![TU Dublin logo — Ollscoil Teicneolaíochta Bhaile Átha Cliath, DUBLIN, Technological University Dublin]

Faculty of Arts and Humanities

Student Handbook (TU Dublin City Campus)

MA in Mentoring, Management and Leadership in the Early Years (TU393)

2022-2023

TU Dublin City Campus – MA in Mentoring, Management and Leadership Student Handbook

> **Note:**
> The student handbook is divided into parts, some of which provide general information on TU Dublin City Campus, the Faculty of Arts and Humanities and School of Social Sciences, Law and Education and others which provide specific information in respect of your programme, MA in Mentoring, Management and Leadership in the Early Years.

> **Part 1 Student Handbook: General Student Information**
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> This section of the handbook provides you with information about TU Dublin as well as general student information about services available to you and relevant regulations. All information relevant to students and student services is available on the TU Dublin City Campus website. The information provided below provides links to the website to ensure you can access the most up-to-date information.

Introduction to TU Dublin

There are about 29,700 students at TU Dublin. It is comprised of the former institutions of technology, DIT, ITB and ITT Dublin.

The University is composed of four faculties:

Faculty of Arts and Humanities

Faculty of Business

Faculty of Engineering and Built Environment

Faculty of Sciences and Health

The President of the University is Professor David FitzPatrick

Introduction to the Faculty of Arts and Humanities

The Faculty of Arts and Humanities is composed of six distinct 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 Director and Dean of the faculty is Dr Orla McDonagh

On city campus the school is located in the East Quad on the Grangegorman Campus. Further details about the school are given in Part 2 of this handbook. A map of the campus, on the next page shows the location of the East Quad.

CQ	Central Quad	CT	Clock Tower
EQ	East Quad	LH	Lower House
RH	Rathdown House	PH	Park House
G	Glassmanogue	GW	Greenway Hub
L	St. Laurence's	AH	Academic Hub*
B	Bradogue	WQ	West Quad*
				*From 2023
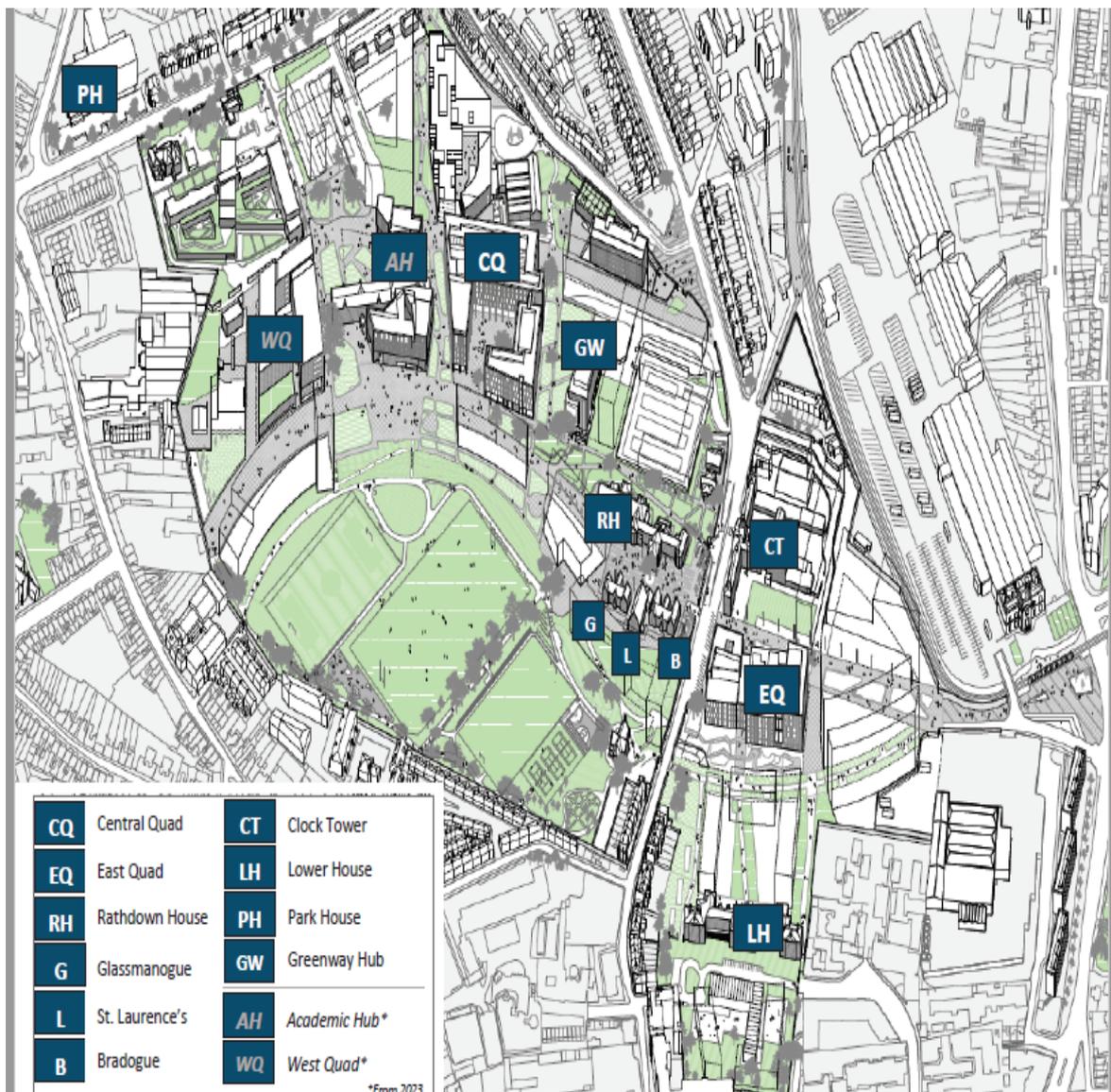
Further information about the Grangegorman Campus can be found in the *Grangegorman Campus Student Handbook*.

Services and Regulations

Timetables and academic calendar

A guide to using the timetabling system is available at:

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

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

TU Dublin's Academic Calendar is available at: https://www.tudublin.ie/explore/university-calendar/.

Assessment regulations

The General Assessment Regulations for TU Dublin City Campus taught programmes leading to undergraduate and postgraduate awards of TU Dublin are available at:

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

These refer to awards and award classification, progression from one stage of a programme to the next, reassessment, examination procedures and breaches of assessment regulations. You will also find information on:

- bringing Personal Circumstances to the attention of the Examination Board
- seeking a recheck of examination results
- seeking a remark of examination results
- appealing the decision of the Examination Board.

Useful information can also be found on the examinations website here: Examinations | TU Dublin

TU Dublin students union

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

Health and safety
TU Dublin has put in place a number of measures and requirements for the wellbeing of students and staff. Information on these and their implications for you is available at: https://www.tudublin.ie/for-students/health-and-safety/.
Schools will provide information where there are specific health and safety requirements in place for your programme.

Library services

The libraries in TU Dublin City Campus are located at Aungier Street, Bolton Street and Grangegorman.

Once you are a registered student you can use any TU Dublin City Campus library and, for City Campus students, borrow from them with your Student ID card. The services provided by the Library include study spaces, networked PCs, textbooks, journals and newspapers, photocopiers and printers. Information on all the library's services and e-resources is available at: https://www.tudublin.ie/library/.

Study skills support
The *Maths Learning Support Centre* is based in Grangegorman and offers a drop-in support service for students struggling with maths.
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/returning-students/continuing-with-your-studies/.

Registration

You are required to register on your programme every year before you commence your studies. Information on how to register, select your modules, obtain a student card and pay fees is available online at: https://www.tudublin.ie/for-students/student-services-and-support/registration-and-fees/.

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

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

Student service centres

There are two Student Service Centres in City Campus located in Grangegorman and Aungier Street. 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 Student Services & Support | TU Dublin.

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 Rathdown House on the Grangegorman Campus

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/.

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 on 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/.

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 Pastoral Care & Chaplaincy | TU Dublin

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 Access Office | TU Dublin

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-services/.

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 Financial Support | TU Dublin

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

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/.

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/.

International student support

If you are an International Student/Erasmus student, studying in TU Dublin City Campus you can find more information on the International Office at https://www.tudublin.ie/study/international-students/

Career development centre

The Career Development Centre 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, Careers Connect (online vacancies), email notifications. More information at https://www.tudublin.ie/for-students/career-development-centre/.

Student 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 such as Student Alcohol Policy, Student Dignity and Respect Policy, and Use of Computer Resources. Policies are listed at Student Policies & Regulations | TU Dublin

Also available at the same link are the TU Dublin City Campus's *Student Disciplinary Procedures* which relate to all aspects of student behaviour, **except** those covered by the General Assessment Regulations (see above). 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.

Student complaints procedure

The TU Dublin City Campus Handbook for Academic Quality Enhancement (Chapter 14) https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/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/academic-affairs/quality-framework/city-centre-quality-assurance/quality-assurance-forms/.

Transport information

At https://www.tudublin.ie/explore/our-campuses/useful-links-and-apps/you can find out how best to travel to each campus by different modes of transport.

Other useful weblinks:
Useful information for returning students, including how to get involved on campus, future career, concerns and questions Returning Students | TU Dublin

Campus Life's 'What's Useful' https://www.tudublin.ie/study/life-at-tu-dublin/

Part 2 – Welcome and general introduction to the School and Programme

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Welcome from Head of School, Education Discipline Lead, Programme Chair and Year Tutor

On behalf of the staff of the School of Social Sciences, Law and Education we wish you a rewarding and successful year ahead. You have enrolled on a highly sought after programme and we hope you will find it challenging, stimulating and exciting. This handbook is designed to give you information about the Master of Arts in Mentoring, Management and Leadership in the Early Years (MML). You will find information about the content of the modules you will study, staff teaching on the programme, the School of Social Sciences, Law and Education as well as the library, computer and support services available to students of the Technological University Dublin, as well as the details and links to School and University policies and procedures you read in Part 1.

Dr Pat O'Connor – Head of School of Social Sciences, Law and Education (pat.oconnor@tudublin.ie)

Dr Kevin Lalor – Discipline Lead for Social Sciences (kevin.lalor@tudublin.ie)

The **Programme Chair** is the academic leader for a programme and has a fundamental role to drive the programme, ensure the overall coherence of its delivery and uphold the reputation of the programme. The Programme Chair serves as the Chairperson of the Programme Team and of the Programme Committee. Their role includes convening meetings of the Programme Team and Programme Committee, maintaining minutes of these meetings, progressing their work and monitoring the implementation of the annual Quality Action Plan. The programme chair for the MA in Mentoring, Management and Leadership is Dr Fiona McSweeney.

Contact details for Fiona are: Tel: 2205469. Email: fiona.mcsweeney@tudublin.ie

The **Year Tutor** is assigned to a group or groups of students by the Head of School or nominee before the commencement of the programme. The duties which may be assigned to the Year Tutor relate to pastoral care and student support. The Year Tutor is normally the first point of contact for students who require advice or assistance. Your year tutor for the first year of your study is Dr Nicola Hughes.

Contact details for Nicola are: Tel: 2205468. Email: nicola.hughes@tudublin.ie

Introduction to the School of Social Sciences, Law and Education

The School of Social Sciences, Law and Education consists of four distinct discipline areas:

- Social sciences
- Law
- Social care
- Education

The Head of School is Dr Pat O'Connor and discipline leads are:

Social Sciences – Dr Kevin Lalor

Law – Dr Deirdre McGowan

Education – Dr Lavina McLean

Social Care – Helena Doody

The MA in Mentoring, Management and Leadership is located in the discipline of Social Sciences.

The School of Social Sciences, Law and Education TU Dublin is involved in a wide range of research projects. There are students pursuing Master of Philosophy degrees and Ph.D. degrees in the areas of early education, higher education, social care, migration, gender and socio-legal issues on either a full-time or part-time basis. The department hosts the Centre for Social and Educational Research (CSER), where there is a wide range of scholarship projects as well as an expanding postgraduate research base.

The school at TU Dublin is a well-established and recognised 'centre of excellence' in the fields of Early Childhood Education and Social Care, along with masters programmes in Child, Family and Community Studies, Criminology and Social Care Leadership and Management. The School has been at the forefront of professional training in Early Childhood Education and Social Care in Ireland for thirty years. On City Campus the following programmes are offered in the disciplines of Social Sciences, Social Care and Education:

- BA (Hons.) in Early Childhood Education
- Bachelor of Arts in Social Care
- MA in Criminology
- MA in Child Family and Community Studies
- MA in Social Care Leadership and Management
- MA in Mentoring, Management and Leadership

School of Social Sciences, Law and Education Office

On City Campus the school office is located in the East Quad, Grangegorman Campus, Lower Grangegorman, Dublin 7.

Office opening hours 9.30 am to 12.30 and 2.30 to 4 pm.

School Operation Lead: Joanne Boyle; Tel: 2205452; Email: socialsciences@tudublin.ie

Contact Details for Staff in Social Sciences, Social Care and Education on City Campus

Behan, Dr Cormac	2205478
Broughton Coveney, Dr. Fiona	2205457
Costello, Dr Aisling	2208114
Delany, Mary (on leave 2022-2023)	2205760
Dolan, Dr Paddy	2205462
Filipovic, Katarina	2205759
Freeman, Dr Sinéad	220 5465
Halpenny, Dr. Ann Marie	2205467
Hanlon, Dr.Niall	2205762
Hughes, Dr. Nicola	2205468
Lalor, Dr. Kevin	2205449
McAvoy, Judy	2205477
McCarthy, Michael	2205464
McSweeney, Dr. Fiona	2205469
Ozonyia, Martina	2205472
Pettersen, Jan	2205475
Seymour, Dr. Mairéad	2205473
Shier, Anne Marie	2205476

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

Biographical Details of the Core Teaching Team on the MA in Mentoring, Management and Leadership

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

Ms. Mary Delany's teaching interests include curriculum, pedagogy, leadership and contemporary issues in the Early Years. Research interests are children's rights (agency and participation), student professional advocacy and professional practice in the sector with a particular focus on neoliberalism in early childhood education, values and ethical practice.

Dr Ann Marie Halpenny's research interests focus on parenting, childhood and changing family contexts. She has authored publications on a national survey of parenting and discipline practices in Ireland, children's perspectives on parenting, children's experiences of parental separation, children living in families in emergency accommodation and research and policy developments related to young carers. She is also co-author of *Introducing Piaget: A guide for practitioners and students in early years' education* and *Introducing Bronfenbrenner* published by Routledge in 2017 as well as *Capturing children's meanings in early childhood research and practice* published in 2020.

Dr Sinéad Freeman's research interests focus on teaching and assessment methods, coping, mental health and young people. 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.

Mr Jan Pettersen has been teaching business and management at the School for the past sixteen years. He is the co-author of *Early Childhood Education Management: Insights into Business Practice and Leadership* (Routledge, 2017). He also has a strong engagement in the areas of digital childhoods and outdoor learning.

The MA in MML in the Early Years in Context

The development of the Early Childhood Education sector in Ireland goes as far back as the 1940s, with statistics showing that about 48,000 children between 3-5 years of age (Fallon, 2003) were in the educational system at that time. However, Early Childhood Education (ECE) in Ireland entered a new phase with the publication of the White Paper 'Ready to Learn' (DES, 1999). The paper identified quality provision as a key theme as well as a particular focus on the disadvantaged and children with special needs in the years to come.

Since then, the sector has encountered many significant developments and changes, such as the introduction of the framework for quality 'Síolta' (CECDE) in 2006, Childcare (Pre-School) Regulations (2006) and (2016), the curriculum framework 'Aistear' NCCA (2009), the first of the two Free Pre-School Years (2010), inclusion coordinators (2016), mandatory registration for ECE services, also in 2016 and finally, the National Childcare Scheme (2019) which aims to replace the existing targeted childcare programmes with a single, streamlined and more user-friendly scheme to include 'wraparound' care for pre-school and school age children.

The many changes to policy and regulations, have resulted in a need to up-skill managers and leaders within ECE settings as well as persons working in the many other organisations who have support functions within the ECE sector.

The Technological University Dublin has been at the coalface of these developments as one of the longest established providers of Early Childhood Education in Ireland. Our first programme commenced in 1977, offering a one-year certificate to pre-school workers in the Eastern Health Board area. The certificate programme was extended to two years in 1985,

followed by the introduction of a two-year part-time Diploma in 1993. This in turn evolved into the B.A. (Ord.) in ECCE in September 1999 and finally, in September 2005 DIT launched a new three year BA (Hons.) in ECE. Whilst other excellent and related Level 9 master degree programmes have also emerged over time the number of Level 9 academic programmes with a specific focus on the early childhood education sector remains limited. The MML therefore aims to respond to the evolving general realities within the sector, as well as the changes in the policy and regulatory 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 early childhood 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.

The overall aim of this programme is to provide graduates with competence in mentoring, management and leadership skills in the area of early childhood education in Ireland. It also takes account of the European context, roles and responsibilities in governance and strategic planning. Other important areas include legal issues, policies, teamwork, adherence to standards and regulations in best practice and critical thinking. Furthermore, it will provide graduates with critical understanding of concepts and approaches to enable both children and staff to realise their potential. The programme aims to educate students to a high level of contemporary theoretical awareness in management and leadership roles that are central to early years' provision and to create an atmosphere of rigorous academic enquiry and writing.

The Level 9 MA in Mentoring, Management and Leadership in the Early Years (MML) will equip graduates to compete for higher order roles in mentoring, management, leadership and inspections, 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's Office for Children and the disability sector.

It is envisaged that students pursuing this programme will originate from a wide range of professional backgrounds within the early years sector, thus providing a vibrant and diverse learning environment. The programme will meet the needs of professionals who are already working in early years' services within the private, community, HSE, youth and family work, other not-for-profit services, childcare committees, state bodies 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 MML are to provide facilities for those who work in the early years sector 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 early years services.

Entry requirements

The programme entry criteria are a minimum award of a 2.2 BA in Early Childhood Education (Level 8) or equivalent; and a minimum of two years' experience in team leading and/or management experience in the early years. If English is not your first language, you must have an IELTS score of 6.5 overall with no less than 6 in each component (or equivalent as listed for international students on the Admissions website)

Induction

Successful applicants to this MA programme will be welcomed at the beginning of the academic year before classes begin. An introduction to the lecturing team, programme outline and module content will be presented at the induction event. The Student Handbook and lecture timetable will be distributed at induction or soon afterwards.

Programme Timetable

The programme is delivered on a part-time basis over two academic years, although you do not submit your dissertation until the autumn following your second academic year. In your first year you will complete two core modules in the first semester and two core modules in your second semester. The timetable for these modules giving details of rooms, times and lecturers is given below.

Class Timetable Year 2 2022-2023

Semester 1

Module	Module Code	Time	Room	Lecturer
Leadership and organisation change in ECE	CFCS9014	4pm to 6pm	EQ109	Jan Pettersen
Research methods	CFCS9015	6pm to 8pm	EQ109	Dr. Sinéad Freeman

Semester 2

| Module	Module Code	Time	Room	Lecturer
Option	See table below	Depends on module chosen	Depends on module chosen	Depends on module chosen
Dissertation supervision	CFCS9015	Make arrangement with supervisor		Supervisor will be assigned in January 2023

As you have seen from the academic calendar (https://www.tudublin.ie/explore/university-calendar/) each semester usually consists of twelve weeks of classes broken with a review week and in the second semester, Spring break.

Timetable for optional modules

Module	Module Code	Day and Time	Room
Interventions in child and adolescent mental health	CFCS9005	Tuesday 4 to 6 pm	EQ110
Risk, protection and resilience of children and vulnerable adults.	CFCS9008	Tuesday 4 to 6 pm	EQ117
Social entrepreneurship		Tuesday 4 to 6 pm	EQ204
Equality, diversity and intercultural practice	CFCS9001	Thursday 4 to 6 pm	EQ118
Contemporary issues in the early years	CFCS9006	Tuesday 6 to 8 pm	EQ118
Masculinities, care and equality		Tuesday 6 to 8 pm	EQ108
Deviance, punishment and social control in modern Ireland		To be confirmed	To be confirmed

The East Quad

As you can see from the timetable above face-to-face classes for your first semester are located in rooms within the East Quad. The East Quad also contains an Early Education Practice Room on the second floor. There are also common learning spaces throughout the building where you can meet informally with other students or engage in group work with your fellow students. There are power points available in some of the common learning/meeting areas.
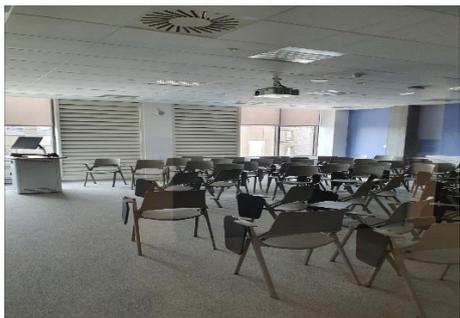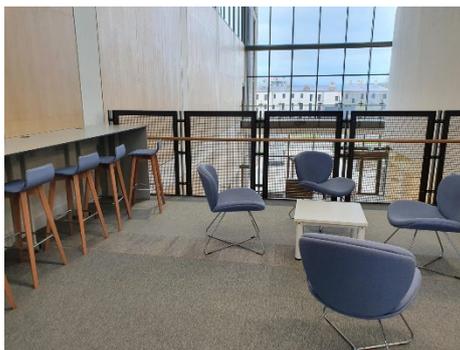
As well as Social Sciences and Law the East Quad is home to the Conservatoire, and the schools of Media and Art and Design.

Canteen Facilities

There are two canteens on the Grangegorman Campus. One of these is located in Rathdown House and the other is located in the Lower House.

Rathdown House

Canteen in the Lower House

Library

The library on the Grangegorman Campus is currently based in Park House on the North Circular Road and it is here where the resources you need for your study are located. The library website can be found at: [City Centre Libraries | TU Dublin](#)

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.

The library provides study spaces, networked PCs, textbooks and other programme materials, reference works and journals to support the programmes offered by TU Dublin and to facilitate research. Information is available in many formats besides soft copy 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 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.

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

Photocopying and printing are available in both colour and black and 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.

The library provides group study spaces that must be booked in advance. More details about these and how to book them can be found at: Group Study Rooms | TU Dublin

Contact details for the three libraries that are part of City Campus are:

Grangegorman library: Main Desk Tel: 220 6092; Email: library.gg@tudublin.ie

Aungier street library: Main Desk Tel: 2206328; Email: library.ast@TUDublin.ie

Bolton street library: Main Desk Tel: 2206342; Email: library.bst@tudublin.ie

Library regulations

All registered staff and students of the TU Dublin City Campus are entitled to use library services. Other categories of user may be admitted according to the TU Dublin City Campus library policy on external readers. The University reserves the right to refuse admission to the library.

All users must have a current TU Dublin City Campus identity card or library card, which must be produced when borrowing library materials, and at any other time on request.

The person registered on the ID card or Library card is responsible for all material borrowed on that card. ID cards and Library cards are not transferable. Lost or stolen cards should be reported immediately to the Faculty Office which issued the card.

All materials borrowed from the library must be returned by the due date and time. Borrowers with overdue material may not be permitted to borrow additional items, or renew other items, until such time as all overdue items are returned. Fines may be levied on overdue items.

Users are liable for the cost of replacement or repair of all material lost, damaged or defaced by them while in their possession or while on loan to them.

Unauthorised removal or attempted removal of any item from the library will be regarded by the University as a serious offence.

Library users must refrain from behaviour which would cause a disturbance to other users. The library is a study area and noise must be kept to a minimum.

Smoking, eating and drinking in the library are forbidden, and users should not bring food and/or drink into the library.

Mobile phones, mp3 players, etc. must be switched off, and may not be used, within the library.

Any online database, journal, ebook or other information resource licensed to TU Dublin City Campus must be used in accordance with the terms of individual licence agreements

All users of the University's photocopying equipment are required to comply with the provisions of the Copyright and Related Rights Act 2000 when making photocopies from

material which enjoys copyright protection. Failure to comply may expose the person to potential civil liability and to the University's disciplinary procedures.

Items left on University property are left entirely at the owner's risk. The University accepts no responsibility for any loss, damage to or theft of such items, howsoever caused.

Breach of these regulations may lead to disciplinary procedures being invoked, including disciplinary procedures specified in the University regulations governing student activity.

Library staff are authorised to take appropriate action to ensure that all library users comply with these regulations. Users are required to comply with directions from library staff. Users are required to co-operate fully with any requests made by any member of the library staff to allow the items in the possession of the user to be inspected, and failure to render such co-operation will be regarded as a serious offence.

Virtual Learning Environment

The virtual learning environment (VLE) that is used in City Campus is Brightspace. Brightspace integrates administration, content, assessment and other electronic resources in a single online learning environment, and provides e-mail, discussion and bulletin boards to enhance student-to-teacher and student-to-student communication.

You will find details about access to Brightspace and useful guides to help you navigate this VLE at: Student Login | TU Dublin Most lecturers will use Brightspace as a tool for providing you with access to resources essential to your study.

In Case of Difficulties

As stated earlier in this part of the student handbook your year tutor is usually your first point of contact when you need support or have any difficulties. You should also, when relevant, speak to your module lecturer. Part 1 of this handbook also gives you information about other support services available in TU Dublin. If you are unsure about accessing these services please talk to your year tutor.

Programme Assessment Strategy

The learning, teaching and assessment strategies of the MA in MML 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 written coursework (of varying lengths); oral presentations; group work; examinations and the use of communications technologies as well as a final dissertation involving an extended piece of independent investigation.

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 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 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.

For essays the departmental essay marking scheme will normally be used. This is in Appendix B.

The department has a policy on the submission of assignments which is given below.

Social sciences policy on late submission of assignments - updated 21.03.2017

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

Original work, referencing and plagiarism

While with academic work you are usually drawing on the ideas and research of others it is expected that you will write in your own words, reference the source and clearly indicate when you quote directly from a source. APA 7th edition is the referencing system used in the Department. This is explained in the document *Guidelines for Essay Writing*, currently

available on the student resources section of the social sciences website: essay-writing-handbook.pdf (tudublin.ie) Another useful source is the APA website: APA Style. Referencing handbooks are also available in the library.

Plagiarism

To plagiarise is to pass off the thoughts, writings, and work of another as one's own. For example, inserting extracts from a textbook into one's essay, without acknowledging the source (even if you rephrase it); buying an essay from 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, 4th March 2005). In another high profile case in 2002 at the University of Virginia, 45 students were expelled and three had their qualifications revoked for plagiarism. In TU Dublin plagiarism is a breach of the General Assessment Regulations.

When a lecturer suspects that plagiarism has occurred, s/he will report the matter to the Head of School, or nominee as outlined in the General Assessment Regulations. The student, lecturer and Head of School, or nominee, shall meet to discuss the lecturer's concerns. Where plagiarism is deemed to have occurred, the matter can be addressed at a School level by invoking Para 11.2(2) of the GAR, whereby work is required to be re-submitted. In such instances, re-submitted work will typically be capped at 40%. Where plagiarism involves submitting assessments purchased on-line or copying of large tracts of another student's or author's work, or other serious instances of cheating and deceit, the matter will typically be addressed at the College level, by invoking Para 11.2(3) of the GAR, and referring the matter to a Panel of Enquiry. As detailed in Para 11.8 of the GAR, penalties available to a Panel of Enquiry include giving a 'Fail' mark to the work; suspension of a student; or recommendation to Academic Council that a student be expelled from the University.

Urkund

Social Sciences use Urkund, a plagiarism-detecting system. All students will be required to submit their assignments through Urkund which will compare your text with all pages printed on the internet, and all other assignments submitted by students in the thousands of other colleges using Urkund worldwide.

The purpose of plagiarism detection is not to catch students out. Rather, it is to teach you the proper academic conventions of referencing and acknowledging your sources and to ensure that the work you submit is your own. Also remember that you cannot submit the same work for more than one assignment that is graded (summative). This is known as self-plagiarism.

Feedback on assignments

Feedback on written work and on group presentations will be given to students on their individual work and on their group work in a timely manner. This will usually be within four weeks of the work being submitted. It is advised that you read your feedback carefully as one of the purposes of feedback is to help you improve your work and contact your lecturer if you are unclear about the feedback given.

Examinations

Examination periods are given on the academic calendar (https://www.tudublin.ie/explore/university-calendar/). The times and dates for your examinations are set by the Examinations Office not the lecturing staff. You should be able to access your examination timetable through the examinations office page on the website a few weeks before examinations commence. Access to past examination papers is through the library. See: Exam Papers | TU Dublin

Feedback on examinations

Examination feedback is available to all students on a designated day following the release of examination results. Lecturers will meet with students who wish to discuss their results. Result may be re-checked, re-marked and appealed by making a request through the through the Examinations Office. Further details and links are in Part 1 of this handbook.

Assessment details and assessment schedule

Details of how you will be assessed is given on the module descriptors for each of your modules – see Part 4 of this handbook.

The assessment schedule for your first year of study is provided in Appendix A:

Availability and Application Procedures for Exemptions

Module exemptions will be considered by the Programme Board/Committee with relevant module qualifications on presentation of in-date academic module transcripts. Such module transcripts must not be more than three years old in order to ensure that the content is relevant and up to date. Students must demonstrate a level of competency and experience equivalent to the learning outcomes for the module/s from which an exemption is sought. Students must provide sufficient evidence to the relevant internal examiner and programme chair that they have met all the required learning outcomes and proficiencies from the relevant module, and that there is substantial overlap in the syllabus content of the previously completed module and the module for which the exemption is sought. The internal module examiner Programme Chair and Head of School review documentation to confirm that the pre-requisite learning outcomes and proficiencies for the module have been attained and then confirm or deny exemption.

Programme Monitoring and Feedback

The programme team (all staff lecturing on the programme) welcome constructive feedback about the MA in Mentoring, Management and Leaderships from students. One way is which students provide feedback is through the class representative attending programme board/committee meetings. The class representative is elected from the class by the students in that class. The class representative is the spokesperson who represents students' views at programme committee meetings and bring on behalf of the class to the attention of lecturers, year tutors and programme chairs issues that need to be highlighted. Class representatives are supported in their role by the Student's Union (For more information on the students' union see: [TU Dublin Students' Union | TU Dublin](#)). The programme board/committee is made up of the programme chair, year tutors and core lecturing staff on the programme. Programme board/committee meetings are held at least once each semester and at other times as required.

As well as monitoring the programme through the frequent programme board/committee meetings students can provide feedback on modules through completing a Q6 Form when they have finished a module on the programme. Students will also be invited to provide overall feedback on the programme at the end of each stage of the programme. Feedback from these surveys is discussed at the programme committee meeting and it is used to complete the annual Q5 form, the Quality Enhancement Form for each programme which is reported to the College Board and Academic Council.

External examiners

Another source of feedback that contributes to the monitoring of the programme is through the appointment of an external examiner. External examiners are appointed by Academic Council to approve assessment methods, assessment criteria, draft examination papers and marking schemes, as appropriate. They consider marked examination scripts and other assessment materials, attend Module/Progression and Awards Board meetings and ensure that the results achieved by candidates are appropriate. The detailed responsibilities of internal (lecturing staff) and external examiners are set out in the *General Assessment Regulations.* The external examining system assists the University in the comparison and benchmarking of academic standards across awards, ensues that the assessment process is fair and fairly operated in the marking, grading and classification of student performance and provides the University with informed and appropriate points for the comparison of academic standards.

Programme and module modification process

Programmes normally are reviewed every five years. A programme review is the process by which an approved programme is critically evaluated by internal and external peers. The self-study is the initial step and during the review process, planned changes to the programme are judged, with the aim of confirming that it continues to meet the requirements of the University in relation to the standard of its award from the University. It is a major review of a programme, providing an opportunity for the Programme Board/Committee to conduct a critical evaluation of the programme and to make significant changes, if appropriate. The procedures for a programme review parallel closely those for a validation, in the drafting of the programme documentation, consideration of the documents

by College Board and the establishment of a panel of peer reviewers. It also involves the preparation by the School of a self-evaluation report which is considered by the reviewers.

Individual modules or elements of a programme may also be reviewed and changes made. Once the Programme Board/Committee agree on the changes to be made they explain these and the rationale for them. This is then reviewed by the Module Amendment Group, a sub-group of the Academic Quality Enhancement Committee and if approved go forward to College Board for approval. The only change that can be made to an individual module without going through this process is updating reading lists. Any other changes to content, assessment or delivery must go through this process to be changed.

Communication with and to students

The programme chair and members of the programme board/committee will communicate with students as necessary usually through email. Students can also contact the programme chair, the tutor and other staff members as necessary through email. Cognisance should be taken of the *Student Guidelines for Email Etiquette and use of Social Media* in such communications (Provided in Appendix C). Lecturing staff will also communicate with students verbally in class and may communicate using tools in Brightspace. Please take account of *Netiquette Guidelines for Students* (Provided in Appendix D) when communicating with staff and other students using tools such as discussion boards in Brightspace.

Part 3 – Programme information

Programme Aims and Learning Outcomes

In accordance with the NQAI standards for Level 9, the graduate of the MA in Social Care Leadership and Management will attain knowledge, competence and skills in line with the learning outcomes outlined below.

Having successfully completed the programme, students will be able to:

- Demonstrate detailed knowledge and understanding of theories underpinning mentoring, management and leadership of relevance to early childhood education

- Critically evaluate best practice models in mentoring, management and leadership in the early childhood education sector

- Analyse key elements of the roles of mentor, manager and leader in the early childhood education setting

- Critically evaluate the roles of mentoring, management and leadership in initiating and implementing change in the early childhood education sector

- Demonstrate in-depth understanding and analysis of the contemporary regulatory environment in relation to Irish early childhood education policy and practice

- Work confidently in providing mentoring, management and leadership to early years practitioners, early years support organisations and other stakeholders in the field wishing to develop their practice

- Demonstrate knowledge of key management issues including human resources, performance and business management in the early years' sector

- Understand legal issues pertaining to employment and employee rights and responsibilities within the early years' sector

- Integrate knowledge and apply learning drawn from contemporary issues in early childhood related to children's experiences in the 21st century

- Engage in academic scholarly debate on policy and practice in the broad field of early education

- Show evidence of advanced research skills to a level that enables graduates to undertake research relevant to the early childhood education sector

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.

Graduate Attributes

TU Dublin Graduate Attributes	MML Specific attributes
Engaged: Civically engaged, socially responsible graduates with an international outlook who contribute meaningfully and positively in their professional, community and social environments.	Graduates of the Masters in Mentoring, Management and Leadership (MML) in the Early Years should be engaged members of their local and professional communities who are aware both of the Irish contexts of early years education and of international dimensions and developments in the field. They should accept responsibility for their own actions and decisions and be aware of the impact of these decisions on individual children and staff as well as the effect on the respective groups. It is important that graduates are aware of the strengths and needs of diverse populations and that they can act in culturally appropriate ways.
Enterprising: Graduates who the skills, knowledge and attributes have needed to apply creative ideas and innovations and to find practical solutions.	Graduates of the MML in the Early Years are the potential leaders in their settings and in the broader field of policy and curriculum development in the early years. Given the limited financial resources available to the early years' sector, graduates need to be creative in finding solutions to staffing and resource issues. They should be able to make efficient use of existing resources. Finding ways of leveraging opportunities to promote high quality care and education for young children and of promoting mentoring and support for staff will be important. Throughout the programme the students should be encouraged to take leadership roles through group-work, making presentations and critical reflection.
Enquiry based: Graduates with a spirit of curiosity and a desire to learn, motivated to draw upon existing knowledge, generating new ideas, seeking out learning opportunities, exploring the application of theory to practice and actively creating new knowledge.	Critical and objective thinking, based on observation, reflection and evidence will allow graduates to make unbiased decisions and judgements. Through realising that multiple perspectives are often involved in any situation, graduates should be able to understand different viewpoints and outlooks. They should be able to critically evaluate research and literature and be aware that their own situation is one of many possible experiences.

Effective: Effective, highly skilled and confident graduates with the capacity to achieve desired results, believing that they can make a positive difference.	To function in an effective and efficient manner, graduates should be able to identify issues and problems, synthesise available information, identify gaps in knowledge and experience, acquire the necessary information/ experience/ skills and plan strategically. By functioning in a competent manner, it should be possible to address issues and find solutions. Effective leadership requires the ability to create effective teams and to be able to recognise the strengths of individual team members, to plan work with the team and to be a good listener and communicator. Effective leaders should be self-aware and be able to develop and maintain strong respectful professional relationships with all staff, children and parents. They should be personally resilient, and able to manage the many changes in the early years' sector.
Expert in chosen subject discipline: Graduates with the professional knowledge and capacity independently to practice, reflect, review and build upon disciplinary expertise and judgment	Graduates must be experts in the discipline of early years education, up to date with the many changes that are happening in early years policy, regulation and curriculum development and have the capacity to mentor, manage and lead teams. Reflection will be a key tool in learning from experience, identifying issues and opportunities and finding ways of moving forward. Graduates will be able to articulate their professional aims and goals, make a contribution to the development of the early years' sector and translate this reflection into high quality care and education for young children. They will be able to write academic assignments in the appropriate style using a standardised referencing system, understand the importance of plagiarism and become experts in the topic undertaken for their dissertation.

Programme Structure and Schedule

The programme consists of 90 ECTS leading to the award of an MA in Mentoring, Management and Leadership in the Early Years. Students are required to complete five core modules and one optional module, along with the combined module *Research Methods and Dissertation* (30 ECTS). In the first semester, from September to December 2021 of the programme students complete two core modules: *Perspectives on Mentoring in Early Childhood Education* and *The Role of Quality in Early Childhood Education*. In the second semester, from January to May, 2022 two more core modules are completed: *Childhood in Context* and *Management in Early Years Services*. In the third semester, September to December, 2022 students complete *Leadership and Organisational Change* and the research

methods element of *Research Methods and Dissertation* module. In January 2023 students are assigned a dissertation supervisor and begin work on their dissertation while also completing the optional module they choose. The dissertation will be submitted in the Autumn of 2023 and successful students will graduate in early 2024. The dissertation writing handbook can be found at: dissertation-handbook-202122-version-08.09.21.pdf (tudublin.ie)

The table below gives more details about the modules available as do the module descriptors in Part 4 of this handbook.

Structure of the MA in Mentoring, Management and Leadership Programme

Module	ECTS	Class Contact Hours	Independent Learning Hours	Assessment	Total Hours
Core Modules					
Perspectives on mentoring in early childhood education	10	24 Year 1 Semester 1	176	Continuous assessment – 40% Examination – 60%	200
The role of quality in early childhood education	10	24 Year 1 Semester 1	176	Presentation – 40% Reflection – 10% Examination – 50%	200
Childhood in context	10	24 Year 1 Semester 2	176	Essay: 50% Journal article review – 50%	200
Management in early years services	10	24 Year 1 Semester 2	176	Project – 30% Essay – 70%	200
Leadership and organisational change in early childhood education	10	24 Year 2 Semester 1	176	Portfolio – 100%	200
Research methods and dissertation	30	Research methods 36 Year 2 Semester 1 Dissertation	64	Research Proposal and Dissertation: 100%	600

		Year 2 Semester 2 + 12	488		
Optional Modules (x1)					
Contemporary issues in the early years	10	24 Year 2 Semester 2	176	Assignment: 50% Assignment: 50%	200
Interventions in child and adolescent mental health	10	24 Year 2 Semester 2	176	Report - 30% Essay - 70%	200
Equality, cultural and linguistic diversity	10	24 Year 2 Semester 2	176	Assignment – 50% Assignment – 50%	200
Risk, protection and resilience of children and vulnerable adults	10	24 Year 2 Semester 2	176	Presentation/ Project - 30% Essay: 70%	200
Social entrepreneurship	10	24 Year 2 Semester 2	176	Facilitation of Group Discussion (pass/fail) Social Enterprise Project (70%) Project Presentation (30%)	200
Deviance, punishment and social control in modern Ireland	10	24 Year 2 Semester 2	176	Essay 1 – 50% Essay 2 – 50%	200
Masculinities, care and equality	10	24 Year 2 Semester 2	176	Facilitation of group discussion and participation in peer assessment activities (pass/fail) Academic paper (100%)	200

Please note that all optional modules may not be available in a particular academic year or may not run if student numbers are not viable.

Postgraduate Diploma Exit Point

While all entrants register on the MA in Mentoring, Management and Leadership (MML), 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 Mentoring, Management & Leadership in the Early Years on completion of 60 ECTS credits of coursework. This will involve the five core modules as explained in the table above and one optional module.

Assessment Regulations

Modules will be assessed in accordance with the TU Dublin General Assessment Regulations. Students must attain a pass mark (40%) (or pass by compensation) in all taught modules before progressing to the dissertation.

Student responsibilities

It is the responsibility of students to attend examinations and submit work for assessment as required and to provide the examiners in advance of their Module Board meeting with any relevant information on personal circumstances which may have affected performance and which they wish the examiners to take into account.

If a student fails without good cause to provide the examiners in advance of their meeting with information about any personal circumstances that may have affected performance in assessments, the Head of School or authorised deputy has authority to accept or reject the request for a review on those grounds.

If a student fails to attend examinations or at the right time to submit work for assessment without good cause, the examiners have authority to deem the student to have failed the assessments concerned.

If a student is found to have cheated or attempted to gain an unfair advantage, the appropriate Panel of Enquiry has authority to deem the student to have failed part or all of the assessments, or to require some other penalty.

Compensation

Compensation is the process by which a student, who fails to meet the requirements for an award or progression because of failure in a specific module, is nevertheless recommended for an award or progression on the grounds that the failure is offset by a good performance in other modules in their programme of study. Compensation is applied at the discretion of the Progression and Award Examination board. Compensation may be applied to modules with a maximum total of 15 ECTS credits where the overall set of modules being considered by the Progression and Award Board for a particular candidate attracts not less than 60 ECTS credits. Compensation is not permitted for a third or subsequent attempt. To be eligible for consideration to pass a module by compensation a student must have achieved a

minimum mark of 35% in that module, where the pass standard is 40%, and have the recorded mark above the pass standard from which compensation is to be obtained must be at least double the deficiency in the module(s) being considered for compensation, taking credit weighting of modules into account. So to be considered for a compensatory pass the result in the module from which compensation is to be obtained must be at least 50%. The transcript for the student will show the recorded marks from assessment or any reassessment for each module, including any that were failed and to which compensation has been applied.

Where a student does not achieve a pass mark or be deemed to pass by compensation they shall be required to take a supplementary examination or submit a supplementary assignment. Where the module is passed at second or subsequent examination attempts, the maximum 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.

Grades and Classification of the Award

Grades

- A first class honour will be awarded to those who meet <u>all</u> 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 <u>all</u> 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.

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.

ECTS weighting for Classification of Award

Module	MA (90 ECTS)	Pg. Dip. (60 ECTS)*
Perspectives on Mentoring	10	10
The Role of Quality	10	10

Perspectives on Childhood	10	*10*
Management in ECE Services	10	*10*
Leadership and Organisational Change	10	*10*
Research Methods & Dissertation	30	-
Choice of one elective module	10	*10*
Total	**100% (90 ECTS)**	*100% (60 ECTS)*

A weighted average is calculated by the sum of the grade achieved in each module multiplied by the number of credits the module attracts and dividing the total by the overall number of credits. This is shown in the formula below:

Overall Average Mark =   M

Module Mark =   M(k) for module k

Module ECTS credit =   E(k) for module k

Total number of modules passed =   N

$$M = \frac{\sum_{k=1}^{N} M(k)E(k)}{\sum_{k=1}^{N} E(k)}$$

And

Classification for the MA in Mentoring, Management and Leadership in the Early Years

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

Classification for Postgraduate Diploma in Mentoring, Management and Leadership in the Early Years

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

Progression to Further Study

As the MML is a validated Level 9 programme students who complete successfully may progress to Level 10 programmes, subject to the entry requirements of particular doctoral programmes.

Part 4 - Module Descriptors

Core Modules

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9010					10	9
Module Title	Perspectives on Mentoring in Early Childhood Education					
School Responsible:	Social Sciences, Law and Education					

Module Overview:
This module investigates perspectives on mentoring and the potential role of mentoring in leadership of the early childhood education sector. The concept and meaning of mentoring is analysed in relation to mentors and mentees and the module offers students an opportunity to reflect on key aspects of the mentoring role. The emphasis will be on theoretically informed analysis and its relevance for early years practice.

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Critically review the concept and definition of mentoring from an historical perspective
2	Explore the concept and practice of mentoring in the context of leadership in the early childhood education sector
3	Critically review the implications of mentoring in the context of best practice in the Irish and international early childhood education context
4	Analyse the attributes and processes of the good mentor in the context of early childhood education
5	Critically appraise the values and principles of mentoring with specific reference to early years practice
6	Explore the relationship between reflective practice and mentoring and supervision and mentoring
7	Demonstrate knowledge of the challenges of mentoring relationships in early years practice
8	Critically review models of best practice in mentoring drawing from the research evidence

Indicative Syllabus:
Introduction to the concept of mentoring Introduction to the concept; definitions; career and psychosocial functions; mentoring as a function of leadership. Implications of mentoring in the context of best practice in the Irish and international early childhood education context **Mentoring and leadership in the early years** Mentoring as an early years' leadership strategy in supporting professional development; mentoring leading to the development of leadership capacity; the leader's role as an early years mentor.

Historical development of mentoring
Brief history of mentoring across disciplines – from Greek mythology to 21st century emphasis on mentoring (Homer, Levinson, Freire, Kram). Emerging role of mentoring in the early childhood education context.

Values and principles underpinning mentoring
Core principles; ethics of mentoring; lifelong learning; empowerment; change and growth; collaboration.

Reflective practice, supervision and mentoring in the early years sector
The role of reflective practice in supporting learning and development. Mentors as reflective practitioners. Teaching reflective practice. Interdependence of reflective practice and quality issues. The role of mentoring in the context of staff supervision.

Critical analysis of the benefits and challenges of mentoring in the early years sector
Benefits to mentor, mentee, children, organisation, profession, field of early education; resistance to change; availability of resources

Key attributes of the mentoring process and their application in the early years sector
A formalised process; supportive; teaching-learning; reflective; career development.

Characteristics of the good early years mentor
Overview of key aspects of the role: committed to the role of mentoring; accepting of the beginning practitioner; skilled at providing support; effective in interpersonal communication; active as a lifelong learner and optimistic in outlook.

The mentoring process in the early years sector
Establishing relationships; forms of relationships - dyads, groups, peer mentoring, critical friends, communities of learning; the mentoring life cycle including ending the mentoring relationship.

Research evidence of mentoring in early education contexts
Research evidence on all aspects of mentoring e.g. models of best practice; impact of mentoring on outcomes for children; mentoring and professionalisation of early education sector; mentoring and staff attrition.

Learning and Teaching Methods:	
Lectures, group work, student-led sessions presenting research and case studies. Brightspace will offer resources to support individual and group learning.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	176
Module Delivery Duration:	
One semester (1st semester of Year 1)	

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Examination	60%	1-8
Continuous assessment	40%	1-8

Module Specific Assessment Arrangements (if applicable)	
(a) Derogations from General Assessment Regulations	None
(b) Module Assessment Thresholds	40% to pass
(c) Special Repeat Assessment Arrangements	None

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

Aubrey, C. (2011). *Leading and managing in the early years* (2nd ed).. Sage Publications

Cole, G. A., & Kelly, P. (2011). *Management theory and practice* (7th ed.). Andover Publishing company

Hearron, P., &. Hildebrand, V. (2011). *Management of child development centers* (8th ed.). Pearson

Moloney, M., & Pettersen, J. (2017). *Early childhood education management. Insights into business practice and leadership*. Routledge

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

Gunnigle, P. (2011). *Human resource management in Ireland: Theory and practice* (4th ed.). Gill & Macmillan

Centre for Early Childhood Development and Education. (2006). *Síolta: The national quality framework for early childhood education.* CECDE

DCYA. (2016). *Child care act 1991 (early years services) regulations 2016.* Government Publications Office

Isles-Buck, E., & Newstead, S. (2003). *Essential skills for managers of child-centered settings.* David Fulton.

Jones, C., & Pound. L. (2008). *Leadership and management in the early years: From principles to practice.* Open University Press, McGraw Hill Education

Talan, T., & Jorde Bloom, P. (2011). *Program administration scale (PAS).* Teachers College Press

Tusla (2016). *Standard operating procedures.* Tusla.

http://www.tusla.ie/services/preschool-services/standard-operating-procedures

Version No:		Amended By	Jan Pettersen
Commencement Date		Associated Programme Codes	TU993

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	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9011					10	9
Module Title	The Role of Quality in Early Childhood Education					
School Responsible:	Social Sciences, Law and Education					

Module Overview:

This module provides an in-depth understanding and analysis of the contemporary structural and regulatory environment in relation to early childhood education policy and practice in Ireland. It explores significant current and emerging issues in early childhood theory, policy and practice in relation to quality. It examines the complexity of the concept of quality and the various perspectives that may be taken in relation to quality. Students will demonstrate an understanding of both the theoretical underpinnings of Aistear: The Early Childhood Curriculum Framework and Síolta: The National Quality Framework for Early Childhood Education and the practical demonstration of these in Early Years settings. In addition students will analyse the issues of implementing Aistear and Síolta in early childhood settings from a child-centred perspective.

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Discuss and reflect on the complexity and multiple perspectives of quality in early childhood education
2	Examine and appraise the current supporting organisational structures for early childhood education practice in Ireland and internationally
3	Compare and contrast the current regulatory structures for early childhood education practice in Ireland and internationally
4	Critically evaluate the key theoretical principles and philosophy underpinning Síolta: The National Quality Framework for Early Childhood Education
5	Critically evaluate the key theoretical principles and philosophy underpinning Aistear: The Early Childhood Curriculum Framework
6	Demonstrate an understanding of the underlying issues in the implementation of quality and curriculum standards in the Irish context and their implications for practice in early years' settings
7	Identify and critically evaluate significant current and emerging practice and policy developments in early childhood education practice in relation to quality in Ireland and internationally

Indicative Syllabus:

The historical development of early childhood education and care (ECEC) in Ireland
The main agendas in relation to the development of early childhood education and care in Ireland from a political and departmental perspective will be explored.

Quality perspectives
Exploration of the understanding of what 'quality' looks like from the perspective of various stakeholders and the continuous cycle of critical reflection that ensures that quality is never fully attainable.

The organisational structures for early childhood education practice
This subject focuses on how quality practice is organised and supported nationally and internationally and includes the current departmental overview to include where the mentoring programme Better Start exists (and co-exists) in relation to other organisational structures.

The regulatory environment for early childhood education practice
This subject focuses on how quality practice is regulated nationally and internationally. The different national regulatory systems will be critiqued to determine if they complement each other.

Síolta: The National Quality Framework for Early Childhood Education
The key theoretical principles underpinning Síolta: The National Quality Framework for Early Childhood Education will be analysed. The ways Síolta: defines, assesses and supports quality will be explored. This will included a focus on the socially constructed nature of quality and the key features of quality as ascertained by current research.

Aistear: The Early Childhood Curriculum Framework
The key theoretical principles underpinning Aistear: The Early Childhood Curriculum Framework will be analysed. Defining, assessing and supporting curriculum through Aistear and the move towards the implementation of the Aistear/Siolta Practice guide which be scrutinised.

Issues in the implementation of quality and curriculum standards in the Irish context
Some practice examples of the implementation of Síolta and Aistear as leader, manager or supervisor will be provided. The current status in relation to their implementation and the many complex issues that impact on implementation will be outlined.

Current and emerging practice in Ireland and internationally
Significant current and emerging practice and policy developments in early childhood education practice in relation to quality in Ireland and internationally will be analysed. Contemporary practice with a focus on Children's Rights and a move towards child-centred practice and agency for young children as supervisors and leaders in Early Years settings and policy organisations will be explored.

Learning and Teaching Methods:
A combination of methods including lectures, discussion, practice-based activities and presentation for discussion, set readings and case studies. Brightspace will be used to support students' independent learning.

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

Module Delivery Duration:
One semester (1st semester of Year 1)

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Exam	50%	1-5
Essay	40%	6-7
Reflection piece	10%	6-7
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	None	
(b) Module Assessment Thresholds	40% to pass	
(c) Special Repeat Assessment Arrangements	None	

Essential Reading: (author, date, title, publisher)
Centre for Early Childhood Development and Education (2006). *Síolta: The national quality framework for early childhood education.* Centre for Early Childhood Development and Education. www.siolta.ie
Department of Education and Skills (2016). *A guide to early-years education-focused inspections (EYEI) in early years settings participating in the early childhood care and education (ECCE) programme.* Government Press Office
Mathers, S., Eisenstadt, N., Sylva, K., Soukakou, E., & Ereky-Stevens, K. (2014). *Sound foundations: A review of the research evidence on quality of early childhood education and care for children under three - implications for policy and practice.* University of Oxford and The Sutton Trust
National Council for Curriculum and Assessment (2009). *Aistear: The early childhood curriculum framework.* National Council for Curriculum and Assessment
National Council for Curriculum and Assessment (2015). *Aistear Siolta practice guide*: www.ncca.ie/en/practice-guide.

Supplemental Reading: (author, date, title, publisher)
Centre for Social and Educational Research (2007). *Research digests.* Centre for Social and Educational Research
Child care act 1991 (early years services) regulations 2016. Government Publications Office
Early Years Policy Unit (2013). *Final report on the development and implementation of the Síolta Quality Assurance Programme.* Department of Education and Skills
Expert Advisory Group (2013). *Right from the start.* Department of Children and Youth Affairs. https://assets.gov.ie/36168/f5e4b560778f4e8d9b2c886a849b3f9b.pdf
French, G. (2007). *Children's early learning and development. Background paper to Aistear.* National Council for Curriculum and Assessment.

https://www.curriculumonline.ie/getmedia/88b84797-73d5-4249-aa3b-0f861796c448/ECSEC05_Exec2_Eng.pdf

Goodbody Economic Consultants (2011). *Evaluation of initial implementation of Síolta.* Goodbody Economic Consultants

Maloney, M. (2014). Breach of trust- Getting it right for children in early childhood care and education in Ireland. *NZ Journal of Early Childhood Education Research*, *17*, 71-88. https://dspace.mic.ul.ie/bitstream/handle/10395/2472/Moloney%2c%20M.%20%282013%29%20Breach%20of%20Trust....pdf?sequence=2&isAllowed=y

Mathers, S., Eisenstadt, N., Sylva, K., Soukakou, E., & Ereky-Stevens, K. (2014). *Sound foundations: A review of the research evidence on quality of early childhood education and care for children under three - implications for policy and practice.* University of Oxford and The Sutton Trust

NCCA & ECI (2013). *Aistear in action initiative: Final report: A collaboration between NCCA and Early Childhood Ireland.* NCCA

Organisation for Economic Co-operation and Development (2012). *Starting strong III: Quality toolbox.* Organisation for Economic Co-operation and Development www.oecd.ie.

Urban, M. CoRe (2011). *Competence Requirements in early childhood education and care a study for the European Commission Directorate.* Gen University of East London, Cass School of Education and University of Ghent, Department for Social Welfare Studies

Walsh, G., McMillan, D., & Doherty, A. (2014). *An evaluation of the Ballyfermot early years learning initiative to promote quality improvement in early years settings through the use of the Aistear framework.* Pobal

Version No:		Amended By	Mary Delany
Commencement Date		Associated Programme Codes	TU993

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	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9012					10	9
Module Title	Childhood in Context					
School Responsible:		Social Sciences, Law and Education				

Module Overview:
The many and varied contexts in which childhood is constructed – for and by children - impact on the perceptions and experiences of being a child. The focus of this module is on theoretical and empirical understandings of the socio-cultural contexts in which childhood is constructed. Throughout the module learners will critically examine theories in relation to children's rights and agency, child-adult relations, inter-generational learning; changing family forms, co-constructing and capturing children's meanings, and increasing diversity. The module will provide learners with an opportunity to engage with contemporary issues in childhood and to focus on and explore a range of issues related to children's lived experiences in the 21st century.
Learning Outcomes (LO): (to be numbered) For a 5ECTS module a range of 4-10 LOs is recommended
On Completion of this module, the learner will be able to

1	Gain insight into the changing socio-cultural contexts in which childhood is constructed
2	Explain and critique the main theoretical perspectives within the field of childhood studies
3	Recognise children as agents of their development and learning and appreciate children's right to participate in decision-making on matters which affect their lives
4	Gain understanding of concepts of identity and belonging in changing childhood contexts
5	Apply theories and concepts to the critical analysis of Irish policy, provision and practice in relation to young children
6	Develop understanding of child-adult relations in the context of diverse family forms
7	Acknowledge the potential for instability in children's family contexts and gain insight into the possible consequences for young children's learning and development
8	Develop awareness of strategies and multi-modal methods for co-constructing and capturing children's meanings in early childhood research and practice, including consideration of new technologies on experiences of childhood
9	Understand the diverse cultural contexts in which early childhood learning is embedded and constructed and develop awareness of strategies to support and promote personal and cultural identities
10	Analyse research on intergenerational learning and gain understanding of models of intergenerational practice

Indicative Syllabus:

The Social and Cultural Context of Childhood
Constructions and reconstructions of childhood; Diversities in early childhood; Changing contexts of development and learning environments

Contextualizing Children's Experiences: Issues of Agency and Rights
Children's Cultural Worlds; Child-Adult Relations; Researching Children's Experiences and Views; Conceptualising Children's Rights; Realising Children's Rights in Educational Settings

Social Media and Digital Childhoods
An exploration of the role of social media in children and young people's lives; social media as a context for socialisation and identity development; relationship between social media, well-being, mental health and body image

Identity and Belonging in Childhood
Intersubjectivity and Interdependence with others in childhood; Central role of relationships in defining identities; Connections to family, community and culture

Changing Family Contexts and the Changing Experience of Childhood:
Family as a context for development; Increasing diversity in family forms; Family structure and family processes; Children's agency in families

Intergenerational Learning in Young Children's Lives
Intergenerational learning as an innovative pedagogy in early education; Role of multi-generations and community spaces in children's lives; Models of intergenerational practice.

Innovative approaches in early childhood policy and provision
Evidenced based initiatives; Core principles; Case studies.

Multi-modal methods in accessing children's views
Capturing and co-constructing children's meanings in early childhood practice and research using creative and multi-modal methods.

Learning and Teaching Methods:

A range of methods will be deployed including, but not limited to, lectures, group discussions and presentations. Brightspace will be used to support students' independent learning.

Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	176
Module Delivery Duration:	

One semester – (2nd semester of Year 1)	

Assessment

Assessment Type	Weighting (	LO Assessment (No.)
Essay	50%	1-5
Journal article review	50%	6-10

Module Specific Assessment Arrangements (if applicable)

(d) Derogations from General Assessment Regulations	None
(e) Module Assessment Thresholds	40% to pass
(f) Special Repeat Assessment Arrangements	None

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

Fitzgerald, D., & Maconochie, H. (2019). (Eds.). *Early childhood studies: A student guide*. Sage Publications

Greene, S., & Nixon, E. (2020). *Children as agents in their worlds: A psychological-relational perspective*. Routledge

James, A. (2013). *Childhoods in context.* Policy Press

James, A. (2010). Competition or integration: The next step in childhood studies? *Childhood*, *17*(4), 485-499

James, A. & Prout, A. (2015) (Eds.) *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood*. Routledge

Owen, A. (2017). *Childhood Today.* Sage Publications

Qvortrup, J. Corsaro, W., & Honig, M. S. (2011). *The Palgrave handbook of childhood studies.* Palgrave Macmillan

Smith, A. B. (2013). *Understanding children and childhood.* Bridget Williams Books

Smith, C., & Greene, S. (2015). *Key thinkers in childhood studies.* Policy Press

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

Adams, K. (2014). What is a child? Children's perceptions, the Cambridge Primary Review and implications for education*. Cambridge Journal of Education.*, *44*(2), 163–177

Fitzpatrick, A. (2019). Towards a pedagogy of intergenerational learning. In M. Kernan & G. Cortellesi (Eds.), *Intergenerational learning in practice. Together old and young*. (pp. 40-54). Routledge

Jensen, A. M. (2009). Pluralisation of family forms. In Qvortrup, J., Corsaro W. & Honig M. S. (Eds.) *The Palgrave handbook of childhood studies.* Basingstoke: Palgrave Macmillan.

Kernan, M., & Cortellesi, G. (Eds.). (2020). *Intergenerational learning in practice. Together old and young.* Routledge.

Kingdon, Z. (2018). Young children as beings, becomings, having beens: An integrated approach to role-play, *International Journal of Early Years Education*, *26*(4), 354-368

Parker-Rees, R. & Leeson, C. (2015). *Early childhood studies: An introduction to the study of children's lives and children's worlds.* Sage Publications.

Urban, M. (2015). From 'Closing the gap' to an ethics of affirmation. Reconceptualising the role of early childhood services in times of uncertainty. *European Journal of Education*, *50*(3), 293-306.

Way, N., Ali, A., Gilligan, C., & Noguera, P. (Eds.). (2018). *The crisis of connection: Roots, consequences and solutions.* NYU Press.

Williams, J., Nixon, E., Smyth, E., & Watson, D. (2016). *Cherishing all the children equally? Ireland 100 Years on from the Easter Rising.* ESRI

Growing Up in Ireland publications. https://www.growingup.ie/

More specialised readings will be recommended for the different topics covered

Version No:		**Amended By**	Dr Ann Marie Halpenny & Dr Aisling Costello
Commencement Date		**Associated Programme Codes**	TU993

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	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9013					10	9
Module Title	Management in Early Childhood Education					
School Responsible:	Social Sciences, Law and Education					

Module Overview:
This module addresses the core issues at the heart of the management role, including the relationship between early childhood policy and broader legislative enactments, as well as issues related to the challenges and development of management skills. The module will also provide insight into some of the most common topics and challenges related to acumen and entrepreneurship, legal implications, recruitment and selection, financial management and budgeting, staff supervision and development, curriculum management, collaborative working, and change management.

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Understand management principles and practices and what it means to be an effective manager in an ever changing Early Years environment and within a context of a legal framework.
2	Identify key managerial skills to critically impact upon teamwork, staff supervision, motivation and performance in the Early Years' Service including: problem solving, collaboration, communication and critical-thinking
3	Have an appreciation of how the manager should work to develop and nurture creativity, operational effectiveness and execute leadership responsibilities within the early years' organisation.
4	Understand how the manager can apply analytical skills required to diagnose problems, formulate solutions in collaboration with others; make effective decisions to address contemporary management problems that may arise in the Early Years' Service.
5	Confidently relate to the issues associated with the operational processes of the service and become conscious of the dynamics between operational and educational areas within the early years' service provision.
6	Gain understanding of the routines and practices related to finance management and financial governance in an Early Years' Service.
7	Relate with confidence to the processes related to a strategic development of competencies within an Early Years' Service in order to achieve quality practice.
8	Manage with confidence the ongoing changes to the regulatory and policy requirements in the Early Years' Sector.

Indicative Syllabus:
1. Introduction to Management   The module starts by introducing general management theories and a context will be established to Early Education practice.

2. Human Resource Management in Early Years services
Research identifies human resource management (HRM) as an essential management responsibility. Therefore, this module will examine some of the core areas related to this field, such as the legislative context, hard and soft dimensions of HRM, recruitment and staffing considerations, interpersonal relationships and professional boundaries, and outsourcing HR Management. The legal impact of contract law is an integral issue in this section.

3. Business Management
The argument exists that any relationship between ECEC and business, is unethical, and that it detracts from working with children. However, most ECEC settings are in fact small businesses and the absence of business acumen can lead to serious consequences. The module will address important aspects business management like Management structures, the Community/ Private nexus, small and large organisations, developing business knowledge and acumen, effective use of management processes. It is critically important for students to develop an understanding of legal perspectives and implications in terms of the role and responsibilities of the manager.

4. Managing Performance
Efficiency and professionalism is critical to the success of the ECEC service. As performance management relates to every activity of the setting, the module will allow students to explore why the manager should be equally concerned with how people perform as with creating an environment where people are enabled and supported to perform to the best of their abilities. Specific issues dealt with under this heading are evaluation and assessment, time management, underperforming staff, staff supervision and marketing.

5. Financial management
Maintaining a quality ECEC service is dependent not only on adequate funding, but also on sound management practices. The module will look at key aspects of financial management, how to establish the Childcare Fee and how to apply fees consistently, budget and monitoring income and expenditure.

6. Managing the Regulatory Environment & Compliance
Early Childhood Services in Ireland are subject to a variety of statutory restrictions and demands and as the sector is experiencing rapid change, the manager is also expected to be able to relate to and implement these changes on an ongoing basis. This section will establish what the challenges are and how the manager should work in order to stay compliant.

7. Strategic Development of competencies
The manager of an early years' service is one of the most important influence on quality in the setting and the module will examine issues related to strategic development of competencies as a means to improvement of service structures, systems and ultimately quality.

Learning and Teaching Methods:
A combination of methods including lectures, group discussion, experiential learning, practice-related activities, reflection, peer and self-assessment, readings and case studies.

The e-learning platform Brightspace will be used to part deliver and support students' individual and group learning.

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

Module Delivery Duration:
1 semester

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Management project	30%	1-3
Policy related essay	70%	4-8

Module Specific Assessment Arrangements (if applicable)	
(a) Derogations from General Assessment Regulations	None
(b) Module Assessment Thresholds	40% to pass
(c) Special Repeat Assessment Arrangements	None

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

Aubrey, C. (2011). *Leading and managing in the early years* (2nd Ed). Sage Publications

Cole, G. A., & Kelly, P. (2011). *Management theory and practice* (7th Ed). Andover Publishing Company

Hearron, P., &. Hildebrand, V. (2011). *Management of child development centers* (8th Ed). Pearson Education.

Moloney, M. & Pettersen, J. (2016). *Early childhood education management. Insights into business practice and leadership*. Routledge.

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

Gunnigle, P. (2011). *Human resource management in Ireland: Theory and practice* (4th Ed.). Gill & Macmillan.

Centre for Early Childhood Development and Education. (2006). *Síolta: The national quality framework for early childhood education.* CECDE

DCYA. (2016). *Child Care Act 1991 (Early Years Services) Regulations 2016.* Government Publications Office

Isles-Buck, E., & Newstead, S. (2003). *Essential skills for managers of child-centered settings.* David Fulton.

Jones, C. & Pound. L. (2008). *Leadership and management in the early years: From principles to practice.* Open University Press, McGraw Hill Education

Talan, T. & Jorde Bloom, P. (2011). *Program Administration Scale (PAS).* New York: Teachers College Press.

Tusla (2016). *Standard operating procedures.*:
http://www.tusla.ie/services/preschool-services/standard-operating-procedures

Version No:		**Amended By**	Jan Pettersen

Commencement Date		Associated Programme Codes	TU993

\# 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	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9015					30	9
Module Title	Research Methods and Dissertation					
School Responsible:		Social Sciences, Law and Education				

Module Overview:
This module comprises of two main sections: the Research Methods component and the Dissertation:
Section A: Research Methods The aim of section A is to introduce students to the principles of good research practice and to prepare them for the research process required of a master's dissertation.
Section B: Dissertation Building upon the Research Methods Module students will apply their knowledge of principles of good research practice by designing, conducting and writing up their own dissertation.

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Provide evidence of understanding the purpose and process of reviewing the literature.
2	Formulate appropriate research questions and employ suitable methods and resources for exploring those questions.
3	Demonstrate systematic knowledge of different research designs and understanding of qualitative and quantitative approaches to research.
4	Provide evidence of understanding the principles of qualitative and quantitative data analyses.
5	Reflect upon the broader ethical dimensions as well the impact of their own subject position in practice of their research proposal.
6	Prepare a detailed research proposal.
7	Recognise the dynamic process of the research proposal, the research process and the dissertation.
8	Select and critically analyse paper and electronic-based national and international literature relevant to a research problem
9	Compile a critical literature review informed by multiple theoretical perspectives and research paradigms
10	Show strong evidence of using ethical principles in planning and conducting research
11	Select research participants appropriate to the research question and research design
12	Use and justify a data collection method appropriate to the selected research question(s) and research design
13	Carry out data collection in accordance with principles of best research practice

14	Systematically analyse data and present research findings
15	Critically evaluate research findings
16	Write up the dissertation in accordance with the academic guidelines of the Department of Social Sciences

Indicative Syllabus
-Reviewing the literature
-Planning the research process
-Research design and sampling.
-Ethical considerations in research.
-Qualitative research: principles, methods and practice
-Quantitative research: principles, approaches and practice
-Key principles of action research in Early Childhood Studies: theory and practice
-Data analysis and presentation of information
-Developing an effective research proposal
-Guidelines for writing the dissertation

Learning and Teaching Methods
Section A:
The module will be taught by lectures incorporating discussion of relevant literature, problem-solving exercises, group work, peer and self-assessment, readings and web based exercises. Students will have access to additional research resources through Brightspace. Research skills workshops will provide students with an opportunity to develop key research skills in the areas of data organisation and quantitative data analysis.

Section B:
Students shall be assigned a research supervisor to guide them through the research and writing process. Students will also continue to have access to lecture notes and additional research resources through Brightspace. The supervisor will provide feedback on draft material to ensure that:
- the candidate is using the correct academic style and approach;
- there is required rigour, breadth and depth;
- there is relevance and appropriate referencing;
- the overall structure of the work is appropriate.

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

Total Teaching Contact Hours
Section A
Lectures: 24 hours
Tutorials: 12 hours
Section B:
Dissertation Supervision: 12 hours

Total Self-Directed Learning Hours Section A: 64 hours Section B: 488 hours	

Module Delivery Duration: Section A: Semester 1 Section B: Semester 2

Assessment		
Assessment Type	**Weighting (%**	**LO Assessment (No.)**
Research proposal: (Prerequisite to carrying out Dissertation) Students will be required to prepare a detailed research proposal. The proposal should include a clear statement of the research problem, a provisional review of literature relevant to their research project and a research plan to include a synopsis of the research design and an outline of the research methods together with an overview of the contribution and limitations of their proposed research. Students should also include information about access, consent and other ethical issues. The research proposal should typically be 1500 to 2000 words in length. In the proposal, students will be required to demonstrate an understanding of the key theoretical and methodological perspectives relevant to their research project. The work will be assessed according to the following criteria: Clarity and feasibility of the research problem defined Suitability of the proposed methodology and research design Coherence of the argument as presented Quality of relevant preliminary research	0%	1-6
Dissertation: 13 000 words (+/- 1000 words) The grade awarded for the assessment will be based on achieving the following specific criteria: Evidence of independent enquiry and originality of the overall project Demonstrated in-depth knowledge of one key specialist area of study Evidence of appropriate selection of research design and methods Presentation of argument in a logical, comprehensive and critical manner	100%	7-16

Demonstrated evidence of appropriate use of data analysis techniques Use of a range of national and international, paper and electronic sources Quality of writing, clarity and style of expression, layout and presentation, freedom from basic errors.		

Module Specific Assessment Arrangements (if applicable)	
(d) Derogations from General Assessment Regulations	No compensation
(e) Module Assessment Thresholds	40% to pass
(f) Special Repeat Assessment Arrangements	None

Indicative Reading

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

Denicolo, P. (Ed.) (2014). *Achieving impact in research*. Sage.

Denscombe, M. (2017). *The good research guide.* Open University Press.

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

Field, A. (2017). *Discovering statistics using IBM SPSS statistics* (5th ed.)*.* Sage.

Fink, A. (2013). *How to conduct surveys: A step-by-step guide* (5th ed.). Sage.

Foddy, W. (2001). *Constructing questions for interviews and questionnaires: Theory and practice in social research*. Cambridge University Press.

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

Koshy, V. (2010). *Action research for improving educational practice: A step-by-step guide,* (2nd ed). Sage.

MacNaughton, G., & Hughes, P. (2009). *Doing action research in early childhood studies: A step-by-step guide.* Open University Press.

Locke, L., Silverman, S., & Waneen, S. (2010). *Reading and understanding* research (3rd ed.). Sage.

Oliver, P. (2014). *Writing your thesis* (3rd ed). Sage.

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

Roberts-Holmes, G. (2011). *Doing your early years' research project: A step by step guide.* (2nd ed.). Sage.

Silverman, D. (2013). *Doing qualitative research: A practical handbook.* Sage.

Wolcott, H.F. (2009). *Writing up qualitative research*. Sage.

Version No:		**Amended By**	Sinéad Freeman
Commencement Date		**Associated Programme Codes**	TU393

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	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9014					10	9
Module Title	Leadership and Organisational Change in Early Childhood Education					
School Responsible:	Social Sciences, Law and Education					

Module Overview:
This module comprises of two units with two corresponding main aims: First, to provide the student with the theoretical knowledge base of models of leadership, effective teamwork, organizational culture and key processes and determinants of planning and implementing organisational change. Second, to promote the critical application of these principles to the Early Years.

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Explore and analyse key constructs and processes of organisational behaviour, structure and culture and the implication of these for the Early Years Sector.
2	Engage in critical discussion about different leadership theories and practices with particular emphasis on the early years.
3	Demonstrate the importance of self-awareness and taking ownership for the development as an early years' leader.
4	Critically evaluate processes and determinants of building and leading an effective team in the early years.
5	Scrutinise and reflect on the processes inherent in the complexities of decision making in the early years.
6	Critically evaluate key processes and determinants of initiating and implementing organisational change in the early childhood education.
7	Carry out a critical analysis of the ethics of leadership and change in early childhood education in accordance with best practice.
8	Discuss the role of advocacy and change in the Early Childhood Education Sector.

Indicative Syllabus:
UNIT A: THEORETICAL UNDERPINNINGS: AN INTRODUCTION TO LEADERSHIP AND ORGANISATIONAL CHANGE

1. Models of group development, group dynamics and teamwork
Group formation, group structure, individuals in groups, status, power, communication, group cohesiveness and groupthink, group dynamics and different personality types, determinants of group maturity , team development, key ingredients of effective teams.

2. Behaviour in organizations, organisation structure and organisational culture
Key terms, explaining organizational behaviour, work and organization design, surface manifestations, values and basic assumptions, organizational socialization, types of organizational culture.

3. Leadership in Organisations
Main leadership theories and paradigms, building teams, leadership effectiveness and setting objectives, implementing strategic vision, leadership development and self-awareness, theories of motivation and engagement, support and supervision of staff.

4. Change management
Recognising the need for organisational change, dimensions of change, preparedness for organizational change, systematic, step-by-step approach to change, leading and managing change, enlisting support and involvement of key personnel, implementation plan, development of enabling structures, stages in reactions to change, helping individuals and teams to adapt, models of change agency, change agents tools, anchoring new approaches in the organizational culture, continuous incremental change.

UNIT B: APPLICATION: LEADERSHIP AND ORGANISATIONAL CHANGE IN EARLY CHILDHOOD EDUCATION

1. Leadership cultures and practices in the early years

2. Taking ownership for one owns development as an Early Years Leader

3. Making a difference: Key skills of effective Early Childhood Leaders

4. Building and leading a team in the early years

5. Working together to find solutions and resolve differences in the early years

6. Complexity of decision making and advocacy in the early years

7. Initiating and implementing change in Early Childhood Education

8. The ethics of leadership and change in the early years.

Learning and Teaching Methods:
In addition to lectures and workshops with expert Early Years Practitioners this module places strong emphasis on participative learning and critical reflection through class exercises, group activities, experiential learning, discussions and debates. Informed discussion will be facilitated by guided reading.

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

Module Delivery Duration:		
One semester (		
Assessment		
Assessment Type	**Weighting (**	**LO Assessment (No.)**
Portfolio	100%	1-8

Module Specific Assessment Arrangements (if applicable)	
(a) Derogations from General Assessment Regulations	None
(b) Module Assessment Thresholds	40% to pass
(c) Special Repeat Assessment Arrangements	None

Indicative Reading: (author, date, title, publisher)

Unit A:

Cameron, E., & Green, M. (2012) *Making sense of change management: A complete guide to the models tools and techniques of organizational change* (3rd ed.). Kegan Page

Evans, D., Hearn, M., Uhlemann, M., & Ivey, A. (2010). *Essential interviewing: A programmed approach to effective communication* (8th ed.). Belmont

Harvard Business Essentials Series (2011). *HBR's 10 Most reads on leadership.* Harvard Business Review Press

Harvard Business Essential Series (2003). *Practical strategies to help you lead during turbulent times.* Harvard Business School Press.

Huczynski, A. and Buchanan, D. (2013). *Organizational behaviour: An introductory text* (8th ed.). Harlow: Prentice Hall International.

Kotter, P. (2012). *Leading change.* Harvard Business School Press

Morley, M., Moore, S., Heraty, N., & Gunnigle, P. (2004) *Principles of organisational behaviour: An Irish text* (2nd ed.). Gill and MacMillan.

Schein, E. (2010). *Organisational culture and leadership.* Jossey-Bass.

Schein, E. (2013). *Humble inquiry: The gentle art of asking instead of telling.* Berrett-Koehler Publishers.

Rogers, C. (1995). *A way of being.* Houghton Mifflin Company

Sanderson, H., and Lepkowsky, M. B., (2014). *Person-centred teams: A practical guide to delivering personalisation through effective teamwork.* Jessica Kingsley.

Scouller, J. (2011). *The three levels of leadership: How to develop your leadership presence, know how and skill.* Management Books.

Unit B:

Briggs, M., & Briggs,I. (2009). *Developing your leadership in the early years.* Continuum International Pub.Group.

Campbell-Barr, V. (2016). *Quality and leadership in the early years.* Sage.

Jones C. (2008). *Leadership and management in the early years: From principles to practice: A practical guide.* Open University.

Lindon, J. & Lindon, L. (2012). *Leadership and early years professionalism: Linking theory and practice.* Hodder Education.

Lawson, A., & Marotz, L.R. (2006). *Motivational leadership in early childhood education.* Cengage.

Long. S., & Souto-Manning, M. (2016). *Courageous leadership in early childhood education: Taking a stand for social justice.* Teachers College Press.

McDowall C. R., &Murray, J. (2012). *Reconceptualising leadership in the early years.* Open University Press.

Miller L., & Cable C. (2010). *Professionalisation, leadership and management in the early years.* Sage.

Moloney, M., & Pettersen, J. (2016). *Early childhood education management: Insights into business, practice and leadership.* Routledge.

Nolan, M. (2006). *Mentor coaching and leadership in early care and education.* Wadsworth.

O'Sullivan, J. (2009). *Leadership skills in the early years: Making a difference.* Network Continuum.

Rodd, J. (2012). *Leadership in early education.* Open University.

Santamaria, L. (2012). *Applied critical leadership in education: Choosing change.* Routledge.

Urban, M., Vandenbroeck, M., Peeters, J., Lazzari, A., & Van Laere, K. (2011). *CORE: Core competence requirements in early childhood education and care. A study for the European commission directorate-general for education and culture.* University of East London and University of Gent.

Siraj, I., & Hallet, E. (2013). *Effective and caring leadership in the early years.* Sage.

Whalley, M. &, Allen, S. (2011). *Leading practice in early years' settings.* Learning Matters.

Version No:		Amended By	Jan Pettersen
Commencement Date		Associated Programme Codes	TU993

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 ………………………….

Optional Modules

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9006					10	9
Module Title	Contemporary Issues in the Early Years					
School Responsible:	Social Sciences, Law and Education					
Module Overview:						

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

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

Indicative Syllabus:

Changing concepts of childhood
Young children, families, communities and early years services
Global perspectives on early childhood education
Intergenerational learning
Professional roles in early childhood education from an international perspective
Irish early childhood education national policy and curriculum frameworks
Equality and inclusion
Emerging issues in early years education drawing on theoretical, policy and practice perspectives

Learning and Teaching Methods:	
A combination of methods including lectures, discussion, set readings, student presentations and case studies. Brightspace will be used to support students' independent learning.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	176

Module Delivery Duration:
Module is delivered over one semester

Assessment		
Assessment Type: Continuous assessment	**Weighting (%)**	**LO Assessment (No.)**
Assignment 1	50%	LO1-4 and 8
Assignment 2	50%	LO5-8
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds	40% overall to pass	
(c) Special Repeat Assessment Arrangements		

Indicative Reading
Cortellesi, G., & Kernan, M. (2016). Together old and young: How informal contact between young children and older people can lead to intergenerational solidarity. *Studia paedagogica, 21*(2), 101-116. Dalli, C. & Urban, M. (Eds.) (2010). *Professionalism in early childhood education and care: International perspectives*. Routledge

James, A. and James, A. (2008). *European childhoods: Cultures, politics and childhoods in Europe.* Palgrave Macmillan.

Lund, S.G. (2011). Young Europeans: the Nordic approach and the pedagogical profession in P. Foley & S. Leverett (Eds.). *Children and young people's spaces: Developing practice.* Palgrave Macmillan/Open University Press.

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

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

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

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

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

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

Version No:		Amended By	Dr Ann Marie Halpenny
Commencement Date		**Associated Programme Codes**	

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

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CFCS9005					**10**	**9**
Module Title	Interventions in Child and Adolescent Mental Health					
School Responsible	Social Sciences, Law and Education					

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

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

Indicative Syllabus:

Part A: Perspectives on mental health during childhood and adolescence

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

Part B: Principles of evidence-based interventions

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

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

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

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

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

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Report:	30%	1,2,3,
Essay:	70%	4,5,6,7
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds	40% to pass	

(c) Special Repeat Assessment Arrangements	

Indicative Reading:

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

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

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

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

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

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

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

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

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

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

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

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

More specialised readings for each topic area will be recommended

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

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

Module Overview:
The aim of this module is to equip learners with the theoretical knowledge to conceptualise, analyse and deconstruct complex issues surrounding cultural diversity and equality in contemporary Irish society within a global context. Additionally, it will focus on how this knowledge can inform anti-oppressive and critical 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 withing the context of changing Irish demographics. And it will consider how cultural diversities relate to political, economic, cultural, and affective inequalities. It will also explore racism/ anti-racism, anti-discrimination/oppression and human rights policy and practice. There is a strong emphasis in the module on linking theory to contemporary policy and practice in areas such as early childhood education, social care, social work, child protection and welfare, community development, and criminal justice.

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Distinguish, explain, and critique key concepts in critical intercultural studies including 'race', religion, ethnicity, culture, identity, and racism.
2	Debate critically and reflectively issues of cultural diversity and minority-majority cultural relations in contemporary Ireland within a global context.
3	Distinguish and appraise key theories and theorists in critical inter-cultural studies.
4	Critically analyse the relationship between cultural diversity and inequality.
5	Critically analyse models of cultural diversity such as segregationist, assimilationist, integrationist, multiculturalist and interculturalist perspectives.
6	Construct innovative solutions to the limitations of intercultural policy and practice in real world settings including socio-educational professional work.

Indicative Syllabus:
Part One: Intercultural Perspectives and Theory
1. Social Science, Culture and Cultural Diversity
2. Race, Ethnicity and Racism
3. Religion, Sectarianism and Secularisation
4. Models of Cultural Diversity
5. Cultural Diversity and Irish Society
6. Human Rights, Culture and Globalization
7. Equality and Cultural Diversity

Part Two: Intercultural Policy and Practice
8. Intercultural Practice 1: (Social Activism, e.g. Traveller, Asylum Seekers, Roma)
9. Intercultural Practice 2: (Community Development, e.g. Migrants Rights, Refugees, Victims of Torture)
10. Intercultural Practice 3: (Child Protection and Welfare, e.g. Unaccompanied Minors)
11. Intercultural Practice 4 (Criminal Justice, e.g. People Trafficking, Sex Work)
12. Reflection and Evaluation

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

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

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Essay (2,500 words) Essay titles will vary from year to year. An example is: Evaluate the strengths and limitations of critical intercultural theory and practice in promoting equality and respecting diversity in contemporary Irish society with reference to European and International political tensions and debates	50%	1, 2, 3, 4
Critical analysis of intercultural policy and /or practice (2,000 words) Essay titles will vary from year to year. An example is: 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). A) Identify relevant policies governing issues of cultural diversity and equality in practice. B) Relate the approach to equality and diversity to critical intercultural theory and practice. C) Evaluate the strengths and limitations of the approach to best practice models and critical debates. D) Construct innovative solutions to the limitations of intercultural policy and practice in this setting.	50%	4, 5, 6

Module Specific Assessment Arrangements (if applicable)	
(a) Derogations from General Assessment Regulations	
(b) Module Assessment Thresholds	40% to pass
(c) Special Repeat Assessment Arrangements	

Indicative Reading

Bulmer, M., & Solomos, J. (Eds.). (1999). *Racism*. Oxford University Press.

Delgado, R., Stefancic, J., & Harris, A. (2017). *Critical race theory an introduction* (3rd ed.). NYU Press.

Fanning, B. (2002). *Racism and social change in the Republic of Ireland.* Manchester University Press.

Fanning, B. (2018). *Migration and the making of Ireland*. University College Dublin Press.

Fanning, B. (Ed.) (2007). *Immigration and social change in the Republic of Ireland*. Manchester University Press.

Gilmartin, M. (2015). *Ireland and migration in the twenty-first century*. Manchester University Press.

Gudykunst, W. B. (2005). *Theorizing about intercultural communication*. Sage 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* (2nd ed.). Sage Publications Ltd.

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

Web references, journals and other
Central Statistics Office
Ethnic and Racial Studies
Journal of Intercultural Studie
Ethnicities
Sociology of Race and Ethnicity
Irish Journal of Sociology
Irish Journal of Anthropology

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

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

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

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

Indicative Syllabus:
The course will focus on the following areas
• Concepts such as risk, vulnerability, protection, control, thresholds, resilience
• Definitions of the different forms of abuse and indicators, causal factors, effects and outcomes of abuse in children. Relevant protection procedures, guidelines, policies and legislation in relation to the protection of children
• Critical discussion of current issues relating to protection of children

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

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

Module Delivery Duration:
One semester

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Continuous Assessment	100%	
Essay (3,000 words)	70%	1,3,4, 5
Presentation	30%	2, 6
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds	40% to pass	
(c) Special Repeat Assessment Arrangements		

Indicative Reading

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

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

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

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

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

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

Devaney, C., & McGregor, C. (2016). Child protection and family support practice in Ireland: A contribution to present debates from an historical perspective. *Child & Family Social Work*, doi:10.1111/cfs.12342.

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

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

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

McWilliams, A. (2006). The Challenge of Working Together in Child Protection. In T. O'Connor &M. Murphy (Eds.) *Social care: Theory, policy and practice* (pp. 241-253). CIT Press.

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

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

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level
					10	9

Module Title	Social Entrepreneurship
School Responsible:	Social Sciences, Law and Education

Module Overview:

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

Learning Outcomes (LO): (to be numbered)

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

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

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

Indicative Syllabus:

1. Introduction to Social Entrepreneurship: Key theories, frameworks and debates in the field social entrepreneurship
2. Site visits and case studies of social enterprises
3. Explorations of social care/ early childhood education leaders as social entrepreneurs.
4. Value and impact of social entrepreneurship.
5. Integration and application of ideas, theories and techniques learned in this module through practical application, in collaboration with peers.
6. Application of previous learning, professional experience, and personal knowledge.

7. Participation in group project to develop a social entrepreneurship idea which provides creative and innovative solutions and social impact.

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

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

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

Following each session, and at the end of the module, students will be offered the opportunity to give anonymous feedback which can be openly discussed in class. A |

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

| **Module Delivery Duration:** |
| Two hours per week over one semester |

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Facilitation of Group Discussion	Pass/ Fail	1-2
Social Enterprise Project	70%	6-9
Project Presentation	30%	3-5
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds	40% to pass	
(c) Special Repeat Assessment Arrangements		

Essential Reading:
Forfás (2013). *Social enterprise in Ireland: Sectoral opportunities and policy issues*. The Stationary Office.

Kickul, J., & Lyons, T. S. (2012). *Understanding social entrepreneurship: The relentless pursuit of mission in an ever changing world*. Routledge.

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

Supplemental Reading:

Books:
Bridge, S., Murtagh, B., & O'Neill, K. (2013). *Understanding the social economy and the third sector*. Palgrave Macmillan.

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

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

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

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

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

Web references, journals and other:

Journal Articles and Policy Review:

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

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

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

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

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

Websites:
www.futurelearn.com/courses/entrepreneurship-in-nonprofits
www.socent.ie
www.pobal.ie

Version No:		Amended By	Jan Pettersen Anne Marie Shire
Commencement Date	January 2021	Associated Programme Codes	

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

Module Overview:

This is an optional module for postgraduate students studying on one of the following programmes in the School of Social Sciences, Law and Education MA in Criminology; MA in Social Care Leadership and Management, MA in Child, Family and Community Studies and MA in Mentoring, Management & Leadership in the Early Years.

The module will examine the treatment by the state and society of those confined in care and custody in 20th 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

1	Demonstrate a systemic understanding of, and evaluate the main theoretical perspectives on, deviance.
2	Assess the relationship between labelling, stigmatization and the social construction of deviance.
3	Critically evaluate the emergence of various institutions of care and confinement in 20th Century Ireland.
4	Analyse the experience of social control through the accounts of people who lived in various institutions.
5	Critically compare the use confinement in Ireland with other jurisdictions.
6	Appraise the relationship between deviance, social control and wider society.
7	Discuss the key issues in the controversies from the investigations and inquiries into the various forms of institutionalisation.
8	Demonstrate engagement with various policy debates arising from the examination of 'our' past

Indicative Syllabus:

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

Part One
Setting the scene: Social policy in the new state
Morality and marginalisation
Labelling, 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:

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.

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

Module Delivery Duration:
Module will be delivered over one semester.

Assessment		
Assessment Type Two assignments of 2,500 words each representing the two distinct elements of this module.	**Weighting (%)**	**LO Assessment (No.)**
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
Module Specific Assessment Arrangements (if applicable)		
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 Publications.

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

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

Recommended Reading

Cox, P., & 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* (2nd ed.). Policy Press.

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

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

O'Donnell, I., & 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). *Images of deviance and social Control: A sociological history* (2nd ed.). Waveland press.

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

Version No:		**Amended By**	Dr Cormac Behan
Commencement Date	January 2023	**Associated Programme Codes**	

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

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

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

Indicative Syllabus:

1. Module Overview and Introduction
     Part One: Perspectives
2. Perspectives on Masculinities
3. Perspectives on Care
4. Perspectives on Equality
     Part Two: Relational Contexts
5. Professional Caring

6. Fathers and Parenting
7. Informal Family Caring
8. Self-Care and Wellbeing
9. Mental Health & Emotional Wellbeing
10. Friendships and Community
11. Sexualities and Intimacy
12. Violence and Abuse

Learning and Teaching Methods:

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

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

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

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

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

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

Module Delivery Duration:

Two hours over one semester

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
A) Facilitation of group discussion and participation in peer assessment activities	Pass/Fail	4-5
B) Academic paper (3500-4.000 words maximum)	100%	1-3
Module Specific Assessment Arrangements (if applicable)		
Derogations from General Assessment Regulations		
Module Assessment Thresholds		
Special Repeat Assessment Arrangements	Where a student misses assessment A) an alternative repeat assignment will be	

	facilitated, but their final grade will be capped at 40%.

Indicative Reading:

Core Books

Baker, J., Lynch, K., Cantillon, S., & Walsh, J. (2009). *Equality from theory to action* (2nd ed.). Hampshire, New York: Palgrave.

Bowlby, S., McKie, L., & Gregory, S. (2009). *Care and interdependency across the lifecourse*: Taylor and Francis.

Brechin, A., Walmsley, J., Katz, J., & Peace, S. (1998). *Care matters: concepts, practice and research in health and social care*. Sage.

Connell, R. W. (2005). *Masculinities* (2nd ed.). Polity Press.

Fine, M. (2006). *A Caring Society? Care and the dilemmas of human services in the 21st century*. Palgrave.

Lynch, K., Baker, J., Walsh, J., & Lyons, M. (Eds.). (2009). *Affective equality: Who cares? love, care and injustice*. Palgrave Macmillan.

Selected weekly journal article/book chapter readings

Addis, M. E., & Mahalik, J. R. (2003). Men, masculinity, and the contexts of help seeking. *American Psychologist, 58*(1), 5-14.

Caracciolo di Torella, E. (2014). Brave new fathers for a brave new world? fathers as caregivers in an evolving European Union. *European Law Journal, 20*(1), 88-106. doi:10.1111/eulj.12033

Cleary, A. (2012). Suicidal action, emotional expression, and the performance of masculinities. *Social Science & Medicine, 74*(4), 498-505.

Connell, R. W. (2005). Work/life balance, gender equity and social change. *Australian Journal of Social Issues, 40*(3), 369-383.

Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society, 19*(6), 829-859.

DeKeseredy, W. S., & Schwartz, M. D. (2005). Masculinities and interpersonal violence. *Handbook of studies on men and masculinities*, 353-366.

Hrženjak, M. (2013). Negotiating masculinity in informal paid care work. *International Review of Sociology, 23*(2), 346-362.

Lynch, K. (2007). Love labour as a distinct and non-commodifiable form of care labour. *Sociological Review, 55*(3), 550-570.

Lynch, K., Crean, M., & Moran, M. (2010). Equality and social justice. *The Routledge international handbook of the sociology of education*, 296.

Oransky, M., & Marecek, J. (2009). "I'm not going to be a girl" masculinity and emotions in boys' friendships and peer groups. *Journal of Adolescent Research, 24*(2), 218-241.

Russell, R. (2007). Men doing "women's work:" elderly men caregivers and the gendered construction of care work. *The Journal of Men's Studies, 15*(1), 1-18.

Scambor, E., Bergmann, N., Wojnicka, K., Belghiti-Mahut, S., Hearn, J., Holter, Ø. G., & White, A. (2014). Men and gender equality: European insights. *Men and Masculinities, 17*(5), 552-577.

Scambor, E., Hrženjak, M., Bergmann, N., & Holter, Ø. G. g. (2015). Men's share of care for children and professional care. *Studia Humanistyczne AGH, 14*(2).

Wilson, N. J., & Cordier, R. (2013). A narrative review of Men's Sheds literature: reducing social isolation and promoting men's health and well-being. *Health and Social Care in the Community, 21*(5), 451-463.

Wilson, N. J., Shuttleworth, R., Stancliffe, R., & Parmenter, T. (2012). Masculinity theory in applied research with men and boys with intellectual disability. *Intellectual and Developmental Disabilities, 50*(3), 261-272. doi:10.1352/1934-9556-50.3.261

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

| **Version No:** | | **Amended By** | Niall Hanlon |
| **Commencement Date** | | **Associated Programme Codes** | |

Appendices

Appendix A

Programme Schedule

Year 2 2022-2023

Module title	Module Code	ECTS	Core/ Option*	Weekly hours				Assessment		Pre requisite/ co-requisite
				Lecture	Lab / practical	Tutorial	Self-Directed learning	Continuous Assessment %	Examination %	
Semester One										
Leadership and organisation change in ECE	CFCS9014	10	Core	2			10	Portfolio (100%)		
Research methods	CFCS9015	30	Core	2			10	Research proposal (formative) 15th December 2022		
Semester Two										
Option		10	Option	2			10	Depends on module chosen		
Dissertation		30	Core	2			10	Dissertation (100%) 20th October 2023		

Appendices

Appendix B

Department of Social Sciences Marking Scheme

Criterion Grade	Knowledge of relevant materials and evidence of reading (25)	Presentation and structure (20)	Argument and response to question (20)	Understanding of issues/Application (25)	Referencing and conforming to instructions (10)
A+ **1st** **80-100%**	As for A along with demonstration of comprehensive understanding of the topic; brings in relevant material (perhaps national and international) beyond that covered in the module;	As for A along with exceptionally clear and concise language in creating coherent arguments	As for A along with the synthesis of a broad range of relevant material; clearly shows evidence of original thought	As for A along with demonstration of strong critical evaluation of material	As for A
A **1st** **70-79%**	Breadth and depth of reading and understanding of relevant arguments and issues; Perhaps some areas covered in depth and awareness of provisional nature of knowledge. Uses appropriate terminology consistently.	Clarity of argument and expression; Has defined objectives in detail and addressed them comprehensively; Analytical and clear conclusions well grounded in literature; Fluent writing style appropriate to type of assignment; Grammar and spelling accurate.	Shows an ability to synthesise a range of material and addresses all parts of the assignment topic; Perhaps shows unique or imaginative insights.	Depth of insight into theoretical issues and/or application to practice; Where appropriate, demonstrates an ability to apply ideas to new material or in a new context.	Uses a standard referencing system correctly and consistently; Work has been submitted within time boundaries and within prescribed parameters (e.g. word length).
B **2:1** **60-69%**	Draws on a range of sources; Perhaps some areas covered in depth; Good knowledge of topic and use of appropriate terminology.	Has defined objectives and addressed them through the work; Good summary of arguments based in theory/ Literature Language fluent; Grammar and spelling accurate.	Generally accurate and well-informed answer to the question that is reasonably comprehensive; Creates an argument that shows evidence of having reflected on the topic.	Demonstrates the ability to work with theoretical material effectively and/or shows evidence of application.	Referencing is mainly accurate; Work has been submitted within time boundaries and within prescribed

					parameters (e.g. word length).
C **2:2** **50-59%**	Uses a limited range of source material; Reasonable knowledge of topic and some use of appropriate terminology.	Has outlined objectives and addressed them at the end of the work; Some evidence of conclusions grounded in theory/literature; Language mainly fluent; Grammar and spelling mainly accurate.	Addresses main issues of assignment topic without necessarily covering all aspects. Develops and communicates a basic logical argument with some use of appropriate supporting examples and evidence.	Demonstrates the ability to address theoretical material and/or shows evidence of application.	Referencing is mainly accurate; Work has been submitted within time boundaries and within prescribed parameters (e.g. word length).
D **Pass** **40-49%**	Shows only sparse coverage of relevant material or contains some errors and omissions; Limited knowledge of topic but some use of appropriate terminology. Over-dependence on source material.	Has provided generalised objectives and focused the work on the topic area; Limited evidence of conclusions supported by theory/literature; Meaning apparent but language not always fluent; Grammar and/or spelling contain errors.	Shows some sign of understanding of the question set, though not necessarily sustained; Fails to support arguments with adequate evidence.	Demonstrates a basic ability to address theoretical material and/or shows limited evidence of application.	Some attempt at referencing; Deviates slightly from the required parameters.
Fail **39% -**	Contains very little appropriate material or contains numerous errors and omissions; Lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology; Is plagiarised.	No information provided regarding objectives of assignment; Unsubstantiated/invalid conclusions based on anecdote and generalisation only, or no conclusions at all; Meaning unclear and/or grammar and/or spelling contain frequent errors.	Only briefly acknowledges the question if at all; Lacks any real argument or argument is illogical and incoherent.	Demonstrates a lack of understanding of theoretical material and/or lacks application.	Referencing is absent or unsystematic; Deviates significantly from the required parameters.

Appendix C

Department of Social Sciences Student Guidelines for Email Etiquette and use of Social Media (April, 2021)

This document provides you with an overview of guidelines when communicating using email and social media. You should also familiarise yourself with the *Student Regulations Governing the Use of Computer Resources* [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'.

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-soundsillyemails-essay

Use of Social Media at University

You are advised to be judicious in your use of Social Media as a TU Dublin Student. References to, and communications with, classmates and lecturers should be courteous and respectful at all times. You should assume all of your posts are publicly available to the entire world, and write accordingly. You should assume there is no privacy online. Your confidentiality agreement with your practice placement extends to social media. The staff and

clients with whom you work on placement should not be identifiable in your posts. You should not post photos of placement agencies on any medium. As a TU Dublin Student you have a role in maintaining and enhancing the reputation of the University and you should be mindful of this in your use of social media and in all your professional communications.

Appendix D

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 in 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 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

Appendices

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/1RJ8rVJFbl8KA1VI7CYjkYsJMzFxKlTeiSAjKl_XdO
g/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