Student Handbook

Certificate in Addiction Studies

2023– 2024

Welcome

Mission Statement
"Adult education is the study of how we learn and develop as adults to collaborate in the creation of a just, equitable and sustainable society. We transform lives and communities through adult and community education"

Dear Reader,

Welcome. Whether you are embarking on your first venture into third level education or are a student of long standing taking this course for personal or professional reasons this handbook will provide you with some important information. I recommend that you become familiar with it and refer to it regularly as it will have many of the answers to the questions that students new to a particular course or discipline will inevitably have. It will help you to understand the modules that you will take on the course. It will also guide you as to how best to complete the assignments to the standard that will allow you to succeed in your studies, how to use moodle, student web and the library services etc. It will also give you contact numbers of the different offices in the university that students contact regularly such as Registration and Record, Fees and Exams etc.

We wish you well for the coming year.

Dr. Derek Barter,

Academic Co-ordinator of Continuing Education, Department of Adult and Community Education

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About the Programme Certificate in Addiction Studies

Course Learning Objectives

- Provide participants with a broad view of key theoretical frameworks and practical debates which arise in relation to substance misuse and dependence.

- Enable participants to develop basic helping and intervention skills in the field of drug and alcohol misuse.

- Enhance participants' knowledge of social and community issues relevant to substance misuse and dependence.

- Heighten participants' awareness in relation to personal, organisational and vocational issues which may arise in the course of their work within the field of substance misuse.

- Provide students with learning support appropriate to their needs

Attendance

If you are unable to attend a class, please inform a member of the programme team. You may be required to submit supporting documentation such as a doctor's note if applicable.

Participation

Participation is an integral part of this programme. To develop a genuine community of learners/ practitioners within the class, it is expected that students will engage in class and group discussions, make presentations and participate practical exercises.

Module Descriptors and Details

MODULE1 THEORETICAL PERSPECTIVES ON ADDICTION

Teaching Methods:	The module will: I. Introduce students to current literature, concepts and theories in relation to substance misuse and dependence II. Utilise a systemic framework which will take account of individual, family, social and political issues as they relate to substance misuse and addictive behaviours III. Explore the causative factors and essential characteristics of addictive behaviour IV. Provide students with learning support appropriate to their learning needs
Aim:	To provide students with a critical introduction to substance misuse and dependence
Learning Outcomes:	On completion of this module, students will be able to: • Critically evaluate current theoretical frameworks on substance misuse and dependence • Critically locate substance misuse and dependence in its bio-psychosocial and political contexts • Identify the causative factors and outline the process of addiction • Differentiate between Process and Substance Addictions.
Method of Assessment:	Theory Essay (2000-2500 words). Students will be given 5 options by the tutor to be submitted before end of April. It is recommended that you submit a draft of your theory essay for the purpose of feedback, the date will be set by your tutor. **Essay Titles for Certificate in Addiction Studies.** • Compare and contrast any two of the major theories on Addiction. • Is an attitude of 'zero tolerance' or a liberalisation of Drug Enforcement legislation the more appropriate response to the Opiate drug problem in Ireland; Discuss. • *Drug Education and Prevention*, high on ideals but low on impact; Discuss. • Critique the concept of '*Harm Reduction'* as a response to problematic drug use. • A topic and essay title suggested by the student and agreed by the Tutor.

Reading list:	Corrigan, Des (2003) *Facts about Drug Misuse in Ireland* (4th Edition). Ireland: Health Promotion Unit Davies, J.B. (1997) *The Myth of Addiction* (2nd Edition). Reading UK: Harwood Academic Publishers Ghodse, H. (2010) *Drugs and addictive behaviour: a guide to treatment*, 3rd ed., Cambridge: Cambridge University Press (ebook) Gossop, M. (2013) *Living with Drugs, 7th Ed.* UK: Ashgate Publishing Hardiman, M. (1998) *Addiction – The Common Sense Approach.* Dublin: Newleaf Heather, N., Wodak, A., Nadelmann, E. and O'Hare, P. (Eds) *Psychoactive Drugs and Harm Reduction: From Faith to Science.* London: Sage Nakken, Craig (1996) *The Addictive Personality: Understanding the addictive process and compulsive behavior* (2nd Edition). Minnesota: Hazelden Parker, H., Aldridge, J., and Measham, F. (1998) *Illegal Leisure: The Normalisation of Adolescent Drug Use.* London: Routledge South, N. (1999) *Drug:, Cultures Controls and Everyday Life.* London: Sage. Thombs, D. L. (2013) *Introduction to Addictive Behaviours*. 4th edition. London: Guilford Press (ebook) Tyler, Andrew (1986) *Street Drugs: the Facts Explained, the Myths Exploded.* London: Hodder and Stoughton Zinberg, N. (1984) *Drug, Set and Setting: The Basis for Controlled Intoxicant Use.* New Haven: Yale University Press.

MODULE 2: DRUG AND ALCOHOL MISUSE IN CONTEMPORARY IRELAND

Teaching Methods:	The module will: Enable students to critically discuss drug and alcohol related problems in contemporary Ireland Encourage students to locate substance misuse within it's biological, psycho-social, cultural and political contexts Explore the development of drug and alcohol policy in Ireland over the past thirty years, locating it within a European and international context Provide students with a practical policy framework which may be utilised in their paid employment or voluntary activity Provide students with learning support appropriate to their learning needs
Aim:	To provide students with an opportunity to elaborate on current pertinent issues and patterns relating to drug and alcohol misuse in the Irish context. To enable students to identify the direction of drug and alcohol policy development over the past thirty years in the Irish context and to isolate the factors underpinning such change.

Learning Outcomes:	On completion of this module, students will be able to: I. Critically discuss current issues in relation to substance misuse in an Irish context II. Engage in debate on issues such as gender, the law, social attitudes and youth culture as they pertain to drug and alcohol misuse III. Analyse contemporary drug and alcohol policy, exploring current frameworks as well as historical developments IV. Comprehend the importance of a multi-tiered approach to the complex societal issues relating to addiction V. Integrate learning from the module with their work or voluntary activity
Method of Assessment:	**Assessment for this module will be in two parts. A) Creative Group Project and B) 1000 word individual reflective piece on the Group Project** **(A) Creative Group Project (1,500 – 2,000 words)** This project will be completed in small groups of 3 – 5 participants. I. The group will carry out a piece of research utilising available resources including text books, internet and other relevant publications. II. This project may include activities such as developing a poster campaign, information leaflet, photographic exhibition, small sketch, DVD etc... III. The Group will present it to their peers in class and facilitate group learning utilising participative adult learning methodologies. IV. The piece of work will then be compiled into an assignment for submission. The submission will include (i) an introduction, (ii) overview of resource piece developed by the group, (iii) commentary on the group process experienced while working together and (iv) a conclusion. All sources used must cited in a list of references. V. Presentation date: to be agreed with course tutor **(B) Individual Reflection (1000 words)** To accompany submission of Creative Group Project. Date Agreed with Tutor.

Reading list:	Butler, S. (2002) *Alcohol, Drugs and Health Promotion in Modern Ireland.* Dublin: Institute of Public Administration
	Carvalho, A. F., Stubbs, B., Maes, M., Solmi, M., Vancampfort, D., Kurdyak, P. A., Brunoni,R., M. I., and Koyanagi, A. (2018) Different patterns of alcohol consumption and the incidence and persistence of depressive and anxiety symptoms among older adults in Ireland: A prospective community-based study. *Journal of Affective Disorders,* 238, pp. 651-658.
	Department of Health (2017). *Reducing Harm, Supporting Recovery A health-led response to drug and alcohol use in Ireland 2017-2025*. Dublin. Stationary Office.
	Government of Ireland (2009) *Ireland's National Drugs Strategy (Interim) 2009 –2016*, Dublin, Dept. of Rural and Gaeltacht Affairs. (free online)
	Jordan, J., McCann, M., Vittal, K., Srinivasa and Higgins, K. (2018) Harmonising alcohol consumption, sales and related outcomes data across the UK and Ireland: an insurmountable barrier to policy evaluation? *Drugs: Education Prevention and Policy*, Available online.
	McInerney, C. & Finn, C. (2015). *Caring at what cost? Rebuilding and refinancing the community and voluntary sector.* Dublin. Impact Trade Union.
	Murphy, T., (1996) *Rethinking the War on Drugs in Ireland.* Cork: Cork University Press
	O'Gorman, A., Driscoll, A., Moore, K. and Roantree, D. (2016) *Outcomes: Drug harms, policy harms, poverty and inequality*. Dublin: Clondalkin Drug and Alcohol Task Force.

MODULE 3: APPROACHES TO PREVENTION, TREATMENT AND REHABILITATION

Teaching Methods:	The module will: Introduce students to contemporary theoretical frameworks in relation to prevention, treatment and rehabilitation with drug and alcohol misuse Provide students with an opportunity to critically discuss current practices in relation to intervention with substance misuse Explore the role that students can play on the continuum of intervention in the context of their work or voluntary activity Provide students with learning support appropriate to their needs
Aim:	To provide students with a critical overview of contemporary approaches to prevention, treatment and rehabilitation in relation to substance misuse.
Learning Outcomes:	On completion of this module, students will be able to: • Examine current evidence based drug and alcohol prevention strategies

	• Critically evaluate contemporary approaches to the treatment of drug and alcohol problems • Explore current and emerging approaches to drug and alcohol rehabilitation • Comprehend the importance of a multi-tiered approach to the complex societal issues relating to addiction. • Devise a substance misuse policy framework for a school, youth service, health care or community setting • Identify their role within the overall context of a comprehensive community based response to substance misuse
Method of Assessment:	**Agency Review; (1,500 – 2,000 words)** This project will be completed in small groups of 3 – 5 participants I. Students will visit an addiction agency, service or voluntary group and complete a critical review of the following: (i) intervention approach, (ii) services offered and (iii) stated outcomes. II. The group will prepare a written critical review of the agency / service. This will include critically appraising the service in light of current theoretical frameworks and literature relating to the agencies treatment/ rehabilitation approach. III. The Group will present it to their peers in class in a creative and engaging manner and facilitate group learning utilizing participative adult learning methodologies. IV. The piece of work will then be compiled into an assignment for submission. The submission will include (i) an introduction, (ii) overview of the agency, (iii) critique by the group the approach, (iv) services offered, (v) stated treatment outcomes (vi) and a conclusion. V. Students working in pairs/**groups** will receive identical marks VI. All sources used must cited in a list of references. VII. Presentation date; before the end of March (to be agreed with course tutor) VIII. Submission date; End of April (to be agreed with course tutor)

Reading list:	- Butler, S. & Hope, A. (2015). Ireland's financial crisis and its influence on alcohol and drug issues. *Nordic Studies on Alcohol and Drugs*, Vol. 32, 2015, (6), 623 - 627 - Connors, G., Donovan, D, DiClemente, C (2001) *Substance Abuse Treatment and the Stages of Change*. New York: The Guildford Press - Cook, C., and Davis, C. [Harm Reduction International]. (2018) T*he lost decade: neglect for harm reduction funding and the health crisis among people who use drugs.* London: Harm Reduction International. - Department of Health (2017). *Reducing Harm, Supporting Recovery A health-led response to drug and alcohol use in Ireland 2017-2025.* Dublin. Stationary Office. - Doyle, J. & Ivanovic, J. (2010) *National Drugs Rehabiliation Framework Document. NDRIC.* Dublin: Stationery Office (free online) - Edwards, G., Marshall, J.E., Cook, C, C, H. (1997) *The Treatment of Drinking Problems* Cambridge UK: Cambridge University Press. - Geaney, Clara (2016) Supporting women to access treatment. Dublin: Ballyfermot Local Drugs and Alcohol Taskforce. - Geringer Woititz, J. (1983) *Adult Children of Alcoholics*. Florida: Health Communications Inc. - Griffiths, P., Strang, J., & Stapleton, N. (2016). *Report of the Rapid Expert Review of the National Drugs Strategy 2009 – 2016.* Ireland. EMCDDA. - Heather, N., Robinson, I. (1998) *Problem Drinking* (3rd Edition) Oxford: Oxford Medical Publications - Inciardi, J.A., Harrison, L. (Eds) (2000) *Harm Reduction: National and International Perspectives.* London: Sage. - Keane M, McAleenan G and Barry J (2014). *Addiction recovery: a contagious paradigm! A case for the re-orientation of drug treatment services and rehabilitation services in Ireland.* Dublin: Soilse. - Kiely, E., Egan, E. (2000) *Drug Education; A Social and Evaluative Study.* Cork: Cork Local Drugs Task Force - Klingemann, H. and Hunt (Eds) (1998) *Drug Treatment Systems in an International Perspective: Drugs, Demons and Delinquents.* London: Sage - Meyers, R., Miller, W. (Eds) (2001) *A Community Reinforcement Approach to Addiction Treatment.* Cambridge University Press - Miller, W.R., Heather, N. (1998) *Treating Addictive Behaviours (2nd Edition).* London: Plenum Press

- Morgan, M. (2001) *Drug Use Prevention; An Overview of Research.* Dublin: Government of Ireland (NACD)
- Orford, J. (2001) *Excessive Appetites: A Psychological View of Addictions* (2nd Edition). Chichester: John Wiley & Sons Ltd.
- Peele, S. (1989) *Diseasing of America: Addiction Treatment out of Control.* Lexington Mass: Lexington Books
- Rassool, GH (2009) Alcohol And Drug Misuse: A Handbook For Students And Health Professionals.   London: Routledge
- Van Hout, M. C., Crowley, D., McBride, A., and Delargy, I. (2018) Optimising treatment in opioid dependency in primary care: results from a national key stakeholder and expert focus group in Ireland. *BMC Family Practice*, 19, (1) , p. 103.
- Ward, J., Mattick, R.P., Hall, W. (1998) *Methadone Maintenance Treatment and Other Opioid Replacement Therapies.* Amsterdam: Harwood Academic Publications
- Working Group on Drugs Rehabilitation (2007) *National Drugs Strategy 2001-2008 Rehabilitation.* Dublin: Department of Community, Rural & Gaeltacht Affairs

MODULE 4: GROUP WORK AND REFLECTIVE LEARNING

Teaching Methods:	The module will: - Provide students with an opportunity in small groups to discuss their own needs, expectations and motivations in relation to their work or voluntary activity in the field of substance misuse - Explore current professional issues and debates including topics such as confidentiality, boundaries and consent - Encourage students to discuss self care issues including stress, personal supports and personal safety in the context of their work or voluntary activity
Aim:	- Self Care: To raise participants' awareness of their own needs and expectations in the context of their work or voluntary activity with drug or alcohol users - To introduce participants to some of the professional issues and debates which arise within drug and alcohol services - To provide personal and skills development for students, including study/research/presentation skills.
Learning Outcomes:	On completion of this module, students will be able to: I. Reflect critically on their own personal and societal attitudes and their needs/expectations in the context of their work or voluntary activity in the field of substance misuse II. Discuss in general terms pertinent professional issues and

	debates which are relevant to drug and alcohol services III. Reflect on their own self care needs in relation to their work IV. Discuss organisational issues in terms of their impact on the delivery of drug and alcohol services V. Offer students a theoretical framework within which to locate their experience of working within organisations (voluntary, statutory or community)
Method of Assessment:	The assessment for Module 4 is in two parts A) Article Critique and B) Learning Journal Essay. **Article Critique** The first part will involve a critique of a Journal Article suggested by your tutor. Students will receive guidelines on how to carry out a critique and must then present a written 750 word synopsis of the article they have analysed. This must include 3 references from 3 different source types and a Bibliography. **Essay based on Learning Journal (1500 – 2000 words)** Participants are required to keep a journal of their learning experience during the course. This journal is private and is **not** submitted to NUIM. However, it provides the basis for a reflective essay of learning. The essay may include the following: • Why student decided to undertake the course • Expectations of course • The impact the course has had on students work (voluntary, paid or community). • Personal and professional development as a result of relating with fellow students and the tutors • The influence of the course content on the student's ideas, perceptions, attitudes and interaction with others • Extent to which the course met students expectations • Plans for ongoing personal and professional development • Reflection on the experience of participating in the group projects class presentations & facilitations. • Submission date - End of April (to be agreed with course tutor)

Reading list:	- Addenbrooke, M. (2011) *Survivors of Addiction: Narratives of Recovery.* London: Routledge - Bolton, G. (2002) *Reflective Practice; Writing & Professional Development.* London: Chapman Publishing - Bradshaw, J. (1996) *Bradshaw on the Family; A New Way of Creating Solid Self Esteem.* Florida: Health Communications Inc. - Connolly, Brid (2008) *Adult Learning in Groups.* Berkshire UK: Open University Press/ McGraw Hill Education - Downie, R.S., Tannahill, Carol and Tannahill, Andrew (1996) *Health Promotion - Models and Values* (2nd Edition). Oxford University Press - Fontana, D. (1992) *Who You Are, Be What You Want; A Psychology of Personal Change.* London: Fontana / Harper Collins - McCann, Catherine (1995) *Who Cares? A Guide for all who care for others.* Dublin: The Columba Press - McKeganey, Neil, (2011) Controversies in Drugs Policy and Practice. New York: Palgrave - Mulligan, J. (1993) *Personal Management Handbook.* London: Warner Books - Nutt, David (2012) Drugs without the Hot Air: Minimising the harms of legal and illegal drugs. Cambridge: UIT. - O Brien, T (2007) Is there a way of of this clinic? An Adult and Community Education Perspective on Methadone and the absence of rehabilitation. The Adult Learner, p.40-55. Dublin: Aontas - O Brien,T (2013) Awaking to Recovery and Honneth's theory of Recognition. The Adult Learner. Dublin: Aontas. (in press, available in Sept) - Prendiville, P. (1995) *Developing Facilitation Skills.* Dublin: Combat Poverty Agency - Ryan, A.B. (2002) *Balancing Your Life; A Practical Guide to Work, Time, Money and Happiness.* Dublin: Liffey Press - Semple, P.(2012) Transient Beings .Coventry:Code Green Publishing.

Website Resource List

www.askaboutalcohol.ie — The HSE Alcohol specific website giving facts, research and linkages to services available nationally.

www.drugs.ie — A HSE funded drug and alcohol information and support website which gives access to factual information and a directory of supports and services.

www.drugsandalcohol.ie — The Health Research Board (HRB) national drugs library is a unique information resource for researchers, policy makers and people working in the areas of drug or alcohol use and addiction or related fields. This site also gives direct access to databases such as PsycINFO, Social Science Citation Index and Pubmed. Loans and copying facilities are available on site at their Lower Mount Street office.

www.ebmh.bmj.com — Evidence-Based Mental Health database surveys a wide range of international medical journals applying strict criteria for the quality and validity of research. Practising clinicians assess the clinical relevance of the best studies. The key details of these essential studies are presented in a succinct, informative abstract with an expert commentary on its clinical application.

www.education.ie — Irish Government website of the Department of Education and Skills giving linking access to other more specific pages and sites.

www.emcdda.europa.eu — The European Monitoring Centre for Drugs and Drug Addiction, based in Lisbon, aims to provide reliable information on drugs and drug addiction across the EU.

www.espad.org — The European School Survey Project on Alcohol and Other Drugs is the largest cross-national research project on adolescent substance use in the world. Data was last collected in 2015 – analysis reports available.

www.fead.org.uk — Film Exchange on Alcohol & Drugs showing many current authors giving academic workshops and interviews

www.findings.org.uk — Drug and Alcohol Findings bridges the divide between UK-relevant research on the effectiveness of responses to drug and alcohol problems and the practitioners who provide those interventions. The project aims to encapsulate the studies'

	findings, set them in context and to explore the implications for practice.
health.gov.ie	Irish Government website of the Department of Health giving linking access to other relevant sites. Catherine Byrne, TD is the current Minister of State with special responsibility for Health Promotion and the National Drugs Strategy. See publications section.
www.healthpromotion.ie	The Health Promotion Unit website of the Health Service Executive which develops health policy, research and evaluate strategic objectives and develop national media campaigns and material.
www.hpsc.ie	The Health Protection Surveillance Centre is Ireland's specialist agency for the collection, collation, analysis and communication of notifiable and communicable diseases including Hepatitis, HIV and AIDS.
www.irishhealth.com	Irish based independent health website resource.
www.nacda.ie	The National Advisory Committee on Drugs and Alcohol website funded by the Irish Government with a remit to develop Irish research and publications on drugs and addiction.
www.spunout.ie	A Youth Information website aimed at young people giving information including drug and alcohol facts.
www.who.int	World Health Organisation website

Assignment General Guidelines

Course participants are required to submit midway assignments and final assignments by dates determined by their Course Tutor. Course Tutors assess students' work and complete an Evaluation / Comment Sheet for each participant. Tutors give feedback to course students following the midway assignments.

Submission via Moodle: In general Assignments will be submitted through Moodle and Turnitin (via Moodle).

NB – In some courses assignments can take different formats such as group projects, posters, creative content that fall outside the norm for Moodle submission. Here lecturers will give guidance as to the most appropriate format in which the work is to be submitted. Work must be presented with fully identifiable markers giving the student(s) name, student number, lecturer, course title and assignment title.

Each participant must ensure that the name stated on the registration form is the same as the name used on all correspondence and project work submitted to Maynooth University.

Assignment submission dates

Will be finalized by the tutors during the course.

Weighting of Assignments

Agency Review	20%
Article Critique	10%
Creative Group	25% (This is in two parts. Part1 is the actual Group Presentation and any evidence of this including PowerPoint Slides, Posters, Leaflets etc. (15%) Part 2 is a 1000 word individual reflection on the Group Process (10%)
Learning Journal Essay	15%
Theory Essay	30%

The following criteria will form part of the assessment of your essay:

An awareness of the **literature** related to your chosen area i.e. evidence of relevant reading around the topic and ability to use the literature in formulating argument, analysis or exploration.

Critical analysis and **reflection**: The essay should engage in a reflective, analytical and critical way with the topic of the assignment and make some link with your own experience.

Presentation should include attention to elements such as structure, organisation of content and language use.

Referencing: Essays must be referenced in a consistent manner and must include a bibliography. Please adhere to academic guidelines for referencing in your Handbook (pp 29 to 37).

Learning Journal Guidelines:

Participants are required to keep a weekly journal during the course, which will form the basis of an essay entitled: **Reflective Learning of Addiction Studies** (1500 - 2000 words approx.)

Essentially, the learning journal is a record of the participant's thoughts and feelings concerning how the course is impacting on their learning. The journal itself is private but forms the basis of the essay.

The essay will be a summary statement drawn from the journal, which will explore the participant's personal development and critical reflections throughout the course. The journal is <u>not </u>a summary of each week's class. Also, it is not about the tutor or fellow participants, it is about your learning and development.

It might address –

1   The impact of the course on your understanding of addiction.
2   The impact the course has had on your understanding of yourself, your ideas, perceptions and attitudes.
3   How the course influenced your choice of topics for your assignments.
The impact of your interaction with others on the course.

Essay Guidelines

This section is a brief introduction to the skills involved in writing an academic essay.

Academic essays differ from ordinary writing in that they have a distinctive:

- Structure
- Purpose
- Audience
- Topic

An essay attempts to convince the reader that its conclusions are valid, using reasoned **argument**, based on evidence from sources that are authoritative. There are a number of key steps in writing an essay including:

Time management: Allow plenty of time. Do not put it off to the last minute. Work out how long you have for the essay and plan to get it finished with time to spare. Keep in mind the required length. It is easy to exceed it. As a general rule 10% above or below the word count is acceptable. The word count does not include footnotes, endnotes, reference list or bibliography

Establishing the purpose of the essay: The title guides the structure of the essay. Brainstorm, jot down the key

ideas that you want to cover in the essay. You could use a mind map.

Gathering the necessary material: Do not rely solely on your module notes or textbooks. Essays should reflect recent research in addition to established theories; recent research is almost always published in journals first. Sourcing journal articles allows you to give a first-hand interpretation rather than paraphrasing someone else's. Plan ahead and be strategic. Utilise the Library search, google scholar, government reports, industry / organisational reports to locate material.

Read, review and take notes: Review the material you have collected. Read selectively and critically to identify what is relevant. Make notes. Keep a full record of all source material, use the guidelines in this handbook to correctly reference your material

Planning a structure: The essay will have an
- **Introduction** which should make clear that you are going to answer the question as set and what you are going to cover and in what order. It will also include definitions of key concepts and terms that are essential in understanding the essay question.

- **Main Body**: The body of the essay takes each of your main points and develops them with examples and evidence using clearly defined paragraphs. Do not simply restate what others say, you need to synthesise the literature – what is common across theories/research, how do they differ? The main body consists of separate paragraphs, each of which usually containing one topic, argument or idea. Paragraphs need to be linked so that the essay is cohesive.

- **Conclusion**: The conclusion summarises your main points, and arrives at an answer to the essay question. It should reflect your considered evaluation of the available evidence, theory and arguments.

Language: There are two different types of essays you will be expected to write for this course Academic essays and Reflective Essays. Academic essays are written in an objective manner. Essays are typically written in the third or first person, either way be consistent. Avoid emotional phrasing, slang and abbreviations. Keep sentences short, and avoid sexist/racist or other derogatory language. Reflective essays are more personal. You can use I, me, mine in a reflective essay.

Write a draft, then review, rewrite and edit: This is an essential part of a good essay. Reflect on what you have written, could there be a better way to express a particular idea. Run through the list of questions for editing and evaluation (adapted from Marshall and Rowland, 1993).

Does the essay clearly address the topic?

Is the topic clearly stated in the introduction?

Do the main points illustrate the topic?

Have you provided enough evidence to support your main points?

Are all the technical terms clearly defined?

Does the essay follow a logical structure?

Are your points/sections/paragraphs linked?

Does the conclusion relate to the title and reflect the material contained in the essay?

Have you credited and not plagiarised the ideas contained in the essay?

Are all citations listed in the references?

Is the writing style your own?

Have you checked the spelling, punctuation and general presentation?

- When marking essays tutors are looking for:

An awareness of the **literature** related to your chosen area i.e. evidence of relevant reading around the topic and ability to use the literature in formulating argument, analysis or exploration.

Critical analysis and **reflection**: The essay should engage in a reflective, analytical and critical way with the topic of the assignment and make some link with your own experience.

Presentation should include attention to elements such as structure, appropriate use of headings, fonts, diagrams and tables.

Referencing: Essays must be referenced in a consistent manner and must include a bibliography. More information on this is given in the next section.

Essay Style Guidelines

These are general guidelines for writing and presenting essays and assignments, some tutors may give more specific instructions.

The text of your assignment

For the main body of your text, double or one-and-a-half line spacing is recommended, with typing on only one side of each page. (The exceptions are indented quotations and footnotes, where single spacing is used; see below). Both left and right margins should be justified. A consistent font should be used throughout preferably Verdana, Arial or Helvetica

Headings in your assignment

In some cases, it may be appropriate to use headings within your work. Three levels of headings given below:

CHAPTER HEADINGS: CENTRED AND CAPITALISED.

Main headings in text: upper and lower case, bold, justified to left margin

Subheadings: italics (or underlined), upper and lower case, justified to left margin

Spelling and punctuation

Use <u>British</u> rather than American spellings, for example, 'centre' rather than 'center' and recognise rather than 'recognize'.
Always spell percent rather than use %. Spell out numbers from one to ten; use numerals for numbers over 10.
Do not use punctuation in words such as U.S.A. - use UK, MA, UN,

USA. Always write 1960s and not 1960's.

Pay attention to the difference between **it's** and **its**.

Examples:

(a)It's raining today. (Here <u>it's</u> is a conflation of two words 'it is'. Do not use conflations such as can't, won't, isn't in academic writing, always spell out the words, cannot, will not, is not, etc.)

(b)The dog ate its dinner (its here denotes possession; the dinner of the dog)

(c) The story continued to its inevitable conclusion. Write the nineteenth century and not the 19th cent.

Everything that you source from another writer **<u>MUST</u>** be acknowledged in the text and referenced in your bibliography. You must show clearly which ideas, information, words or expressions are not your own. This is for a number of important reasons:

The work of others must be fully acknowledged; to do otherwise is to *plagiarise* and breach copyright.

Your written work must include a full reference for all documents which you directly quote or to which you refer. Consistency and accuracy are essential. References are cited in two places:

(1) When you first refer to or quote from a document (in text citation), and then

(2) In a list at the end of the work. This list is called a bibliography or references section.

There are many referencing systems and the Department recommends the *Harvard system of referencing* for this course*,* which uses an author - date format. Whichever system you choose it is important that it is consistently applied.

In-text citations

This refers to authors, articles that you have read. All quotations in the text and references to authors should include, in brackets, the author, the year of publication and when appropriate the page number(s). Do <u>not</u> include author's first names or book/article titles in the text.

- If the author's name occurs naturally in the sentence the year and page number are given in brackets: In a recent study, Ginnety (2022, p.57) argued that…

- If the name does not occur naturally in the sentence, it is included in the information in brackets: A recent study (Ginnety, 2022, p.52) shows that…

- When referring to works by several authors, give the name and date of each, in alphabetical order, separated by a semi-colon: Many have noted (Culliton, 2019; Jones, 2016; Mulligan, 1990) that…

- Where there are several authors, three or more, it is permissible to use the surname of the first author, followed by et al. However, if you are using the APA system, for three, four or five authors the first in text citation should list all the authors. Once an in-text citation has been mentioned one time, all subsequent citations to a work with three or more authors should consist of the surname of the first author followed by 'et al'. meaning 'and others':

- Murphy, Smith, Flood, McCabe and Prentice (2010) state….becomes – Murphy et al. (2010)

- When an author has published more than one work in a single year, the works are distinguished by adding lower case letters (a,b,c, etc.) after the year of publication and within the bracket: (Jones, 2020a, 2020b).

You may come across a summary of another author's work in the source you are reading, which you would like to make reference to in your own document; this is called secondary referencing.

Research carried out in the Dublin area by Murphy (1966 cited in Jones, 1986, p.142) found that...

In this example, Murphy is the work which you wish to refer to, but have not read directly. Jones is the secondary source, where you found the summary of Murphy's work. You must include a page number.

Using short quotations

A direct quotation from an author must be clearly visible as being a quotation and enclosed in double quotation marks, for example:

- Joyce (2018) goes on to say that "Irish drama is more inspired by place than issues" (p. 56). Or
- "Irish drama is more inspired by place than issues" (Joyce, 2018, p. 56).

Note that in this case, the full stop comes **after** the reference brackets.

Using long quotations

Quotations longer than two lines of type (40 words) should be single spaced and indented from

the left margin of text but **without** any quotation marks, for example:

> The way in which the school culture develops will depend on the extent to which schools recognise that IEPs are not solely concerned with individual pupils meeting prescribed targets but also with the encouragement of a collaborative approach to children with special educational needs. (Pearson, 2000, p. 148)

Note that in this case, the full stop comes **before** the reference brackets.

<p style="text-align:center">Bibliography or References Section</p>

The references are placed at the end of your essay/assignment with the authors listed alphabetically. If there is more than one work by an author they are listed by year of publication, with the earliest first. List all authors of a work; do not use 'et al' in the bibliography.

Use single line spacing for each reference and double line spacing between each reference.

What sort of information do you need to provide?

A reference for a book must include:	A reference for an article in a printed journal must include:	Electronic Information
- author surname(s) - initial - year of publication - title of book (in italics) - place of publication: publisher	- author surname(s) - initial - date of publication - title of article - name of journal (in italics) - volume (in italics) - issue number - page numbers	For any information taken from the internet you will need to note the Digital Object Identifier (DOI) if one exists. If not you will need to quote the URL (web address) You do not need to include a retrieval date unless the information is likely to change

Some specific examples are given below, however the University has produced a comprehensive guide to Harvard Referencing called *The Reference Point* which will be available on your course Moodle space and at this link:

https://www.maynoothuniversity.ie/sites/default/files/assets/document/The%20Ref%20Point%202nd%20ed%20final_0.pdf

Examples of References

Book with one author

Brookfield, S. D. (2008). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting.* Milton Keynes: Open University Press.

NOTE: The first letter of the first word of the main title, subtitle and all proper nouns have capital letters. Otherwise, use sentence case.

Book with two authors

Chambers, E., & Northedge, A. (2008). *The arts good study guide*. Milton Keynes: Open University. NOTE: Use '&' in the references, and if you have placed the authors in

Book with three or more authors

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research.* Chicago: University of Chicago Press.

Chapter in an edited book

Richardson, L. A., & St Pierre, E. (2005). Writing: A method of inquiry. In N. Denzin, & Y. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 959-978). London: Sage.

NOTE: the order of initials and surname is reversed for the editors.

Book or report by a corporate author e.g. organisation, association, government department

OECD. (2007). Policy brief: Lifelong learning and human capital. Paris: OECD.

Journal article

Fleming, T., & Murphy, M. (2000) Between common and college knowledge: Exploring the boundaries between adult and higher education. *Studies in Continuing Education*, *22* (1) 77-93.

NOTE: Journal title, and volume number are in italics. Journal title is capitalised.

Journal article from Maynooth University library database (with a doi)

Merriam, S. B., & Kee, Y. (2014). Promoting community wellbeing: The case for lifelong learning for older adults. *Adult Education Quarterly*, *64*(2), 128-144. doi:10.1177/0741713613513633

NOTE: the doi (digital object identifier) is available on the database

Journal article available online (with no doi)

Connolly, B., & Hussey, P. (2013). The war against people: Adult education practice for critical democracy. *The Adult Learner.* 75 -87. Retrieved from http://www.aontas.com/download/pdf/aontas_adult_learner_journal_2013_web.pdf

NOTE: when a doi is not available but an URL (web address) is included, you do not have to give the date you accessed the information unless it is likely to change

Conference presentation

Print version – treat as a book/journal

Online : Taylor, J. A. (2006). Assessment: a tool for development and engagement in the first year of university study. *Paper presented at the Engaging Students: 9th Pacific Rim in Higher Education (FYHE) Conference*. Griffith, Australia. Retrieved from http://www.fyhe.com.au/past_papers/2006/Papers/Taylor.pdf

Article/book from a Website

Bhattacherjee, A . (2012) *Social science research: Principles, methods and practices.* Retrieved from http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks

General website

Central Statistics Office (2014). Retrieved July 24, 2018 from

http://www.cso.ie/en/index.html NOTE: Include date accessed if contents are likely

to change

Newspaper article

Print version:

Myers, K. (2001, 14 November). An Irishman's diary. *The Irish*

Times. p. 10. Online:

Cowan, A. (2013). *Creative writing: Out of the garrett, into the classroom and workplace.* Retrieved February 25, 2014, from The Guardian: http://www.theguardian.com/higher-education- network/blog/2013/apr/23/creative-writing-a-level-academia

Film

Davidson, F. (Producer), & Davidson, J. (Director). (1999). B. F. Skinner: A fresh appraisal [Motion picture]. United States: Davidson Films.

NOTE: Put the format in square brackets and the country of origin and film studio.

TV/Radio programme

Donaghy, D. (Director). (2014, 10 July). *Primetime* [Television series].

Dublin: RTE. NOTE: A single programme would be called a television or

radio broadcast

Unpublished material

Lawler, C. (1987). *Childhood vaccinations.* Unpublished manuscript, Brunel University: London.

Typical Essay Questions

Account for	Explain, clarify, gives reason for
Analyse	Resolve into its components parts. Examines critically or minutely
Assess	Determine the value of weigh up (see also evaluate)
Compare	Look at similarities and differences between, perhaps, reach conclusion about which is preferable and justify this.
Contrast	Set in opposition in order to bring out differences sharply.
Compare and Contrast	Find some points of common ground between x and y and s h ow where or how they differ.
Critique	Make a judgment (backed by a discussion of the evidence or reasoning involved) about the merit of theories or opinions or about the truth of fact.
Define	State the exact meaning of a word or phrase
Describe	Gives a detailed account of …
Discuss	Explain, then give two sides of the issue and any implication.
Distinguish or differentiate	Look for differences between…
Evaluate	Make an appraisal of the worth/validity/effectiveness of something in the light of its truth or usefulness (See also Assess)
Examine the argument	Look in the details at this line of argument.
Explain	Give details about how and why it is …
How far …	To what extent... Usually involves looking at evidence / arguments for and against and weighing them up**.**
Illustrate	Make clear and explicit, usually requires the use of carefully chosen example.
Justify	Show adequate grounds for decisions or conclusion; answer the main objections likely to be made about them.
Outline	Give the main feature or general principle of a subject, omitting minor details and emphasising structure and arrangement.
State	Present in a brief. Clear form
Summarise	Give a concise, clear explanation or account of … presenting the chief factors and omitting minor details and example (see also outline).

Checklist for submission of assignments

Use the following checklist to ensure your assignments meet all of the requirements. Before handing it in, you should be able to answer "yes" to all of the following:

	Action	Yes/No
•	Title has been approved by tutor if the student has devised their own title	
•	The assignment has been planned and discussed with the tutor.	
•	The assignment is typed (single sided) with double or 1½ spaces between lines (as above)	
•	The assignment has been proof read	
•	The assignment has been checked for spelling and grammatical errors	
•	All pages are numbered	
•	Any quotes or borrowings from other writers is referenced using the Maynooth University reference guidelines in the Student Handbook	
•	Title of the assignment or question stated clearly on the front page	
•	I have kept a copy of the essay for myself	

Please consult with your tutor for further guidance.

Grade	%	Description	Class

Assignment Extensions

If you are struggling to meet a deadline, please discuss this with your module coordinator/lecturer as they may be able to grant you a departmental assignment extension or advise you to complete relevant Registry Forms

Plagiarism

The Maynooth University policy on plagiarism may be accessed at

https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Policy%20on%20Plagiarism%20and%20Academic%20Integrity_Sept%202022_0.pdf

Marks and Standards

Maynooth University Marks & Standards document for all programmes can be accessed here. These Marks and Standards should be read in conjunction with the Module Information, the Programme Specification and the Departmental Handbook for details of specific requirements of modules, entry criteria for modules with restricted entry, and deadlines and penalties.

Grading and Assessment Guidelines

The chart on the following page gives details of the marking / grading system used by the National University of Ireland. It also attempts to interpret what these grades mean and the qualities we look for, especially in academic assignments. Individual tutors/ supervisors will give further details on what they are looking for especially where written assignments do not follow a conventional academic format.

A++	100	Practically perfect in every way.	First Class Hons
A+	90	Excels in insight, originality, creativity, critical analysis or 'ownership'.	First Class Hons
A	80	Demonstrates a high degree of originality/ insight/analysis. Strong, critical/reflexive/reflective authorial voice Excellent use of reading/research materials Authoritative use of theory/ concepts Addresses and takes ownership of the question Well organised and structured- Correct and comprehensive use of referencing.	First Class Hons
A-	70	High quality work which meets most, but not all of the A criteria	First Class Hons
B+	68	Meets all of the criteria of the 'B' grade but shows a greater degree of originality, insight or competence without reaching a first class level.	2:1
B	65	Some critical analysis but tends to be derivative or partial Addresses the question but limited originality/ creativity/ ownership. Active but limited authorial voice-argument incomplete Accurate, well-informed, comprehensive use of reading / research. Good understanding of subject matter and use of theory/ concepts Well organised and structured. Correct and comprehensive use of referencing	2:1
B-	60	Good quality work which meets most but not all of the B criteria.	2:1
C+	58	Awarded on the basis of the answer being somewhat better than a C but below a B-	2:2
C	55	Adequately addresses the question but suffers from one of the following problems: • Descriptive - Lacks critical evaluation/ analysis and originality. • Passive authorial voice - tends to report - lacks reflexivity. • Relies on unsupported opinion / incomplete argument. • Generally accurate with some minor or one major error/ omission. • Superficial treatment of relevant (but limited) reading. • Adequate organisation / structure - tends to be fragmented. • Serious but incomplete attempt at referencing	2:2
C-	50	Satisfactory work which meets most but not all the C grade criteria	2:2
D+	48	Stronger than D but does not meet the C grade standard	3rd class hons
D	45	Adequate answer but suffers from one of more of the following problems: • Does not address question directly. • No evidence of independent thinking/ analysis. • Generally accurate- some serious errors/omissions - misses key points. • Some relevant material-does not demonstrate deep understanding.	3rd class hons
D-	40	Barely deserves to pass	Pass
E+	38	Better than E but does not deserve to pass	Fail
E	35	Poor coverage of material-lacking in content / understanding Disorganised presentation -Inappropriate / highly inaccurate material No serious effort or engagement with subject matter Absence of citation	Fail
E-	30	Fails to address the question-some related material	Fail
F+	20	Fails to address the question	Fail
F	10	No evidence of thinking - Serious misunderstanding of basic material Fails to recognise or address the question Little or no appropriate material/ Incoherent presentation. Absence of citation	Fail
F-	0	Totally irrelevant answer. Plagiarism	Fail

Registry Forms including Fees and Grants

Under certain extenuating circumstances only, students may request to suspend or withdraw from your registered programme or request an extension or repeat option. *Students are advised to immediately discuss this with a member of the Programme Team/Lecturer/Administrator* as it may be possible seek a departmental extension in certain circumstances.

MU Registry website provides comprehensive details of appropriate forms required in these circumstances at university level and students should refer to this website for the latest version of all Registry forms including:

Suspensions/Withdrawal Form
Extension Request Form
Registry permission / Extenuating Circumstances Form
Available at: https://www.maynoothuniversity.ie/registry/registry-forms
Please Note
Candidates should be aware that as this is a professionally accredited programme, it may not be possible to repeat modules in a subsequent academic year. Normally, students must complete all modules (which includes successfully completing all assignments and coursework) in the scheduled year. Any student who needs to register to repeat any modules must do so in the following academic year to be eligible for graduation. Students are advised that they <u>must</u> liaise with the Department of Adult and Community Education before they will be permitted to re-register to repeat any module of this programme.
 Please note:

- The regulations for assessment, progression and completion of awards are laid down in the University Marks and Standards which students should consult for further information: Available at

  https://www.maynoothuniversity.ie/sites/default/files/assets/document/An%20Introduction%20to%20Marks%20and%20Standards%2C%20a%20guide%20for%20Students%20%28Ver%2003April2020%29.pdf

- University deadlines and fee implications will apply (see Key Term Dates | Maynooth University).

- Withdrawal/Suspension Requests should be made in a timely manner and at least one month prior to submission deadlines. Retrospective Suspensions are not permitted.

- Students should contact MU Fees & Grants Office in advance of making a Registry request to clarify any fee implication prior to completing relevant Registry forms. The Students Fees Office have their own processes and respective forms for assessment and completion where required.

- Supporting documentation may be required and students are advised to retain any relevant documents (e.g., Medical Certificates) required to support their request.

- Registry Forms must be approved by the Head of Adult and Community Education Department and the Registry Office. Normally, most forms must also be signed by the Fees and Grants Office.

- All forms and relevant documentation and form should be submitted to the programme administrator for department records.

- <u>As a registered student, it is your responsibility to complete all documentation required by the university.</u>

Student Assistance Fund

The Student Assistance Fund (SAF) is one of a <u>number of sources</u> of funding available to students while studying at Maynooth University, designed to help meet some of the extra costs associated with being at university. Students can be awarded funds from the SAF to cover various college-related costs such as: books and class materials, rent, heating, lighting, and other utility bills (including mobile phone data plans that you may require to participate and continue in university), food, essential travel, childcare, medical costs, family difficulties e.g., bereavement. This list of costs is not exhaustive. However, tuition fees, registration fees, student loan repayments or any costs borne by your college are not covered by the Student Assistance Fund.

Applicants must satisfy the eligibility and income criteria (household income must be under €73,727 in 2022). Check the <u>Student Assistance Fund</u> webpage for the open date, full eligibility and income criteria.

General Information

Communications Policy

It is the policy of The Department of Adult and Community Education to promote and ensure regular and effective communications at all levels within the department.   As lecturers work across a range of programmes, you should contact a member of staff via your MU e-mail address ONLY. All emails will be responded to as soon as is practically possible. Lecturers, tutors and staff are not expected to be available at weekends or evenings outside of course hours. Students are encouraged to utilise the support offered through the class Moodle page to discuss any questions and queries in relation to course material and/ or the submission of course assignments.

Please note In relation to any issues arising from or pertaining to the programme you are registered for MU staff will only correspond to the MU e-mail provided to students upon registration. Please include your **Student ID in all correspondence**.

Confidentiality

In line with the principles of adult education, we encourage all students to bring concerns about the course into the wider group where we encourage collective, collaborative discussion. Often, confidentiality agreements are entered into by adult learning groups. This is common practice within the Department of Adult and Community Education, and we support their use as a way of establishing boundaries and of protecting the wellbeing of staff and participants. If, however, a staff member deems the wellbeing of students or staff is detrimentally affected, they reserve the right to discuss aspects of group and one-to-one discussions with either the Head of Department or Deputy Head of Department. Depending on the circumstances, the Head of Department or their deputy may correspond directly with the student(s) involved.

Social media policy

Where student groups decide to establish a private discussion forum, for example a closed Facebook page or a WhatsApp group, the contents of this platform are not the responsibility of

Maynooth University. Where there is misconduct on such social media platforms such as bullying and/or harassment, we refer students to the Maynooth University general university rules for students which can be found at

https://www.maynoothuniversity.ie/university-policies/rules-regulations-students

The Department of Adult and Community Education's internal social media policy, staff do not follow students on Twitter or accept friend requests on any social media platforms such as Facebook, Instagram, WhatsApp or LinkedIn whilst students are under assessment.

Photographs, Images, Audio and Film

Photographs and screen shots can only be taken when there is general consent from the group. If the group consents, but you would prefer not to be photographed, please inform a member of the staff team and we will ensure your request is discretely respected.

Where the Department camera is used to film for feedback on practice, engagement or record purposes in the programme/Department's activities, any film (static or dynamic), images or audios are the property of the Department of Adult and Community Education.

Students, staff and guests must not undertake any audio or video recording unless it is arranged and permitted by the relevant university structures (such as the disability office) and unless there is full and informed consent of those being recorded.

Computer and internet access

Access to a personal computer and online access is a requirement for the student to study on this course.

General Data Protection Regulation (GDPR)

The General Data Protection Regulation (GDPR) is a European Union Regulation that has been designed to strengthen and unify Data Protection within the EU. The GDPR came into effect on 25 May 2018.

The GDPR harmonises Data Protection practices across the EU and emphasises transparency, security and accountability by data controllers and processors, while at the same time standardising and strengthening the right of European citizens to privacy of their personal data. Maynooth University has reviewed, updated existing policies, and created new policies and procedures to ensure they cover all the rights individuals now have under the new legislation.

Please see [Student data privacy notice](https://www.maynoothuniversity.ie/sites/default/files/filefield_paths/STUDENT%20DATA%20PRIVACY%20NOTICE%202021.pdf) for further information.
(https://www.maynoothuniversity.ie/sites/default/files/filefield_paths/STUDENT%20DATA%20PRIVACY%20NOTICE%202021.pdf - 11th Aug 2021 revision)

RESULTS

Depending on when students complete the course, results are presented to either the July or September Maynooth University Examination boards for ratification.

Results will be available to view online after ratification in the year of examination by logging into Student Web (https://studentweb.maynoothuniversity.ie/pls/prodi41/w99pkg.mi_startupAD)

Students log in using their username and password.

Note:
- Student results will only be released once the full fee balance has been discharged.
- The Department of Adult and Community Education does not issue results by telephone**.**

Appeals Procedure

If you wish to discuss your marks, please contact any member of the course team in the first instance. There is an appeals procedure in place for rechecking and appealing examination results, full details of which are available at
https://www.maynoothuniversity.ie/registrar/examination-recheck.
Please note that an appeal needs to be lodged within two weeks of the issue of results.

Complaints

In the event of any group member having a complaint to make with respect to a tutor or colleague on the course please bring the issue, in the first instance, to the attention of the relevant tutor. If this is unsatisfactory you may then bring the issue to the attention of the Course Director, Dr Derk Barter. If the issue remains unresolved the matter may then be raised with The Head of Department Dr Camilla Fitzsimons.
Dr Derek Barter   derek.barter@mu.ie
Dr Camilla Fitzsimons   Camilla.Fitzsimons@mu.ie

IT Services

The information on this link https://www.maynoothuniversity.ie/it-services/students
will provide you with all you need to know on the IT services available to you, during your studies with Maynooth University.
Services include:

- Your Account - username, password and an official University email

- Access to Office 365, including E-mail, Calendar, OneDrive for personal storage, Teams for group work and collaboration of any sort, and much much more.

- Printing facilities across both the North and South campus

- Access to the Eduroam Wireless Service

- A direct link to the HEAnet store where you can access various discounts on a range of IT products and services

- Public Access Computer Rooms (PACRs)

- *NEW SERVICE* IT Services Student Support Team are now online which provides a dedicated chat service to students of MU and SPCM. This service is available Monday - Friday from 9am - 5pm.

- 'ASK' There is also a very important contact feature on this page - the ASK button gets you immediately through to the IT Services Student Support Team, look for the 'ASK' button at the lower right of this page.

- Visit the IT Services webpage on above link for full details of these options

Moodle Student Guide:

What is Moodle?

Moodle is the Virtual Learning Environment (VLE) used at Maynooth University. It is an online environment where students and staff interact with learning resources, activities, and assessments for programmes and modules delivered at Maynooth and with each other. Moodle is made up of individual spaces (courses) that represent the modules being taught. There are additional Moodle spaces for learning support, other projects, and activities in the university.

How do I access Moodle?
Once a student is registered on a course with the university, they will receive their login details as part of their set up and registration process. Once they have been set up with a username and password, they will find the link for Moodle under the For Current Students link on the University website. They will be automatically enrolled on Moodle courses once they are registered for the modules with the Student Records office.

Browser Recommendations for Moodle
The following browser recommendations and settings will improve your experience of using Moodle and ensure access to the activities and tools in your Moodle courses.
Note: Google Chrome is the recommended browser for Moodle and its associated plugins. Using other browsers may result in loss of functionality. Moodle Support recommends updating browsers to the most recent version for your operating system.

- Chrome, most recent version (Recommended)

- Firefox, most recent version

- Safari, most recent version

Browser Settings
JavaScript and cookies (incl. 3rd party cookies) should be enabled in your browser settings.
Instructions for browser settings

- For Chrome help: Click here

- For Firefox help: Click here

- For Safari: go to Safari > Preferences. The settings are located on the Security and Privacy tabs.

How do I log into Moodle?

1. To login go to Maynooth University's Moodle site, navigate to the following address: https://moodle.maynoothuniversity.ie/

2. Log in via the **MU STUDENTS & STAFF** button.

LOG IN

MU STAFF & STUDENTS
🗋 Office 365

OTHER USERS
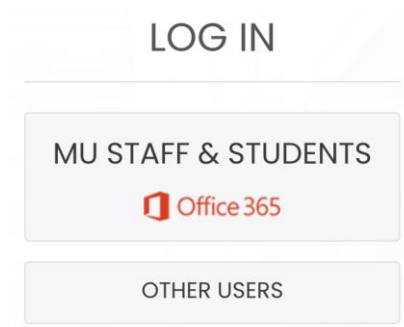
3. This will direct you to the Office 365 page and you will be prompted to login using your MU Office 365 account details (**MU Email Address & Password**).

4. Click **Accept** in the Microsoft permissions pop up window in the first log in only.

5. Confirm identify with Multi Factor Authentication (MFA) via text, email, or authenticator app.

6. Once you login, you will be immediately redirected into Moodle.

7. Please note that you have logged in via the Office 365 portal to log into Moodle but when you log out of Moodle, you will not be logged out of Office 365.

Office 365 integration allows easier and faster access to all online tools that teachers and students need. It enables Moodle users to access their office account when they log in to Moodle and open and manage their office documents.
Please note if you are logged into Office 365 already on the computer, you will not be asked to input your password again. However, you may be asked you authenticate using MFA.
Note: When you log out of Moodle, you do not also log out of Office 365. To log out of Office 365, you need to go to www.office.com and log out. **It is very important that you logout of both Moodle and Office 365 on public access machines, in particular Lecture Theatre machines.**
Moodle Support are unable to reset passwords for users that use the Office 365 login function. Please use the self-service password feature on the IT Services homepage.
Additional Needs
If you have any additional needs that make using Moodle or technology difficult, contact the Access Office to discuss how your needs can be supported:
https://www.maynoothuniversity.ie/access-office

Student Services and Supports

Student Services: website is www.maynoothuniversity.ie/student-services and more in-depth details are included on the website along with information on how to access the supports.
Supports available:
- o Student Support Officer – practical advice, support and guidance through your time at Maynooth. Offers in-person or virtual 1:1 appointment. Bookable on the website.
- o maynoothstudentpad.ie – information and guidance on the off-campus accommodation options and self-service listings accessible 24/7 to Maynooth students.
- o Chaplaincy – supports spirituality, faith and community.
- o Crèche – purpose built childcare facility on campus catering for children of students and staff.
- o Budgeting Advice – advice, support and guidance with managing your money and support with exploring funding options. In-person or virtual 1:1 appointment is available and weekly 'drop-in' clinics. Student Assistance Fund
- o Student Health Centre – Doctor, Nurse, Psychiatric Nurse led clinics free to students. This is a centre that operates in conjunction with the students' own GP.
- o Student Helpdesk – one-stop-shop for all your questions or concerns. Operates two on-campus Helpdesks (TSI Building and Arts Building) and accessible virtually too.
- o Counselling – offers many self-help resources, 1:1 clinic both in-person and virtually and an extensive wellbeing workshop series is offered to students.
- o Healthy Campus – supporting and promoting your health and wellbeing through your time at Maynooth.
- o Student Advisory – helping you to navigate your time at Maynooth and the challenges that might arise during that time.

The Centre for Teaching and Learning

The Centre for Teaching and Learning through the **Academic Advisory Office** and **Academic Writing Centre** endeavors to help students identify and achieve their academic goals, to promote intellectual discovery, and to help students become independent and self-directed learners. CTL seeks to provide an open, welcoming, and inclusive environment that nurtures and empowers all students through its workshops, services and initiatives. For more information, please go to https://www.maynoothuniversity.ie/centre-teaching-and-learning/student-learning-and-advice.

Academic Writing Centre
The Writing Centre offers free, friendly, non-judgemental writing help to any student, undergraduate or postgraduate, regardless of course, degree or level. The support we offer is primarily through one-to-one appointments, where students can discuss their writing with peer/expert tutors. In addition, Writing Centre staff offer writing workshops, support writing groups, engage in discipline specific work, and research in academic writing and related fields. https://www.maynoothuniversity.ie/student-success/your-academic-journey/writing-centre

Academic Advisory Office

The Academic Advisory Office offers a convenient first point of contact for students who wish to seek advice or assistance with their general experience of university life. The office provides an ombudsman-like role for students who may be encountering difficulties in their programme of study.   https://www.maynoothuniversity.ie/student-success/your-academic-journey/academic-advisory or email advisory.office@mu.ie)

MU LIBRARY: UNDERGRADUATE GUIDE

Welcome to Maynooth University! We look forward to meeting you during your studies, whether that's online or in-person. Library staff will help you with any questions you have about getting started. We know there can be a lot to take in when you start university, but we are here to help you.

MU Library will be essential to you for:

- finding the right **e-books** and **online material** to help you study & write your assignments and essays,
- borrowing physical **books** and other resources,
- short, free **online tutorials & quizzes** that will help you improve your information skills,
- approachable **library staff** who will help you find what you are looking for, and
- booking a **group study room** when you are working on projects with fellow students.

Best thing of all? All the resources above are **FREE to use** when you are a student in MU!

Fig. 1: Exterior of MU Library

Our library homepage is: https://www.maynoothuniversity.ie/library. It's a great place to start as it covers**:**

- up-to-date information about accessing the library,
- information on using our services, including when off-campus, and accessing information skills training classes
- advice on connecting with us to get the support you need for your studies and assignments.

Use your **MyCard** (student card) to access the library and to borrow books. Click the "*Using the Library*" tab *(see Fig. 2)* on the library homepage for more information or ask us for a demo.

If you have any **queries about finding items**, whether online, or on the shelf, library staff are here to help you. If you are off campus, use the live *"Library Chat"* box on our homepage, or use our "*Online Enquiry Form*" that you'll find on the left of the homepage. We love helping users find and use what they need for their studies and research. If you are visiting the library in person, staff are available at the Library Information Desk to answer your queries and get you started with everything you need.
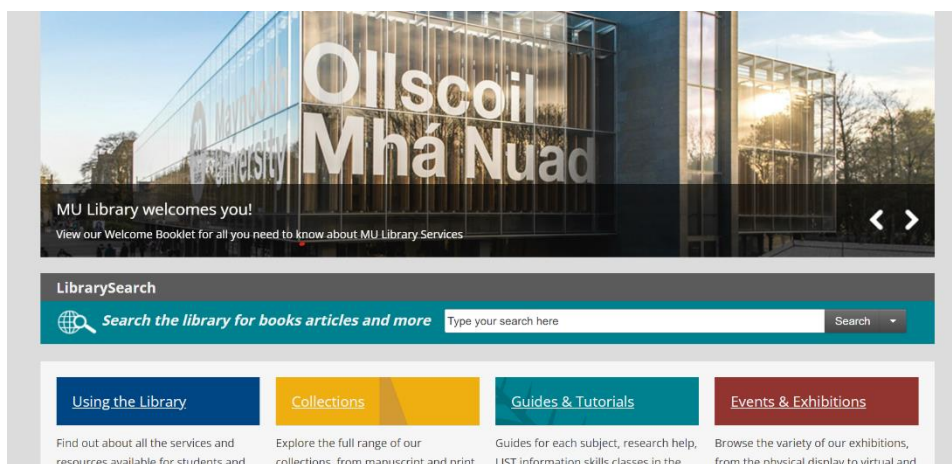

Fig. 2: MU Library Homepage

MU Library is on the South Campus beside the Kilcock road. You can choose different types of study spaces: from the open-access area on the ground floor (where food, drink and chat are allowed) with access to over 50 laptops and print facilities, to the quieter areas on levels 1 and 2, with training rooms and meeting rooms, or use the [bookable group study-rooms (see links at the end of this piece) for your group and project-work](). If you want to check us out ahead of time, take one of our Virtual Tours here: https://www.maynoothuniversity.ie/library/virtual-tours-and-experience
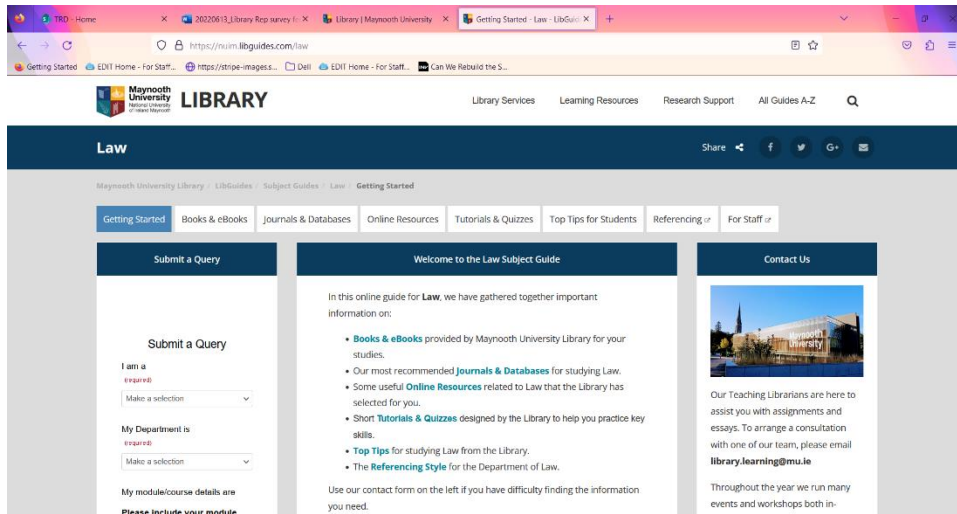
Using the correct information source, along with critical skills, is key to success in your studies. Every subject has **a dedicated Subject Guide** on our website (*see Fig. 3, left*) that we recommend you look at. The range of subject guides is available via this link: https://nuim.libguides.com/guides_tutorials and each has sections on getting started, recommended books, databases, and links, as chosen by your lecturers. It also has information about reference styles, online tutorials and quizzes, a chance to email your query direct to a Teaching & Learning librarian, and lots of more useful information.

Use **LibrarySearch** *(see Fig. 4)* on the library homepage to search for specific books or articles on your reading lists, or even to see the range of material that we hold on your subjects. The results give you details of e-books and e-journals you can read on your devices (on or off campus) as well as location information for print books on the library shelves.

Fig. 4: "LibrarySearch" searches the entire collection in MU Library- millions of free eBooks, articles and databases.

In terms of **technology**, Library Staff can help you borrow a laptop from the laptop-bank (opposite the library desk) to use within the library. We have a 3D printer available for use by students & staff; ask us at the Information Desk. We also provide charging stations and a fun "Short Story Dispenser" on the ground floor, recharging options for both you and your devices! On Level 1 we provide "Energy Pods" that allow students a chance to rest and relax during the busy academic year. You can suggest up to 5 books a year for MU Library to order here: https://www.maynoothuniversity.ie/library/using-library/student-book-purchase-order-form

IT Services are also based at the Library Information Desk and can assist you with any IT issues you may have, photocopying issues, etc.

The library is a place of research and study, and all undergraduates / postgraduates are expected to behave in accordance with library and university regulations

Contact us with your **queries** about:

- using the library, finding items or locations within it, student services,
- finding information for your studies, or
- how to use any of our online content.

Make sure to follow us on **Instagram** @library_mu, **Facebook** @MaynoothUniLibrary or on **Twitter** @mu_library.

The library wishes you every success in your studies and we look forward to seeing you soon.

USEFUL LINKS AND CONTACTS:

Links:

- Library homepage: https://www.maynoothuniversity.ie/library
- A-Z of our Subject Guides: https://nuim.libguides.com/
- Book a group study room: https://nuim.libcal.com/booking/MU_GroupStudyRooms
- Online tutorials (LIST online): http://nuim.libguides.com/list-online

Contact:

- **Undergraduates' contact:** using the Library Homepage https://www.maynoothuniversity.ie/library, go to live "*Library Chat*" during library staffing hours, or our "*Online Enquiry Form*", for a fast response from our Library staff. Email library.information@mu.ie

University Services (Selection)

Service	Website	Contact
Student Fees Office	https://www.maynoothuniversity.ie/student-fees-grants	01 – 708 3875
Student Records	https://www.maynoothuniversity.ie/records	
Graduate Studies	https://www.maynoothuniversity.ie/graduate-studies	01 – 708 6018
Library	https://www.maynoothuniversity.ie/library	01 – 708 3884
MU Writing Centre	https://www.maynoothuniversity.ie/centre-teaching-and-learning/student-learning-and-advice/writing-centre	writingcentre@nuim.ie
Careers Office	http://careers.nuim.ie/	01 – 708 3592
Student Services *Counselling* *Medical etc*	https://www.maynoothuniversity.ie/student-services	01 – 708 3554
Text Support Service 24/7		Text MU to 50808

Parking on Campus

Monday 25th September 2023 to Friday 22nd December 2023

Tuesday 6th February 2024 to Friday 10th May 2024

The Campus Traffic management and Parking Policy for the 2022/2023 academic year will come into operation on Monday 26th September 2022 to include Designated Permit Parking and Pay and Display. This applies to all car park spaces on both the North and South Campuses.
Further details available on this link:
(https://www.maynoothuniversity.ie/location/parking-traffic-management

Campus Maps

The School of Education Building is beside carpark 14 and the main pedestrian entrance to the North Campus. The Arts Building and John Hume Building are a little further into the North Campus past the School of Education Building. The Library is beside the pedestrian entrance to the South Campus on the Kilcock Road.

Detailed information: www.maynoothuniversity.ie/campus-life/campus-map