Understand the benefits of being an EU member State?  What is the philosophy underpinning the EU and how does this impact on Ireland?  Understand how EU policy; regulation; funding and research relate to social service provision in Ireland?  Compare management and leadership approaches applied within the EU and in particular in the NGO social services. Place these approaches within theoretical management and leadership perspectives.  Place the EU's response to humanitarian aid in the global context; refugee's; human rights; war; natural disasters.</p>

<b>Learning and Teaching Methods</b>	
Pre and post study trip preparation and learning (lectures) with the guidance of module lecturers. On Campus Lectures, Leuven Institute On site visits and lectures in NGOS in Leuven and Brussels area Field trip and lectures from EU Institutions (European Commission; European Parliament) Engagement in group discussions and groupwork	
<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176

<b>Module Delivery Duration:</b>
The module will be delivered over one semester

<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
Continuous Assessment, Portfolio.	100	1-5
<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:** (author, date, title, city, country: publisher)

Chari, R. S., & Kritzinger, S. (2006). *Understanding EU policy making*: Brussels, Belgium: Pluto Press.

European Commission. (2017). *EU and Me*. Luxembourg, Luxembourg: Publications Office of the European Union.

European Commission. (2017). *Europe in 12 lessons*. Luxembourg, Luxembourg: Publications Office of the European Union.

European Commission. (2017). *The European Union, What it is and what it does*. Luxembourg, Luxembourg: Publications Office of the European Union.

European Commission (2018). *State of the Union 2018*. Luxembourg, Luxembourg: Publications Office of the European Union.

Hantrais, L. (2007). *Social policy in the European Union*. London, England: Macmillan International Higher Education.

Klüver, H. (2013). *Lobbying in the European Union: Interest groups, lobbying coalitions, and policy change*. Oxford, England: Oxford University Press.

Hodson, D., & Peterson, J. (2017). *The institutions of the European Union* (4th ed.). Oxford, England: Oxford University Press.

Staab, A. (2011). *The European Union explained: Institutions, actors, global impact*

(2nd ed.). Bloomington, IN: Indiana University Press.

Websites

<https://www.mhe-sme.org/>  
<https://www.eurochild.org/>  
<https://www.iphronline.org/en/>

Further relevant reading related to specific site visits and organisations will be recommended in advance of and during the study trip.

<b>Version No:</b>	1	<b>Amended By</b>	Anne Marie Shier Judy Doyle
<b>Commencement Date</b>	January 2020.	<b>Associated Programme Codes</b>	DT 9003

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

<b>School Responsible:</b>	Social Sciences, Law, and Education
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TÁ LEAGAN GAELIGE DEN FHOIRM SEO AR FÁIL / AN IRISH LANGUAGE VERSION OF THIS FORM IS AVAILABLE

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

<b>Learning Outcomes (LO):</b> (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	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.

<b>Indicative Syllabus:</b>
<p><b>Indicative Syllabus:</b></p> <p><b>Part A: Perspectives on mental health during childhood and adolescence</b></p> <ul style="list-style-type: none"> <li>➤ Conceptualization of wellbeing and mental health during childhood and adolescence</li> <li>➤ Risk and protective factors associated with mental health during childhood and</li> </ul>

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

**Total Self-Directed Learning Hours**

176

**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)**

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

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

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

Carr, A. (2016). *The handbook of child and adolescent clinical psychology: A contextual approach.* Routledge.

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

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

Kazdin, A., Weisz J. (2017). *Evidence-based psychotherapies for children and adolescents*. (3<sup>rd</sup> edn). Guilford Press.

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

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

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

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, D.C.: American Psychiatric Association

[Dooley, Barbara](#) and [O'Connor, C](#) and [Fitzgerald, A](#) and [O'Reilly, A](#) (2019) My world survey 2: national study of youth mental health in Ireland. Dublin: UCD and Jigsaw.

Dooley, B., & Fitzgerald, A. (2012). My world survey: National study of youth mental health in Ireland. Headstrong & UCD.

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.

Kerig, P., Wenar, C. & Ludlow, A. (2014). *Developmental Psychopathology*. Maidenhead, UK: McGraw-Hill.

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**

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

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

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

Date of Academic Council approval .....



Module Code LAW 9019	Pre-requisite Module codes	Co- Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD) #
DT576 & DT577/2					10	
<b>Module Title</b>	Employment Law					
<b>School Responsible:</b>	Social Sciences, Law, and Education					
<b>Module Overview:</b>						
<p>A thorough appreciation of Employment Law is crucial to the effective management of any multi-person organisation. Building on the Contracts and Torts modules, this module serves to equip the student with knowledge and understanding of the core principles, concepts and rules of Irish Employment Law, with particular reference to the statutory framework under which the employer-employee relationship is regulate and to the role of the manager as employer or employer’s agent.</p>						
<b>Module Aim</b>						
<p>The core aim of this module is to assist students in identifying best model practices in relation to matters of employment and industrial relations as they affect the modern working environment. This module seeks to examine the key features of Irish and European Union law applying to the Employer/Employee relationship, the legal implications of that relationship, the contractual obligations and the duties and liabilities in tort arising between Employer and Employee as well as the range of statutory rights and duties that apply to this relationship. It aims to equip students with a comprehensive understanding of Irish Employment Law, with particular reference to the role of the manager as employer. Amongst other things, the module will scrutinise the influence of Ireland’s membership of the European Union and the particular relevance of the Constitution of Ireland to employment law. The module will also focus on the law applicable to the conduct of industrial relations and the resolution of workplace disputes, as well as the law applicable to the termination of employment.</p>						
<p>This module comprises 10 ECTS credits. Students will be expected to attend lectures for one and a half hours per week in each module together with tutorials lasting one hour per module approximately once every fortnight.</p>						
<b>Learning Outcomes (LO):</b> (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>	To provide an understanding of the key elements of Employment Law					
	Explain the difference between a contract of service and a contract for services. Examine a contract of employment to ensure it complies with statutory obligations. Identify and interpret the express and implied terms of the contract of employment					
<b>3</b>	Explain and comment upon the effect of membership of the European Union has on the relationship between Employer and Employee					
<b>4</b>	Name and describe the main institutions and functionaries of the Employment					

	redress system outlining the composition, functions and powers of each venue, with particular reference to the division and separation of jurisdictions.
<b>5</b>	Outline and comment upon the main features of fundamental Employment protection legislation
<b>4</b>	Appraise the reasons for, the policies behind and the background to the several rules and doctrines of Equality Law in a variety of contexts
<b>5</b>	Demonstrate an ability accurately to identify legal issues in various scenarios so as to engage and instruct legal advisors in the relevant area of law, with a view to preparing legal strategies and solutions thereto.
<b>6</b>	Outline and comment upon the various forms of employment redress within the workplace from an employer and employee's perspectives guaranteed by common law and the Constitution.
<b>7</b>	Delinate the main contractual duties and responsibilities of Employers and Employees
<b>8</b>	Recognise the circumstances in which an employment contract may be terminated and recognise patterns which may give right of redress to an employee under wrongful, unfair and equality based dismissals.
<b>9</b>	Identify circumstances of Bullying, Harassment and Victimisation within the workplace, critically evaluate the remedies and necessary actions to prevent such circumstances arising, and learn how to pursue cases in the Employment Redress system.
<b>10</b>	Identify and locate available and relevant sources and materials to assist in the solution of legal problems in a variety of contexts (particularly where such problems are unanticipated or have not been considered by the student on previous occasions).

**Indicative Syllabus: Syllabus:**

**Unit 1: Employment Contracts**

- The Contract of Employment; legal classification
- Contractual basis of the employment relationship
- Distinguishing Contracts *of* service from contracts *for* services
- The Control, Integration and Mixed Tests
- Express Terms versus Implied Terms
- Terms implied by the common law
- Terms of Employment (Information) Act, 1994-2001
- Drafting employment contracts
- Impact of collective bargaining agreements
- Variation of Contractual Terms
- Restrictive covenants and other post-employment restraints;
- Intellectual Property, confidentiality and the Employment relationship
- Contracts with apprentices and trainees

**Unit 2: Institutions & the Presentation of Cases Reforms of Employment Rights Redress System**

- Workplace Relations Act 2015

- **Workplace Relations Commission**
- **Adjudication**
- **Mediation**
- **Inspection**
- **Labour Court**
- **Courts of Justice**

**Unit 3: Protective Legislation:**

**(a) Atypical Workers**

- **Part-time workers (Protection of Employees, (Part-Time Work) Act, 2001)**
- **Fixed-term workers (Protection of Employees (Fixed-term Work) Act, 2003, No. 29)**
- **Agency Workers**
- **Protection of Employees (Part-Time Work) Act 2001**
- **Protection of Young Persons (Employment) Act 1996**
- **The Organisation of Working Time Act 1997 (b) General –**
- **Maximum Working Week**
- **Rest Periods**
- **Holidays**
- **Sunday Working**
- **Zero Hours Contracts**

**Unit 4: Termination of the Employment Contract**

- **Modes of termination, notice, summary dismissal**
- **Dismissal procedures and remedies**
- **The Minimum Notice and Terms of Employment Acts 1973-2015**
- **The Unfair Dismissals Acts 1977-2015**
- **The Redundancy Payments Acts 1967-2015**

- The Common Law concept of Wrongful Dismissal
- Occupational Pensions: approved schemes, funding, trustees, employers, surplus, early leaves, assignment and attachment.

#### **Unit 5: Employment Equality Law**

- The Employment Equality Acts 1998-2015
- Positive Discrimination
- Derogation from the principle against discrimination
- Processing a claim under the Act; Mediation; Appeals;
- A victim's remedies where discrimination is established
- Sexual Harassment
- Equal Pay
- Equal Status Act, 2000
- Maternity Protection Act, 1994 (as amended)
- Adoptive Leave Act, 1995
- Parental Leave Acts, 1998-2006
- Carer's Leave Act 2001
- **Unit 6: Workplace Bullying Stress & Harassment Unit 7: Health and Safety** (Selected Issues) Safety, Health and Welfare at Work Act 2005-2015 and associated Regulations
- Workplace Stress
- Defining stress
- Employers' obligations and liability
- Sick leave
- Case law and Judicial treatment of stress related claims

#### ***Unit 7: Transfer of Undertakings***

- *The Common Law and Transfer of Undertakings*
- ECJ Jurisprudence on Transfer of Undertakings (Amending) Directive 98/50/EC
- Personal Scope of the Directive
- European Communities (Safeguarding Of Employees' Rights On Transfer Of Undertakings) (Amendment) Regulations, 2000
- Information and Consultation of Employees
- Transfer-related dismissals/ Organisational Changes following transfer
- Case law on transfer and contracting out
- Economic, technical or organisational reasons entailing changes in the workforce
- The consequences of an employer's insolvency.

<b>Learning and Teaching Methods:</b>	
Interactive lectures Self-directed learning Group study and group discussion Presentations Guest lecturers Assessment will consist of a combination of end of session examinations (with both seen and unseen questions) and continuous assessment (including essays and problemsolving exercises). The continuous assessment will count towards 20% of the final mark for this module, with the exam making up the remaining 80% of marks. Assessment will be made on the basis of students' demonstrated ability to analyse and comment upon the important principles of and developments in Constitutional Law. In particular, assessment will be conducted by reference to the following criteria: <ul style="list-style-type: none"> <li>• Demonstrated knowledge of module content.</li> <li>• Evidence of understanding of relevant concepts and principles.</li> <li>• Originality of thought and evidence of independent research.</li> <li>• Clarity of expression and presentation.</li> <li>• Technical proficiency.</li> </ul>	
<b>Total Teaching Contact Hours</b>	44
<b>Total Self-Directed Learning Hours</b>	156

<b>Module Delivery Duration:</b>		
The Constitutional Law Module is delivered over one academic year, with one class of 1.5 hours per week and six tutorials of one hour each		
<b>Assessment</b>		
Examination	70	all
Assignment	30	all
<b>Module Specific Assessment Arrangements (if applicable)</b>		
(d) Derogations from General Assessment Regulations	N/A	
(e) Module Assessment Thresholds	For an award at Merit or Distinction classification, a candidate must obtain at final examination, an aggregate mark (based on the total marks available)	
Distinction	70% plus	
Merit (Upper Div.)	60 - 69%	
Merit (Lower Div.)	50 - 59%	
Pass	40 - 49%	
(f) Special Repeat Assessment Arrangements		

**Essential Reading**

Cox, Arthur. (2014). *Employment Law Yearbook 2014*. Dublin, Ireland: Bloomsbury.

Cox, A. Corbett, V. & Ryan, D. (2018). *Employment Law in Ireland*. Dublin, Ireland: Clarus Press.

Daly, B. & Doherty, M. (2010). *Principles of Irish Employment Law*. (3rd ed). Dublin, Ireland: Clarus Press.

Faulkner, M. (2018). *Essentials of Irish Labour Law* (3rd ed) Dublin, Ireland: Gill & Macmillan.

Mansfield, G., Banergee, L., Brown, D. & Davies, C. (2018). *Blackstones's Employment Law Practice*. Oxford, UK: Oxford University Press.

Meehan, F. (2018). *Employment Law*. Dublin, Ireland: Round Hall.

Murphy, A. & Regan, M. (2017). *Employment Law*. (2nd ed). Dublin, Ireland: Bloomsbury.

**Recommended Reading**

Eardly, J. (2002). *Bullying and Stress in the Workplace*. Dublin, Ireland: First Law. Eardly,

J. (2004). *Sex Discrimination at Work*. Dublin, Ireland: First Law.

Kerr, A. (2005). *Irish Employment Legislation*. Dublin, Ireland: Round Hall,

Purdy, A. (2015). *Equality Law in the Workplace*. Dublin, Ireland: Bloomsbury.

<b>Version No:</b>		<b>Amended By</b>	
<b>Commencement Date</b>	September 2016	<b>Associated Programme Codes</b>	

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ (CPD)#	Level
CFCS9001					10	9	
<b>Module Title</b>	Equality, Diversity, and Intercultural Practice						
<b>School Responsible:</b>	Law, Languages and Social Sciences						

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

<b>Learning Outcomes (LO):</b> (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>	Distinguish, explain, and critique key concepts in critical intercultural studies including 'race', religion, ethnicity, culture, identity, and racism.
<b>2</b>	Debate critically and reflectively issues of cultural diversity and minority-majority cultural relations in contemporary Ireland within a global context.
<b>3</b>	Distinguish and appraise key theories and theorists in critical inter-cultural studies.
<b>4</b>	Critically analyse the relationship between cultural diversity and inequality.
<b>5</b>	Critically analyse models of cultural diversity such as segregationist, assimilationist, integrationist, multiculturalist and interculturalist perspectives.
<b>6</b>	Construct innovative solutions to the limitations of intercultural policy and practice in real world settings including socio-educational professional work.

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

## 12. Reflection and Evaluation

### **Learning and Teaching Methods:**

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

**Total Teaching Contact Hours**

24

**Total Self-Directed Learning Hours**

176

### **Module Delivery Duration:**

The module is delivered over one semester.

### **Assessment**

<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
<p>The module is assessed by means of two continuous assessments.</p> <p>Part one of the module will be assessed through a traditional essay.</p> <p>Part two of the module will be assessed through a critical analysis of intercultural policy and practice.</p>	100%	1, 2, 3, 4  5,6
<p>Essay (2,500 words)</p> <p>Essay titles will vary from year to year. An example is:</p> <p>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.</p>	50%	1, 2, 3, 4
<p>Critical analysis of intercultural policy and /or practice (2,000 words)</p> <p>Essay titles will vary from year to year. An example is:</p> <p>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).</p> <p><b>A) <u>Identify relevant policies governing issues of cultural diversity and equality in practice.</u></b></p> <p><b>B) <u>Relate the approach to equality and diversity to critical intercultural theory and practice.</u></b></p> <p><b>C) <u>Evaluate the strengths and limitations of the approach to best practice models and critical debates.</u></b></p>	50%	4, 5, 6



<b>D) <u>Construct innovative solutions to the limitations of intercultural policy and practice in this setting.</u></b>		
<b>Module Specific Assessment Arrangements (if applicable)</b>		
<b>(a) <u>Derogations from General Assessment Regulations</u></b>		
<b>(b) <u>Module Assessment Thresholds</u></b>		
<b>(c) <u>Special Repeat Assessment Arrangements</u></b>		

**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  
 Irish Journal of Anthropology

<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 CFCS 9007	Pre-requisite Module codes	Co- Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD) #
					10	9
<b>Module Title</b>	Youth Offending and Youth Justice Perspectives					
<b>School Responsible:</b>	Social Sciences, Law, and Education					
<b>Module Overview:</b>						
<p>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.</p>						
<b>Learning Outcomes (LO):</b>						
On completion of this module, the learner will be able to						
<b>1</b>	Identify and evaluate the theories and constructs 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 through written and oral presentation.					
<b>Indicative Syllabus:</b>						

<ol style="list-style-type: none"> <li>1. Theorizing constructs of youth crime</li> <li>2. The role of risk in explanations and responses to youth crime</li> <li>3. Pathways into and out of youth crime</li> </ol>
<ol style="list-style-type: none"> <li>4. Youth justice in an Irish context</li> <li>5. Comparative perspectives on youth justice</li> <li>6. Pre-court diversion and cautioning</li> <li>7. The Children Court and the court process</li> <li>8. Community sanctions</li> <li>9. Youth detention</li> <li>10. Young offenders' experiences of navigating the youth justice system: theoretical and policy implications.</li> </ol>

<b>Learning and Teaching Methods:</b>	
The learning and teaching methods will include lectures, discussion, assigned readings, guest lectures, and brightspace materials.	
<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176

<b>Module Delivery Duration:</b>
The module is delivered over one semester.

<b>Assessment</b>		
<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	20	1, 4, 7
<b>Module Specific Assessment Arrangements (if applicable)</b>		
(g) Derogations from General Assessment Regulations		
(h) Module Assessment Thresholds		
(i) Special Repeat Assessment Arrangements		

**Essential Reading:**

Case, S. & Haines, K. (2009). *Understanding Youth Crime*. Cullompton, England: Willan Publishing.

Goldson, B (2014). *Re-imagining Juvenile Justice*. Abingdon, England: Routledge.

Kilkelly, U. (2006). *Tough Lives, Rough Justice: Youth Justice*. Dublin, Ireland: Irish Academic Press.

Seymour, M. (2013). *Youth Justice in Context: Community, Compliance and Young People*. Abingdon, England: Routledge.

Goldson, B. & Muncie, J. (eds). (2009). *Youth Crime and Juvenile Justice Volume 1:*

*The 'Youth Problem'; Youth Crime and Juvenile Justice Volume 2: Youth Corrections; Youth Crime and Juvenile Justice Volume 3: Children's rights and State Responsibilities*. London, England: Sage.

**Recommended Reading:**

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

An Garda Síochána (yearly publication). *Annual report of the committee appointed to monitor the effectiveness of the diversion programme*. Download at [www.garda.ie](http://www.garda.ie) or [www.iyjs.ie](http://www.iyjs.ie)

Barry, M. (2006). *Youth offending in transition: The search for social recognition*. Brighton, England: Routledge.

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

Feld, B. & Bishop, D. (eds.) (2013). *The Oxford handbook of juvenile crime and juvenile justice*. Oxford, England: Oxford University Press.

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

Hourigan, N. (2011). *Understanding Limerick social exclusion and change*. Cork, Ireland: Cork University Press

Muncie, J. and Goldson, B. (2006). *Comparative youth justice*. London, England: Sage Publications.

Minister for Justice and Equality (2013). *'Tackling youth crime': youth justice action plan 2014-2018*. Download at [www.iyjs.ie](http://www.iyjs.ie), [www.justice.ie](http://www.justice.ie) or [www.dcyv.gov.ie](http://www.dcyv.gov.ie)

Newburn, T. & Shiner, M. (2005). *Dealing with disaffection: young people, mentoring and social inclusion*. Cullompton, England: Willan Publishing.

Pitts, J. (2008). *Reluctant gangsters: the changing face of youth crime*. Cullompton, England: Willan.

Sargent, P. (2013). *Wild arabs and savages: A history of juvenile justice in Ireland*. Manchester, England: Manchester University Press.

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

**Relevant Journals will be noted in lectures.**

**Version No:**

**Amended By**

Dr. Mairead Seymour

<b>Commencement Date</b>	01 September 2016	<b>Associated Programme Codes</b>	DT576, DT577, DT550, DT568 DT9003/2
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Module Title	Studies in Victimology and Crime Prevention					
Module Code CFCS 9007	Pre-requisite Module codes	Co- Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD) #
					10	9
<b>School Responsible:</b> Social Sciences, Law, and Education						
<b>Module Overview:</b> The aim of this module is to examine the role of the victim in the study of crime. The origins of the discipline shall be examined, as well as contemporary research, service and legislative provisions. The module also discusses the emergence of crime prevention as the 'preventive turn' in social policy, criminal justice and policing along with the turn to the 'risk society'. Key issues from contemporary research and debates are critically discussed in national and comparative terms.						
<b>Learning Outcomes (LO):</b>						
On Completion of this module, the learner will be able to						
<b>1</b>	Evaluate the role of the victim in the overall crime dynamic.					
<b>2</b>	Demonstrate an in-depth knowledge of theories and key concepts of crime victimization.					
<b>3</b>	Compare and contrast victim surveys in different jurisdictions.					
<b>4</b>	Discuss in an informed way, key issues and debates within victimology.					
<b>5</b>	Describe contemporary legislative and service developments, particularly in Ireland and Europe.					
<b>6</b>	Evaluate and compare different theoretical approaches to the governance of crime and how these apply to both crime control and crime prevention.					
<b>7</b>	Demonstrate critical awareness of local network approaches to crime control.					
<b>8</b>	Critically compare Ireland with other societies in relation to the role of civil society and communities in crime prevention.					
<b>9</b>	Demonstrate a critical awareness of the scope and limits of crime prevention policies and approaches.					
<b>10</b>	Discuss, key issues and debates in crime prevention and community safety.					
<b>Indicative Syllabus:</b>						
<ul style="list-style-type: none"> <li>- Introduction, History, Definitions, Context</li> <li>- Key concepts, theoretical perspectives</li> <li>- Measuring crime victimization; victim surveys, including the BCS and Irish crime victim surveys</li> <li>- Focus on a vulnerable population – child victimization</li> <li>- Advocacy, victims right, victim services, international perspectives on victim supports</li> <li>- Psychological, emotional effects of crime on victims</li> <li>- Fear of crime, European Social Survey, Moral panics</li> </ul>						

- Restorative justice
- Typologies of Crime Prevention – Situational, Social, Criminal Justice measures, Individual measures.
- The Local Governance of Crime: Crime Control and Theories of Governance
- Crime prevention and government of territory
- Case studies of crime prevention models
- Community as an ideological appeal; critical realism and ‘power dependence’
- Communities and crime prevention in comparative terms
- Community safety: approaches to local security

**Learning and Teaching Methods:**

Lecture, Class discussion, student group presentations

**Total Teaching Contact Hours**

24

**Total Self-Directed Learning Hours**

176

**Module Delivery Duration:**

One Semester

**Assessment**

<b>Assessment Type [TBC SUGGESTIONS BELOW]</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
Essay 3,000 - 3,500 words from selected list of topics	70%	1,2,3, 4, 5, 6, 7, 8, 9, 10
Book Review 1,250 – 1,500 words	20%	2, 6
Group presentation on current topical issues	10%	5, 10
<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 list (Victimology)**

Amir, M. (1971). *Patterns in forcible rape*. Chicago, IL, USA: University of Chicago Press.

Central Statistics Office. (2007). *Crime and victimisation: Quarterly national household survey*. Dublin, Ireland: CSO.

Daigle, L. (2015). *Victimology*. Los Angeles, USA: CA: Sage.

Dignan, J. (2004). *Understanding victims and restorative justice*. Maidenhead, UK:

- Goodey, J. (2005). *Victims and victimology: Research, policy and practice*. Harlow, UK: Pearson.
- Hall, M. (2011). *Victims and policy-making: A comparative perspective*. London, UK: Routledge.
- Karmen, A. (2004). *Crime victims: An introduction to victimology* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Kilcommins, S. (2010). *The needs and concerns of victims of crime in Ireland*. Dublin, Ireland: Commission for the support of victims of crime.
- Mc Govern, L. (2002). *The victim and the criminal justice process*. In P. O' Mahony (Ed.), *Criminal justice in Ireland* (pp. 393-406). Dublin, Ireland: Institute of Public Administration.
- Newburn, T. (2017). *Criminology* (3<sup>rd</sup> ed.). London, UK: Routledge.
- Shoham, S.G., Knepper, P., & Kett, M. (Eds.). (2010). *International handbook of victimology*. London, UK: CRC Press.
- Smith, D.J. (2004). *The Links between victimization and offending, Edinburgh study of youth transitions and crime research digest No. 5*. Edinburgh, UK: Centre for Law and Society, University of Edinburgh.
- Spalek, B. (2006). *Crime victims: Theory, policy and practice*. Basingstoke, UK: Palgrave Macmillan.
- Sparks, R., Genn, H., & Dodd, D. (1977). *Surveying victims: A study of the measurement of criminal victimisation*. Chichester, UK: John Wiley and Sons.
- Van Dijk J.J.M., Manchin, R., Van Kesteren, J., Nevala, S., Hideg, G. (2005). *The burden of crime in the EU. Research Report: A comparative analysis of the European crime and safety survey (EU ICS)*. Brussels, Belgium: Gallup Europe.
- Von Hentig, H. (1948). *The criminal and his victim*. New Haven, CT: Yale University Press.
- Wallace, H. (1998). *Victimology: Legal, psychological and social perspectives*. Boston, NY: Allyn and Bacon.
- Walklate, S. (2007). *Handbook of victims and victimology*. Devon, UK: Willan.

### **Indicative Reading List (Crime Prevention)**

- Body-Gendrot, S. (2000). *The social control of cities: A comparative perspective*. Oxford, UK: Blackwell.
- Bowden, M. (2014). *Crime, disorder and symbolic violence: Governing the urban periphery*. London, UK: Palgrave Macmillan.
- Bowden, M. (2006). Youth, governance and the city: Towards a critical urban sociology of youth crime and disorder prevention. *Youth Studies Ireland*, 1, 19-39.
- Bowden, M., & Topping, J. (2016). Crime prevention and community safety. In D. Healy, C. Hamilton, Y. Daly, & M. Butler (Eds.). *The Routledge handbook of Irish criminology*. London, UK: Routledge.
- Burney, E. (2009). *Making people behave: Anti-social behaviour, politics and policy* (2<sup>nd</sup> ed.). Abingdon, UK: Routledge.
- Crawford, A. (2009). *Crime prevention policies in comparative perspective*. Cullompton, UK: Willan.
- Gilling, D., Hughes, G., Bowden, M., Edwards, A., Henry, A., & Topping, J. (2013). Powers, liabilities and expertise in community safety: Comparative lessons for 'urban security' from the United Kingdom and the Republic of Ireland. *European Journal of Criminology*, 10(3), 326-340.
- Hughes, G. (2007). *The politics of crime and community*. Basingstoke, UK: Palgrave Macmillan.



Hughes, G., & Edwards, A. (2002). *Crime control and community: The new politics of public safety*. Cullompton, UK: Willan.

Knepper, P., Doak, J., & Spaland, J. (2009). *Urban crime prevention, surveillance and Restorative Justice*. London, UK: CRC Press.

Mythen, G. (2014). *Understanding the risk society: Crime, security and justice*. London, UK: Palgrave Macmillan.

Tilley, N. (2009). *Crime prevention*. Cullompton, UK: Willan.

Tilley, N., & Sidebottom, A. (2017). *Handbook of crime prevention and community safety*. London, UK: Routledge.

<b>Version No:</b>		<b>Amended By</b>	Dr. Kevin Lalor & Dr. Matt Bowden
<b>Commencement Date</b>	September 2017	<b>Associated Programme Codes</b>	DT568; DT550, Dt9003/ 2

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD) #
CFCS 9008						
<b>Module Title</b>	<b>Risk, protection and resilience of children and vulnerable adults</b>					
<b>School Responsible:</b>	Social Sciences, Law, and Education					

### Module Overview

This course explores current and emerging key concepts and issues in the protection of children and vulnerable adults from multiple dimensions. It is designed to build on the knowledge gained from other modules such as legislation, social policy and principles of professional practice. Relevant theories and practice will be discussed. 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.

### Learning Outcomes (LO):

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   |

### Indicative Syllabus:

The course will focus on the following areas  
 Concepts such as risk, vulnerability, protection, control, thresholds, resilience.

Definitions of the different forms of abuse and indicators, causal factors, effects and outcomes of abuse in children. Relevant protection procedures, guidelines, policies and legislation in relation to the protection of children		
Critical discussion of current issues relating to protection of children		
Definitions of the different forms of abuse and interpret indicators, causal factors, effects and outcomes in abuse of vulnerable adults. Relevant protection procedures, guidelines, policies and legislation in relation to vulnerable adults (such as adults who are older, or have disabilities or suffer from a mental illness, or are trafficked, are victims of intimate partner violence or belong to a minority group)		
Critical discussion of current issues in relation to protection of vulnerable adults		
<b>Learning and Teaching Methods:</b>		
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.		
<b>Total Teaching Contact Hours</b>		24
<b>Total Self-Directed Learning Hours</b>		176
<b>Module Delivery Duration:</b>		
One semester		
<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting</b>	<b>LO Assessment (No.)</b>
Continuous Assessment	100%	
Essay (3,000 words)	70%	1,3,4,5.
Project/ Presentation	30%	2,6.
<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 List.

Buckley, H., Horwath, J., Whelan, S. (2006). *Framework for the Assessment of Vulnerable Children & their Families. Assessment Tool and Practice Guidance*. Dublin, Ireland: Children Research Centre, Trinity College.

Clayton, G., Cree, V. & Smith, M. (2012). 'Moral panics and social work: Towards a sceptical

Christie, A, Featherstone, B, Quin, S & Walsh, T. (2015). *Social Work in Ireland: Changes and Continuities*. Dublin, Ireland: Palgrave Macmillan.

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

McWilliams, A. (2006). 'The Challenge of Working Together in Child Protection' in T. O'Connor and M. Murphy (eds.) *Social Care: Theory, Policy and Practice*, Cork, | CIT Press. pp241-253

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

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

Department of Children (2011). *Children First. National Guidance for the Protection and Welfare of Children 2011*. Dublin, Ireland: Government Publications Office.

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.

Ferguson, H. (2011). *Child protection practice*. Basingstoke, UK: Palgrave Macmillan.

Holt, S., Buckley, H. & Whelan, S. (2008). 'The Impact of Exposure to Domestic Violence on Children – A Review of the Literature', *Child Abuse and Neglect*, 32:797-8.

Howard, N. (2012). The Ryan Report (2009). *A Practitioner's Perspective on Implications for Residential Child Care Special Issue on Child Abuse Reports*, *Irish Journal of Applied Social Studies*, Vol. 12, 1, 37-48.

HSE (2011). *Practice Handbook for the Protection and Welfare of Children*. Dublin, Ireland: HSE.

Mc, Keown, K. and Kidd, P. (2002). *Men and Domestic Violence: What Research Tells Us*. Dublin, Ireland: Department of Health and Children.

McWilliams, A. (2006). 'The Challenge of Working Together in Child Protection' in T. O'Connor & M. Murphy (eds.) *Social Care: Theory, Policy and Practice*, Cork, Ireland: CIT Press. pp241-253

Mulkeen, M. (2012). *Gendered Processes in Child Protection: 'Mother-blaming' and the Erosion of Men's Accountability. Special Issue on Child Abuse Reports*, *Irish Journal of Applied Social Studies*, Vol. 12, 1, 73-88.

O' Loughlin, A. (2008) 'Elder Abuse' in P. Kennedy & S. Quin (eds). *Ageing and Social Policy in Ireland*. Dublin: UCD Press

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					

**Module Overview:**

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.

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.

**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>	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.

<b>4</b>	Analyse the experience of social control through the accounts of people who lived in various institutions.
<b>5</b>	Critically compare the use of confinement in Ireland with other jurisdictions.
<b>6</b>	Appraise the relationship between deviance, social control and wider society.
<b>7</b>	Discuss the key issues in the controversies from the investigations and inquiries into the various forms of institutionalisation.
<b>8</b>	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, stigmatization 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  (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  (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%	
Special Repeat Assessment Arrangements		

(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.). Polity 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>	

## 7. Supervision Arrangements

Guidelines on supervision arrangements and writing the dissertation are outlined in the Dissertation Handbook. Please see:

<https://www.tudublin.ie/media/website/explore/schools/languages-law-amp-social-sciences/documents/dissertation-handbook-202122-version-08.09.21.pdf>.

A dissertation supervisor is assigned to each student to oversee their dissertation and assist the student in the research process. The supervisor will generally have relevant research interests and knowledge but it is not essential that they have particular expertise in the actual topic. Their role is to guide and advise on the topic of research, offering feedback on work submitted and ensuring the student keeps to an agreed schedule. Through detailed discussion with the student, the supervisor will satisfy himself/herself that the topic is feasible in terms of providing an opportunity to conduct research that will draw on a body of literature, establish or outline a relevant theoretical context and provide an opportunity to engage in research enquiry. The supervisor may ask for a more detailed proposal indicating the framework and timescales within which the work will be undertaken. The supervisor will pay particular attention to:

- An agreed schedule of meetings monitoring each stage of the research;
- The student's knowledge and competence in relevant research methods;
- Regular reports from the student on progress and offering constructive advice and criticism;
- Any inadequacies in the research allowing adequate time for re-orientation and correction;
- Any ethical issues that may apply;
- The correct format and layout of the dissertation.

At the outset, the supervisor and student will agree a schedule of meetings to monitor the progress of the research and normally comprises a series of tutorials mirroring the phases of each stage of development the research. In the early stages, the supervisor will comment on the suitability and potential of the topic, providing feedback and appropriate direction for the advancement of the research. The student will be required to carefully prepare for meetings, reporting on work undertaken and completed, progress made since the last meeting and agreed plans or next steps in the research. Before the student embarks on any primary research, the supervisor will have discussed in some detail the research instrument and other aspects of the research methodology proposed. The framework for analysis and techniques to be used will also be discussed. The student should submit drafts of work as agreed with the supervisor. The student will receive feedback to confirm that:

- The correct academic style and approach is being used,
- There is the required rigour, breadth and depth;
- There is relevant and appropriate referencing

- The overall structure of the work is appropriate.

As the research develops, the supervisor adopts a more generalized supervisory role with less detailed comment. The ultimate responsibility for the successful development of the research project lies with the student and a major aspect of the learning which takes place involves the development by students of skills in self management, independent learning and research. The student must assume ownership of the project and ensure that the objectives are met.

## 8. Library

The TU Dublin Library holds a combined book-stock of over 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 students. 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 page for Social Sciences on [https://tudublin.libguides.com/Social\\_Sciences](https://tudublin.libguides.com/Social_Sciences).

The TU Dublin Libraries provide study spaces, networked PCs, textbooks and other programme materials, reference works and journals to support the programmes offered by TU Dublin and to facilitate research. Information is available in many formats besides books e.g. videos, e-books and other electronic resources. Many of these can be accessed from any networked PC within the TU Dublin campus and from home. The Information Desk is staffed by qualified librarians to assist users with their specific research needs.

In common with most modern academic libraries, TU Dublin Libraries have invested heavily in information technology. The library webpage at <https://tudublin.ie/library/> 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

### 8.1 Subject Databases

The library now subscribes to 50 bibliographic databases over a broad range of subject areas. All are available through the library web site. Specific Social Care and related subjects include:

- Soc Index with Fulltext Social Science Citation Index Psychinfo
- Eric
- British Education Index and Australian Education Index.

Subject specific material resources are grouped together on the web site under the heading Subject Gateways (Social Sciences). <https://www.dit.ie/library/subjects/> and feature quick links to electronic journals, databases, Exam papers and internet links.

### 8.2 Index to Theses and Dissertations Abstracts

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

### 8.3 Access to Electronic Resources from home

Registered students can access library web-based material, including all subject databases, from home using an IP authentication and pin-number system. Please see <https://tudublin.ie/library/> for further information.

#### **8.4 Document Delivery Service**

In keeping with library policy on access to information, the Inter Library Loan and Document Delivery service is available to all 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.

#### **8.5 Access to other Libraries**

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

#### **8.6 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

#### **8.7 Library Opening Hours**

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

#### **8.8 Library Contact Details**

[Susan.chambers@tudublin.ie](mailto:Susan.chambers@tudublin.ie)

[Library.gg@tudublin.ie](mailto:Library.gg@tudublin.ie)

## 9. IT and E-learning support

All students are issued with a TU Dublin email account and have access to Microsoft Office Apps. Computer facilities are provided in all TU Dublin sites across the city. Computers are currently available on the Grangegorman Campus.

You are provided with your login for the University's IT Systems when you register. You use the same login for:

- Brightspace: <http://brightspace.tudublin.ie>
- Office 365, Email and Teams: <https://www.tudublin.ie/for-students/student-login/city-centre/>
- Computer laboratories
- Wifi

You will find a detailed explanation of how to use the TU Dublin IT systems, including those listed above, printing services, password facilities and others at <https://www.tudublin.ie/for-students/student-login/city-centre/>.

Prior to using TU Dublin computer services, all students should familiarize themselves with TU Dublin's Student Regulations Governing the use of Computer Resources - <https://www.tudublin.ie/connect/it-services/it-policies/>.

You can get support for your IT queries by contacting [itsupport.city@tudublin.ie](mailto:itsupport.city@tudublin.ie) or by ringing 01 220 5123.

### 9.1 Brightspace

Brightspace is TU Dublin – City Campus's online virtual learning environment. This system is used for delivery of lecture notes, online discussion, assignment submission and assessment feedback. It incorporates the Bongo virtual classroom facility that may be used for the delivery of online classes in this academic year. You can access Brightspace online at <http://brightspace.tudublin.ie> using your IT login. If you cannot access a particular module, you should contact the module lecturer.

### 9.2 Office 365 and Teams

All staff and students in TU Dublin have access to Office 365, including Microsoft Teams. Microsoft Teams is a platform that's used for online meetings and collaboration. You may be expected to engage with this for learning activities and support during this academic year. You can access Office 365 and Microsoft Teams at <https://www.tudublin.ie/for-students/student-login/city-centre/>.

### 9.3 Communication Arrangements for the Programme

The main medium for communication with students is the student's TU Dublin email account. TU Dublin email operates on the Office 365 system. The Microsoft Outlook app can be downloaded for IOS and android devices. In addition to email, programme announcements and events are publicised on Brightspace and on the Social Sciences Instagram page @tudublin\_social\_sciences and Facebook page <https://www.facebook.com/SocialSciencesTUDublin/>

## **10. Student Policies and Regulations**

### **10.1 Regulations**

All TU Dublin – City Campus students must observe, in addition to the laws of the state, the regulations of TU Dublin City Campus. Therefore, it is your responsibility to acquaint yourself with these regulations which cover a range of areas. These are available at <https://www.tudublin.ie/for-students/student-services-and-support/student-policies-regulations/>

Also available are the TU Dublin City Campus’s Student Disciplinary Procedures at <https://www.tudublin.ie/media/website/for-students/documents/Student-Disciplinary-Procedures.pdf> which relate to all aspects of student behaviour, except those covered by the General Assessment Regulations - <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/student-assessment-regulations/>. In the case of an alleged breach of general discipline that occurs on a TU Dublin City Campus or that involves resources or facilities located on a TU Dublin City Campus, a registered TU Dublin student or member of TU Dublin staff shall be subject to the disciplinary procedures of TU Dublin City Campus.

### **10.2 Student Complaints Procedure**

The TU Dublin City Campus Handbook for Academic Quality Enhancement (Chapter 15) (online at <https://www.tudublin.ie/explore/about-the-university/quality-assurance/city-centre-quality-assurance/handbook-for-academic-quality-enhancement/>) provides a pathway to allow students to raise complaints if they consider that the management and/or delivery of their programme of study is not in accordance with agreed procedure. The Student Complaint Form can be found at <https://www.tudublin.ie/explore/about-the-university/quality-assurance/city-centre-quality-assurance/quality-assurance-forms/>.

### **10.3 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. TU Dublin is also bound by the Act to ensure the safety of all other persons, who (though not employees) may be affected by the University’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. You should ensure that you are familiar with the Health and Safety rules of the TU Dublin City Campus and these are available at <https://www.tudublin.ie/for-students/health-and-safety/>.

### **10.4 Student Dignity and Respect Policy**

All students have a right to be treated with dignity and respect, and TU Dublin strives to nurture and promote a culture of tolerance which respects diversity.

<https://www.tudublin.ie/media/website/explore/about-the-university/equality-and-diversity/documents/TUDublin-Gender-Identity-and-Gender-Expression-Policy.pdf>



## **11. Assessment and Feedback**

The MA in SCLM will have two written examinations one in Critical Social Policy and one in Legal issues for Social Care Managers. All remaining modules will be assessed through a variety of continuous assessment methods, assignments, projects, essays, class presentations, problem-based learning, research proposal and dissertation.

Modules will be assessed in accordance with the TU Dublin General Assessment Regulations. Students must attain a pass mark (or pass by compensation) in all taught modules before progressing to the dissertation. Where a student does not achieve a pass mark or pass by compensation they shall be required to take a supplementary examination. Where the module is passed at second or subsequent examination attempts, the mark awarded shall 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.

### **11.1 Assessment Strategies**

The learning, teaching and assessment strategies of the MA in Social Care Leadership and Management are designed to foster the specific aims and learning outcomes of the programme, in particular it aims to develop an informed awareness of core theories and key issues in the field of social services as well as developing advanced research skills. The assessment strategy, therefore comprises of continuous assessment in the form of examinations, written coursework (of varying lengths); oral presentation; group work; the use of communications technologies as well as a final dissertation involving an extended piece of independent investigation. Feedback on written work and on group presentations will be related to students on their individual work and on their group work in a timely manner.

Throughout the programme students explore a wide range of materials and sources drawn from a range of academic and non-academic contexts. A wide variety of learning strategies and activities are incorporated including lectures, seminars, oral presentations and supervised independent learning. Small class sizes allow for an interactive and supportive learning environment providing ample opportunity for active assimilation, application, questioning, debate and critical reflection. The Integrated Seminars 'Theory to Practice' will afford students the opportunity to learn about management in the corporate sector and to expand their knowledge beyond care organisations. Thus students will gain practical knowledge and understanding on how to apply management and leadership theory to practice. The learning context is enhanced through significant paper based and electronic learning resources made available through the library in TU Dublin. Reflecting the postgraduate nature of the programme, a major emphasis is also placed on student self-direction and independent learning while ensuring that adequate learning support is provided to students through designated office hours by core teaching staff and through media such as brightspace which facilitates staff-student and peer interaction including online discussion and debates.

Assessment criteria focus 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.

## 11.2 Getting my results

At the end of each semester, an assessment board is held to confirm your marks, after which marks are released online. You will receive an e-mail providing you with details of how to access these results when they are released. Following the completion of semester 2, you will also receive written notification of your results.

If you are completing examinations in the supplemental session in August, you will receive notification of your results online in September. You will receive an e-mail providing you with details of how to access these results when they are released.

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/>

## 11.3 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/media/website/explore/about-the-university/academic-affairs/quality-framework/blanch-qa/3AS10-Examination-Script-Inspection-and-Result,-Recheck-and-Appeals-Procedure-\(3AS10\).pdf](https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/quality-framework/blanch-qa/3AS10-Examination-Script-Inspection-and-Result,-Recheck-and-Appeals-Procedure-(3AS10).pdf)

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).

#### 11.4 Grades and Classification of the Award Classification of the Award

Classification of the Post-Graduate Diploma/MA in Social Care Leadership and Management shall be calculated according to the ECTS weighting per module as follows.

**Table 3: ECTS weighting for Classification of Award**

<b>Module</b>	<b>MA (90 ECTS)</b>	<b>PG Dip(60 ECTS)*</b>
Leadership & Strategic Management in Social Care Work	10	10
Organisations: Culture, Change and Learning	10	10
Legal Issues for Social Care Managers	5	5
Critical Social Policy	10	10
Research Methods Dissertation	5  25	-  -
Integrated Seminars 'Theory to Practice'.	5	5
Contemporary Practice, Ethical Perspectives in Social Care Management and Leadership	5	5
Governance in the Field of Social Care Practice: Critical Debates for Social Care Managers	5	5
Choice of one elective module	10	10
<b>Total</b>	<b>100% (90 ECTS)</b>	<b>100% (60 ECTS)</b>

The PG Dip shall only be awarded in exceptional circumstances, upon completion of 60 ECTS of taught modules (or upon a mark of less than 40% in the dissertation).

### **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 4: Classification for the MA in Social Care Leadership and Management**

<b>Average Mark Band</b>	<b>Nature of Achievement</b>	<b>Classification</b>
≥ 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 5: Classification for the Postgraduate Diploma in Social Care Leadership and Management**

<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

## 11.5 Regulation for Progression through the Programme

Modules are assessed in accordance with the TU Dublin City Campus General Assessment Regulations. Where a student does not achieve a pass mark or pass by compensation they shall be required to take a supplementary assessment. Where the module is passed at second or subsequent assessment attempts, the mark awarded for the assessment shall be 40%. If a module requires a 3<sup>rd</sup> attempt the overall qualification will be a pass qualification. 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 Social Care Leadership and Management after the completion of 60 ECTS credits of coursework. Students who exit with a Postgraduate Diploma (having completed all taught modules) shall not be eligible to re-present for admission to the MA programme.

## 11.6 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). A cover sheet should be used (Appendix a). 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. 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.

## 11.7 Guidelines for Writing Academic Assignments

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/>. 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/>).

## 11.8 Plagiarism

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

Plagiarism is a serious matter and is specifically listed as a breach of the University's General Assessment Regulations (GAR). To plagiarise is to pass off the thoughts, writings, work of another as one's own. For example, inserting extracts from a textbook or online source into one's essay, without acknowledging the source; buying an essay off the internet and submitting it as your own. In academia plagiarism is a serious offence and may lead to disciplinary action, for both students and lecturers. For example, in Spring 2005 a Professor George Carney of Oklahoma State University was forbidden by his university to teach as he "stole passages from a slew of authors over the years, sometimes taking entire paragraphs word for word" (The Chronicle of Higher Education, 4<sup>th</sup> March 2005). Of course, students are expected to read the ideas of others and use them in their essays. However, the work must be fully referenced. Social Sciences has adopted the American Psychological Association (APA)

system of referencing in text and bibliography (please refer to the dissertation handbook for further information and the Social Sciences website for further information). Students' work is checked for plagiarism using the Urkund system. \_Students must not submit the same material in more than one assignment.

#### **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 measure include

1. A module for first year undergraduate students equipping them with academic writing and referencing skills.
2. Students can contact lecturers directly for guidance when preparing assignments and are encouraged to seek help with academic writing.
3. Lecturers will point out areas for improvement of referencing in their feedback.
4. 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.

### **11.9 Social Sciences Policy on Late Submission of Assignments**

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

### **11.10 Policy on Word Length for 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 bibliography 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.

### **11.11 Policy on recording of lectures**

[https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/quality-framework/city-qa/Principles-Recorded-Lectures\\_1Dec21.pdf](https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/quality-framework/city-qa/Principles-Recorded-Lectures_1Dec21.pdf)

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](https://www.dcu.ie/sites/default/files/inline-files/dawn_handbook_teaching_students_with_disabilities-1_1.pdf)'.  
[https://www.dcu.ie/sites/default/files/inline-files/dawn\\_handbook\\_teaching\\_students\\_with\\_disabilities-1\\_1.pdf](https://www.dcu.ie/sites/default/files/inline-files/dawn_handbook_teaching_students_with_disabilities-1_1.pdf)



## **12. Quality Assurance and Programme Management**

### **12.1 Programme Management**

The programme is managed by a Programme Committee consisting of the Head of School, Discipline Lead, 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 the sector.

The programme will be delivered by the academic staff of the School. The staff have combined expertise in the disciplines of; Management, Psychology, Sociology, Social Policy, Law, Social Justice, Child Protection, Ethics and Professional Practice, Equality, and Youth Justice. The multi-disciplinary nature of the staff team combined with their post-graduate qualifications in cognate disciplines is one of the key strengths of the programme. In addition, staff are research and investigation active in relevant areas, exploring topics such as attachment, education, bilingualism, child abuse, juvenile justice, youth services, social policies, services' for older people, marginalised groups and organisational management.

### **12.2 Programme Quality Assurance and Enhancement Procedures**

Programme and module enhancement is proposed at Programme Committee level and processed through Academic Council for ratification and approval. 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 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 Faculty of Arts and Humanities, all Q5 reports are compiled into a Faculty Action Plan, which is presented at a meeting of the extended Faculty Board (including all Programme Chairs). Common themes, issues are addressed, and matters that require attention at a systemic/University 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.

## 13. Frequently Asked Questions and Useful Links

### 13.1 For frequently asked questions on registration please see:

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

For frequently asked questions on email and Google apps please see:

<https://www.tudublin.ie/for-students/student-login/city-centre/>

<https://www.tudublin.ie/for-students/starting-at-tu-dublin/getting-online/>

For frequently asked questions on module selection please see:

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

For further information on TU Dublin rules and regulations for students please see:

<https://www.tudublin.ie/for-students/student-life/>

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

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

For further information on deferring/withdrawing from the course please see:

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

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/>

<https://www.tudublin.ie/connect/graduates/2022-graduation/>

For frequently asked questions on PhD study please see:

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

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

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

## 13.2 Useful Links

- Technological University Dublin– <https://www.tudublin.ie/>
- Social Sciences- <https://www.tudublin.ie/explore/schools-and-disciplines/business-law-and-languages/languages-law-social-sciences/study/postgraduate>
- Academic Calendar - <https://tudublin.ie/explore/university-calendar/>
- Access Service – <https://www.tudublin.ie/for-students/student-services-and-support/access-office/>
- Accommodation Service - <https://www.tudublin.ie/for-students/student-life/accommodation--living-in-dublin/>
- Brightspace - <http://brightspace.tudublin.ie/>
- Career Development Centre - <https://www.tudublin.ie/for-students/career-development-centre/>
- Chaplaincy - <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/pastoral-care-and-chaplaincy/>
- Counselling - <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/counselling-service/>
- Disability Support Service - <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-service/>
- Email - <https://www.tudublin.ie/for-students/student-login/city-centre/> (via Office 365)
- Feedback Forms - <https://www.tudublin.ie/explore/about-the-university/quality-assurance/city-centre-quality-assurance/quality-assurance-forms/>
- Financial Assistance - <https://www.tudublin.ie/for-students/student-services-and-support/financial-aid/>
- General Assessment Regulations - <https://www.tudublin.ie/explore/about-the-university/quality-assurance/city-centre-quality-assurance/student-assessment-regulations-city-campus/general-assessment-regulations---city-campus/>
- Health and Safety - <https://www.tudublin.ie/for-students/health-and-safety/>
- Health Centre - <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/student-health-centres/>
- Information Systems - <https://www.tudublin.ie/for-students/student-login/>
- Library - <https://www.tudublin.ie/library/>
- Office 365: <https://www.tudublin.ie/for-students/student-login/city-centre/>
- Quality Enhancement Handbook - <https://www.tudublin.ie/explore/about-the-university/quality-assurance/city-centre-quality-assurance/handbook-for-academic-quality-enhancement/>
- Registrations - <https://www.tudublin.ie/study/undergraduate/feesregistration/>
- Societies - <https://www.tudublin.ie/for-students/student-life/societies/>
- Sports - <https://www.tudublin.ie/for-students/student-life/sport/>
- Student Regulations for Information Systems - <https://www.tudublin.ie/connect/it-services/it-policies/>
- Student Services and Support - <https://www.tudublin.ie/for-students/student-services-and-support/>
- Student Union - <https://www.tudublinsu.ie/>

- Teams (Microsoft Teams): <https://www.tudublin.ie/for-students/student-login/city-centre/>  
(via Office 365)
- Timetables – <https://www.tudublin.ie/timetables/>

## **Appendix A: Assignment Title Page**

### **SCHOOL OF SOCIAL SCIENCES, LAW, AND EDUCATION ASSIGNMENT TITLE PAGE**

**STUDENT NAME:**

**LECTURER NAME:**

**COURSE:**

**FULL-TIME/PART-TIME:**

**SUBJECT:**

**SUBMISSION DATE:**

**WORD COUNT:**

**TITLE OF ASSIGNMENT:**

**DECLARATION OF OWNERSHIP: I DECLARE THAT THE ATTACHED WORK IS ENTIRELY MY OWN AND THAT ALL SOURCES HAVE BEEN ACKNOWLEDGED:**

**SIGNED:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

\_\_\_\_\_

## Appendix B: Netiquette Guidelines for Students



### Department of Social Sciences

#### Netiquette Guidelines for Students (15.09.2020)

As you know etiquette refers to guidelines for polite behaviour. Netiquette refers to guidelines for polite behaviour in an online environment, whether this be in a live (synchronous) setting or in an asynchronous setting such as a discussion board or online forum.

This document provides you with an overview of netiquette guidelines for using the online environment as a student in the Department of Social Sciences in TU Dublin.

#### Discussion Boards

As lecturers may use the discussion board in Brightspace as a way of communicating throughout a module some guidelines for communicating are given below so that this is a safe space where everyone feels comfortable making contributions.

##### Discussion board overview

Make your posts in the right discussion boards. Modules may have a module discussion board for general discussion and queries and also other discussion boards for addressing specific activities.

When you start a new discussion, create a subject line that helps readers understand the topic quickly. Guidance to using the discussion boards in Brightspace can be found at: <https://brightspace.tudublin.ie/d2l/le/content/114803/viewContent/694807/View>

If replying to a particular person in a forum, you can refer to them by name.

If you do well in an assignment, it's natural to want to share this. However, remember that another student may not have done so well and could be upset. So please do not discuss assignment results online.

## **Courtesy and confidentiality**

Please treat your fellow students and your lecturer with courtesy and respect in all your communications. You can of course disagree with another person's ideas but do this in a way that is not offensive or hurtful. Write in a way that makes it clear that it is the idea not the person you are disagreeing with. For example "while that is an interesting point I think that....."

Obviously you do not write anything that:

- Is or could be considered to be defamatory, discriminatory, illegal, incites hatred or is obscene or damaging to the reputation of TU Dublin.
- Infringes another person's right to confidentiality or privacy.
- Is sent to you privately and not intended to be shared with other people.
- Is likely to make another person feel bullied or harassed.
- Is malicious and potentially harmful to others.

**Material posted on discussion boards is for the use of students within a class group only and is not to be shared in any format with anyone else.**

## **Plagiarism**

Avoid committing or supporting plagiarism. Never discuss answers to work or share work that is counted for assessment. Of course, work that is not counted for assessment can be discussed freely.

## **Messages**

Be brief. Several short posts have more impact than one long message. Write in a natural and informal style (this is a message not an essay!) but take time to check grammar and spelling.

Remember you want your message to be understood not misinterpreted by others.

Online messages are sometimes misunderstood because the other person's facial expression can't be seen. It can help to use emoticons but don't overuse them as they can distract from the content of the message.

When you reply to a message you can set the scene by quoting part of the original message. Make it easy for readers to see that you have done this by putting quoted text into quotation marks.

If you quote from an external source always credit the original author as you would in other academic writing.

If you quote from another student's post acknowledge this by using quotation marks, the student's name and date of post.

It's fine to use standard abbreviations but do not write whole messages using the abbreviations used in texting. Again make sure your message is clear.

Don't write in capital letters because it can look as though you are SHOUTING and is harder to read.

**Module lecturers will remove any post that they consider inappropriate.**

**Breaches of TU Dublin computing and Brightspace guidelines may result in further disciplinary action.** Links to these are given at the end of this document.

## Live classroom/meetings

### Recording

While lecturers may record live classroom sessions and publish these recordings within the Brightspace module **students must abide** by the *Policy on the Recording of Lectures* (available on this page: <http://www.dit.ie/llss/resources/socialsciences/>). Briefly the policy states that permission must be obtained prior to the recording of lectures from the lecturer, will not necessarily be granted and must not be shared with anyone. Any recordings published by the lecturer on Brightspace **must not be shared with other people in any format as they are for the use of students registered on the module only. This also applies to pre-recorded classes that lecturers make available to you.**

### Arriving in the classroom

Be on time. This means that you should be ready to begin when the class or meeting begins so make sure you know where to join the class or meeting and have completed your audio/video check about five minutes before class/meeting begins. Make sure that when you enter the room your microphone is muted.

If you are late due to any connectivity problems don't announce your arrival noisily and distract everyone else. In the same way those already present should not announce latecomers' arrivals noisily either.



## **Video and audio**

Follow the guidance of the lecturer/facilitator with regard to the use of your video camera.

Keep your microphone on mute until you need to speak. Remember your microphone will pick up on any background noise, which is distracting for everyone.

## **Communicating**

When you want to speak use the raise hand function rather than interrupting.

The chat box should be used for making contributions to the topic being discussed, making comments on other people's contribution or asking questions only.

As you would indicate your agreement with or support to a person's contribution in a face to face classroom it is appropriate to use the chat box to say 'I agree' or 'good point' to other students. Remember that your contribution to discussion during live classes is welcome and adds to the learning experience for everybody.

The chat box is not to be used for having unrelated conversations with other people. Be patient waiting for lecturers to respond to contributions in the chat box in a live class as they have a lot to concentrate on.

The same rules apply to posts in the chat box as in discussion boards – be brief, avoid the overuse of abbreviations, be supportive and courteous to everyone else. Don't worry too much about spelling as long as your message can be understood.

## **Preparation**

Be prepared for the online class. Have comfortable headphones and a microphone. Be ready to take notes as it will help you concentrate. Keep distractions such as your 'phone or other devices in another room. Stay in the one place and don't walk around. For longer classes lecturers will provide a 'comfort break'.

A brief overview of netiquette for live classes or meetings can be found at:

<https://www.youtube.com/watch?v=21cdJuV-WvQ>

Remember that this document only provides you with an overview. You should also read the *Student Regulations Governing the Use of Computer Resources*, which you will find at this link: <http://www.dit.ie/aadlt/ictservices/student/ictstudentregulations/>

Also the *Brightspace Usage Policy*, which you will find here:

[https://docs.google.com/document/d/1RJ8rVJFbI8KA1VI7CYjkYsJMzFxKITEiSAjJKI\\_XdOg/e\\_dit](https://docs.google.com/document/d/1RJ8rVJFbI8KA1VI7CYjkYsJMzFxKITEiSAjJKI_XdOg/e_dit). You can also access the Brightspace usage policy from the login page for Brightspace.

Sources consulted in preparation of guide: *The Open University Computing Guide for Students* and *TU Dublin City Campus LTTC Netiquette for Online Communication and Participation in the Online Classroom*

## Appendix C: Student Guidelines for Email Etiquette



Department of Social Sciences

### Student Guidelines for Email Etiquette (16.09.2020)

This document provides you with an overview of guidelines when communicating using email. You should also familiarise yourself with the *Student Regulations Governing the Use of Computer Resources*, which you will find at this link: <http://www.dit.ie/aadlt/ictservices/student/ictstudentregulations/>

#### Courtesy

Emails to all staff in the University and on your practice placement should be courteous. It is appropriate to begin the email with 'Hi (name)', 'Dear (name)' or 'Hello (name)' not 'Hey' or 'Hiya'. This should be followed by the message and finished with an appropriate closing such as 'Regards', 'Kind regards', 'Thank you', followed by your name (give both forename and surname if the staff member is unlikely to know you and if you have the same lecturer for more than one module it could be useful to specify the module). Emails to staff members should never be given informal closings such as 'Cheers', 'Thanks a bunch' or 'Chat soon'.

Obviously you do not write anything in an email that:

- Is, or could be considered to be, defamatory, discriminatory, illegal, incites hatred or is obscene or damaging to the reputation of TU Dublin.
- Infringes another person's right to confidentiality or privacy.
- Is sent to you privately and not intended to be shared with other people.
- Is likely to make another person feel bullied or harassed.
- Is malicious and potentially harmful to others.

#### Subject line

It is essential that the person receiving your email knows what the email is about so make sure you always fill in the subject line. Remember that emails with 'no subject' often are treated as spam by the email system so are not received by the intended

recipient. Each email should be about a single topic, which matches the subject line. Do not include additional topics, unrelated to the subject line.

### **Follow up emails on a topic**

If you are revisiting a topic with a lecturer (perhaps weeks or even months later) use the email thread from the previous correspondence. This will provide him/her with the background to your query. Do not start a fresh email thread and assume your lecturer will remember the details of your query from months before.

### **Attachments**

When you are sending an attachment to somebody ensure that you always include an appropriately worded message as well, rather than sending the attachment without a message and subject line. For example if you are asked to email an assignment to a lecturer a message such as the example below is appropriate.

'Hi (name)

Please find attached my sociology

essay. Regards (name and class)'

### **CCing emails**

Send emails directly to their target, and only put someone in cc when it is essential that he/she is aware of the communication. Do not expect someone in cc to action your email or take responsibility for your query. It is always incorrect to put someone in cc, and then address your email to that person.

### **Responding to emails**

If you receive a group email from a lecturer that requires a reply, you should 'reply', not 'reply all' (there is no need for all other recipients to see your individual reply), unless of course the lecturer has specifically asked to you use 'reply all'.

### **Patience**

Keep in mind that staff members receive a lot of emails so be patient while waiting for a response. When you do not receive a response immediately – wait before sending another email or emailing somebody else. Be prepared to wait at least three working days for a response. (A working day can be considered to be 9am to 5pm Monday to Friday during the academic year).

You have been provided with information in lots of places such as the University website, the student resources page of the School website, your student handbook and on your Brightspace modules. So before you send an email stop and think whether you could find the information you want in one of these places. Should your query be in relation to information that is available to you elsewhere the response time is likely to be longer.

Make sure that you have spelt the recipient's name correctly used the correct email address for the staff member. Staff email addresses are @tudublin.ie not @mytudublin.ie.

For suggestions about composing emails see:  
<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

## Appendix D: TU Dublin Academic Calendar – Session 2023/2024

You will find your academic calendar online at <https://tudublin.ie/explore/university-calendar/>



### Technological University Dublin Academic Calendar for Undergraduate and taught Postgraduate Students 2023-2024 Please note that this calendar may be subject to change

Month	Week Beginning (Monday)	KEY DATES
	22/01/2024	Teaching Commences - Semester 2
	29/01/2024	Week 2
February 2024	05/02/2024	Week 3
	12/02/2024	Week 4
	19/02/2024	Week 5
	26/02/2024	Week 6
March 2024	04/03/2024	Week 7
	11/03/2024	Week 8
	18/03/2024	Week 9 Spring Graduations
	25/03/2024	Spring Break
April 2024	01/04/2024	Spring Break
	08/04/2024	Week 10
	15/04/2024	Week 11
	22/04/2024	Week 12
	29/04/2024	Review Week 13
May 2024	06/05/2024	Assessment/Exams
	13/05/2024	Assessment/Exams
	20/05/2024	
	27/05/2024	
June 2024	03/06/2024	
	10/06/2024	
	17/06/2024	END OF TEACHING SEMESTER – THURSDAY 20th JUNE 2024
	24/06/2024	
August 2024	05/08/2024	
	12/08/2024	Supplemental Exams
	19/08/2024	Supplemental Exams
	26/08/2024	END OF ACADEMIC YEAR – 31st August 2024

Month	Week Beginning (Monday)	KEY DATES
	22/01/2024	Teaching Commences - Semester 2
	29/01/2024	Week 2
February 2024	05/02/2024	Week 3
	12/02/2024	Week 4
	19/02/2024	Week 5
	26/02/2024	Week 6
March 2024	04/03/2024	Week 7
	11/03/2024	Week 8
	18/03/2024	Week 9 Spring Graduations
	25/03/2024	Spring Break
April 2024	01/04/2024	Spring Break
	08/04/2024	Week 10
	15/04/2024	Week 11
	22/04/2024	Week 12
	29/04/2024	Review Week 13
May 2024	06/05/2024	Assessment/Exams
	13/05/2024	Assessment/Exams
	20/05/2024	
	27/05/2024	
June 2024	03/06/2024	
	10/06/2024	
	17/06/2024	END OF TEACHING SEMESTER – THURSDAY 20th JUNE 2024
	24/06/2024	
August 2024	05/08/2024	
	12/08/2024	Supplemental Exams
	19/08/2024	Supplemental Exams
	26/08/2024	END OF ACADEMIC YEAR – 31 <sup>st</sup> August 2024

