School of Languages, Literatures and Cultures

Roinn na Gaeilge

CELTIC CIVILISATION

First Year Booklet

2023 – 2024

First Year Coordinator:

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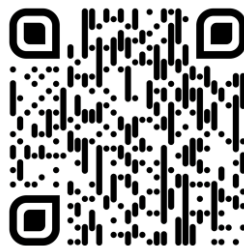**Office Hours (In-person or online):**
Weds 2-3pm, Thurs 3-4pm

www.universityofgalway.ie/gaeilge/celtic-civilisation

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WELCOME FROM THE FIRST YEAR COORDINATOR

Ar son Foireann Roinn na Gaeilge, cuirim fáilte romhaibh chuig Ollscoil na Gaillimhe, agus go raibh maith agat as an tSibhialtacht Cheilteach a roghnú mar ábhar i mbliana.

On behalf of the staff in the Discipline of Irish (Gaeilge), I welcome you to the University of Galway and thank you for choosing Celtic Civilisation. Every year, we welcome a new cohort of students to this unique and highly interdisciplinary programme to learn about the legacy of the Celts in the world, from the earliest times right down to the present day. I hope you will find your time with us a rewarding learning experience.

I would like to take this opportunity to present some of the requirements and important details about the First-Year programme in Celtic Civilisation.

- **Subject Groupings** (Bachelor of Arts Degrees): Due to timetabling requirements, Celtic Civilisation is in Subject Group 2. This means that if you choose Celtic Civilisation, you cannot study another Group 2 subject for your degree programme (i.e., Law, Psychology, Performance and Screen Studies, or International Development).
- **Contact Hours**: You will spend 4 hours per week attending lectures in First Year. You will also attend 2 tutorial hours per week, giving a total of 6 contact hours per week with your lecturers/tutor. Outside of these hours, you are expected to spend up to 20 hours per week undertaking independent study and reading material related to your lectures.
- **Modules**: Two modules in First Year (SG1100 & SG1101) are year-long modules and consist of one hour of tuition per week during both semesters (24 weeks). The other two modules (SG111 & SG116) are taught during semesters one and two respectively and consist of two hours tuition per week for 12 weeks.
- **Participation**: There is a clear correlation between participation and progression into Second Year, so we strongly encourage you to participate in all scheduled classes. Attendance is monitored (either regularly or at random) and continuous, unexplained absences are reported to College Office for further action.
- **Second subject choices:** Our students typically study one of the following subjects alongside Celtic Civilisation for their degree: Archaeology, Ancient Classics, Geography, Modern Irish Culture, English, Sociological and Political Studies, History, and Gaeilge (Irish). So long as your other subjects are outside of Group 2, you are welcome to participate in our programme.

Please read this booklet carefully. If you have any questions or would like to discuss anything about this subject in more detail, please contact me using the email address provided on the cover page of this booklet. If you would prefer, you can also request a meeting (in-person or online) with me for academic advice. You will also find useful information about our subject at www.universityofgalway.ie/gaeilge/celtic-civilisation.

Wishing you the best in your first year at university. Go n-éirí go geal leat!

Le gach dea-ghuí,

An Dr Liam Ó hAisibéil, First Year Coordinator

Celtic Civilisation, Discipline of Irish
STAFF CONTACT DETAILS

<u>SUBJECT WEBSITE:</u>   www.universityofgalway.ie/gaeilge/celtic-civilisation

ADMINISTRATOR

Fiona de Paor   Room 215, Áras na Gaeilge, Tel. 091-492564
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PROGRAMME LECTURERS

Dr Clodagh Downey   Room 203, Áras na Gaeilge, Tel. 091-492556
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Dr Graham Isaac   Room 105, Áras na Gaeilge, Tel. 091-492550
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Dr Liam Ó hAisibéil   Room 117, Áras na Gaeilge, Tel. 091-492578
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YEAR TUTOR

Dr Liam Ó hAisibéil   Room 117, Áras na Gaeilge, Tel. 091-492578
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ACADEMIC CALENDAR 2023/24

Semester 1 (From Sept 2023)

Student Orientation	Tuesday, 12 September – Saturday, 16 September
Teaching Period	Monday, 18 September – Friday, 24 November (10 Weeks)
Study Week*	Monday, 27 November – Friday, 1 December
Examination Period	Monday, 4 December – Friday 15 December

Semester 2 (From Jan 2024)

Teaching Period	Monday, 8 January – Thursday, 28 March (12 Weeks)
Study Week*	Monday, 8 April – Friday, 12 April
Examinations begin	Monday, 15 April – Wednesday, 1 May
Autumn repeat exams	Tuesday, 6 August – Friday, 16 August

The most up-to-date term dates for each academic year can be accessed at this webpage: https://www.universityofgalway.ie/registry/academic-term-dates/

*Notice to Visiting Students: Visiting Students should note that some Examinations may be scheduled during Study Week and therefore students should not make travel arrangements during or around these weeks until examination dates are confirmed.

FIRST YEAR CELTIC CIVILISATION

PROGRAMME STRUCTURE AND ASSESSMENT

First Year (1BA) = 20 ECTS (European Credit Transfer System) are required per subject in First Year to progress to Second Year of the Bachelor of Arts Programme.

- Two modules, worth 5 ECTS each, <u>over the academic year</u>, in Semesters 1 & 2.
- One module, worth 5 ECTS, in Semester 1 alone.
- One module, worth 5 ECTS, in Semester 2 alone.

BA Connect students and students on other denominated/major-minor programmes are required to study SG111 and SG116. You may then choose either SG1100 Medieval Celtic Literature A **or** SG1101 Medieval Celtic Literature B to ensure you are registered for a total of 15 ECTS in this subject in First Year.

SEMESTERS 1 & 2

Code	Module	ECTS	Assessment Method
SG1100*	Medieval Celtic Literature A	5	Continuous assessment and exam
SG1101*	Medieval Celtic Literature B	5	Departmental exam

*Alert Notice to Visiting/Erasmus students: As the two modules above are taught across both semesters, visiting students who wish to enrol in these modules must be attending this University for **both** semesters.

SEMESTER 1

Code	Module	ECTS	Assessment Method
SG111	Early & Medieval History of the Celts	5	Exam

SEMESTER 2

Code	Module	ECTS	Assessment Method
SG116	Celtic Mythology, Religion & Folklore	5	Continuous assessment and exam

ROINN NA GAEILGE

FIRST YEAR CELTIC CIVILISATION, 2023-2024

LECTURE TIMETABLE

All lectures of all modules must be attended.

SEMESTER 1	SEMESTER 2
Wednesday, 9-10am SG111 Early & Medieval History of the Celts Lecturers: G. Isaac and C. Downey Venue: AC201 (Concourse)	**Wednesday, 9-10am** SG116 Celtic Mythology, Religion & Folklore Lecturers: C. Downey and L. Ó hAisibéil Venue: D'Arcy Thompson Theatre (Concourse)
Wednesday, 3-4pm SG1100 Medieval Celtic Literature A Lecturer: Liam Ó hAisibéil Venue: AC213 (Concourse)	**Wednesday, 3-4pm** SG1100 Medieval Celtic Literature A Lecturer: Liam Ó hAisibéil Venue: AC201 (Concourse)
Thursday, 4-5pm SG111 Early & Medieval History of the Celts Lecturers: G. Isaac and C. Downey Venue: Joseph Larmor Theatre (Concourse)	**Thursday, 4-5pm** SG116 Celtic Mythology, Religion & Folklore Lecturers: C. Downey and L. Ó hAisibéil Venue: D'Arcy Thompson Theatre (Concourse)
Friday, 9-10am SG1101 Medieval Celtic Literature B Lecturer: Graham Isaac Venue: AC214 (Concourse)	**Friday, 9-10am** SG1101 Medieval Celtic Literature B Lecturer: Graham Isaac Venue: AC214 (Concourse)

TUTORIAL CLASSES

In addition to four weekly lectures, students **are required** to attend tutorial classes each week. These classes provide support to students in understanding lecture content and engaging with recommended module readings. Tutorials will not commence until Week 3 of term each semester and classes take place on campus. Further details and a link to sign-up for tutorials will be circulated at the beginning of each semester.

(While every effort is made to ensure that all information given below is correct, issues can always arise with respect to staffing and/or size of room allocation, etc., which require amendments to the timetable.)

Please find details of the proposed venues and times for tutorial classes in Celtic Civilisation for the current academic year below. These details will be confirmed during the first two weeks of term. You must attend <u>one</u> tutorial for SG111 and <u>one</u> tutorial for SG1100/SG1101 per week.

SEMESTER ONE

Tutorial	Day	Time	Location
SG1100/SG1101	Monday	4-5pm	AMB-G008, Arts Millennium Building, South Campus
SG111	Thursday	1-2pm	IT203, Information Technology Building, South Campus

SEMESTER TWO

Tutorial	Day	Time	Location
SG1100/SG1101	Tuesday	11am-12pm	AC213, Arts-Sciences Concourse, South Campus
SG116	Tuesday	2-3pm	TB304, Arts-Sciences Concourse, South Campus

SG1100 Medieval Celtic Literature A

This module extends over the whole academic year. Visiting students cannot register for this module if they are attending University of Galway for a single semester.

Lecturer: Dr Liam Ó hAisibéil

Lectures will focus on the literature of medieval Ireland (c. 600-1200 AD). Early Irish literature provides the oldest vernacular (i.e., non-classical) literature in Western Europe, and encompasses a wide range of genres and styles, including heroic saga, myth, and historical tale. The module will begin by providing the student with an overview of the surviving corpus of medieval Irish literature, It will then concentrate on heroic literature, in particular the classic tales known collectively as the 'Ulster Cycle' which deal with the exemplary hero, Cú Chulainn, the warriors of Ulster, and their Connacht antagonists led by the wily queen Medb. The preparatory work for each lecture will involve close readings of a tale from the Ulster Cycle, and the lectures will explore such diverse themes as the nature of heroic literature, representations of the pagan past, the concept of the heroic biography, the role of the supernatural in the stories, and the approach that the learned classes of medieval Ireland adopted when recording this material. All primary sources will be read in English translation, and although knowledge of the Irish language is helpful, it is not required.

Learning outcomes:

- Knowledge of the major types and genres of medieval Irish literature.
- Analyse critically the content and narrative techniques of medieval Irish literature.
- Demonstrate familiarity with the schools of thought on the analysis of the medieval Irish sagas.
- Engage with and critically assess theories about the production and transmission of medieval Irish literature.
- Engage meaningfully with interpretative methods and key concepts in relation to medieval Irish literature.

Assessment:

This module is assessed during the academic year using continuous assessment methods and formal examination. There will be a short, written piece, typically weighted at 40%, for Semester 1 and a formal exam, weighted at 60% at the end of the academic year. The 'second sitting' i.e., the repeat assessment is by examination only.

SG1101 Medieval Celtic Literature B

This module extends over the whole academic year. Visiting students cannot register for this module if they are attending University of Galway for a single semester.

Lecturer: Dr Graham Isaac

The module will provide a survey of the oldest extant Welsh literature, covering the period from around 700 to 1400 AD. The poetry of the earliest period, called in Welsh *Hengerdd* 'The Old Craft', will be looked at from the point of view of themes, forms, and social function. The role of the hero in defining, and as defined in, poetry will be given special attention, but we will also see how the poets were not uncritical receptacles of tradition, but rather were constantly rethinking what came to them in a critical and creative fashion. Attention will be paid to the great diversity of themes and moods reflected in early Welsh poetry, and to how the poets adapted themselves to changing social and political issues down through the centuries. The prose sagas of the period 1100-1300 will be introduced. Students will learn how these sagas show us many details of life in medieval Wales as well as revealing aspects of the ancient Celtic legends of the Welsh.

Learning outcomes:

- Knowledge of the major types of literature surviving from medieval Wales.
- Knowledge of the techniques of composition and performance of medieval Welsh literature.
- Ability to deal critically with the content and expressive style of medieval Welsh literature.
- Awareness of the social, historical, and cultural context of medieval Welsh literature.

Assessment:

Assessment for this year-long module is by in-house/departmental exam at the end of semester 2 only (100%). The repeat assessment is by in-house exam.

SEMESTER 1

SG111 (A) and (B) Early and Medieval History of the Celts

This module is taught in its entirety in Semester 1. It is available to students who are registered for Semester 1 only, and to students who are registered for the full year.

SG111 (A)   Early and Medieval History of the Celts
Lecturer: Dr Graham Isaac

The first section of SG111 will introduce some of the more important aspects of the archaeology of the Celtic world, dealing briefly with such topics as the discovery of the archaeology of the Celts in the nineteenth century and the material culture (weapons, personal ornaments, and art) that came to be identified with the spread of Celtic-speaking peoples across Europe. Aspects of the Celtic archaeology of Britain and Ireland will also be examined. The module will then survey the linguistic background to the identification of the Celtic languages as a distinct group, locating them within their proper geographical and historical contexts as Celtic languages, and showing their relationship with, and distinctiveness within, the vast family of languages known as Indo-European, which historically includes languages spoken in the territory from the west of Europe to India (since modern times also into the lands of the New World). The lectures will also look at the way the ancient Celts were portrayed by the classical Greek and Roman authors who are our only source of information on the history of ancient Celtic Europe.

SG111 (B)   Early and Medieval History of the Celts
Lecturer: Dr Clodagh Downey

The second section of SG111 will introduce the student to some of the most significant events, changes, and movements in the history of Ireland and Britain from the late centuries BC to the tenth century AD. The topics addressed will include the insular Celtic migrations and settlements of the early medieval period (including the migrations from Britain to Brittany and from Ireland to Scotland, and the Irish settlements in Wales and in Man), the Christianisation of the West (of Ireland, of western Scotland from Ireland, and of northern England from Scotland), and the incursions, settlement, and impact of the Vikings.

Learning outcomes:

- Knowledge of the prehistory and ancient and medieval history of the Celts.
- Awareness of the types of sources available for the study of the history and prehistory of the Celts.
- Awareness of the relationships and tensions between archaeological, linguistic, and historical sources.

Assessment:

Assessment for both parts is by formal exam at the end of Semester 1 (100%). The repeat assessment for both parts is also by exam.

SG116 (A) and (B) Celtic Mythology, Religion and Folklore

This module is taught in its entirety in Semester 2. It is available to students who are registered for Semester 2 only, and to students who are registered for the full year.

SG116 (A)   Celtic Mythology and Religion
Lecturer: Dr Clodagh Downey

The first half of the SG116 module (SG116(A)) will examine evidence for the religious beliefs of the pre-Christian Celts and explore some of the essential elements of Celtic mythology. Evidence from Continental Europe, Britain and Ireland will be consulted, from the late centuries BC to the Middle Ages in Ireland. This section of the course includes an introduction to some major Irish mythological texts (read in English translation), and to some of the major themes and elements of that mythology, and will engage with a critical approach to analysing these themes and elements as they are found in surviving mythological texts.

SG116 (B)   Irish Folk Belief and Custom
Lecturer: Dr Liam Ó hAisibéil

The second half of this module (SG116(B)) engages with the modern folklore of Ireland from the 19th and 20th centuries, focusing on the recorded folk beliefs and customs from that era involving the traditional calendar and seasons, stories of Otherworldly beings, saints and sites of pilgrimage, death customs and other ritual practices in Ireland.

Learning outcomes:

- Demonstrate knowledge of the major themes of Celtic folklore and mythology, and the social and cultural contexts in which they are found.
- Discuss a range of relevant primary and secondary materials, and assess their evidence for our knowledge of Celtic mythology and folklore.
- Critically analyse the meaning of folklore and mythological sources.
- Communicate their knowledge in written form, including the use of a range of literary and editorial conventions.

Assessment:
- In-house exam (50% of final mark)
- End-of-term task on selected material from the National Folklore Collection (50% of final mark).
- The repeat assessment for both parts is by formal exam.

GUIDELINES ON ESSAY-WRITING

The integrity of all assessments of a student's academic performance is based on the key assumption that any work submitted by a student is their own work. A breach of this trust is a form of cheating and is a very serious matter that can lead to significant penalties and affect progression to subsequent years of the degree programme.

In writing essays or assignments, students will inevitably be indebted to the work of other authors, and due acknowledgement of all sources used in the preparation of essays must be made in accordance with the usual conventions (i.e., the use of a recognised referencing system such as Harvard, MLA, Chicago, etc.).

The use by students, without explicit acknowledgement through quotation marks, of sentences and/or phrases taken verbatim from the work of others, constitutes **plagiarism**. Where Examiners are satisfied that plagiarism has occurred, a student may be subject to penalty, as the Examiners may determine. This penalty may include the award of a fail (<40%) in the module/assessment, and/or the application further sanctions in line with the University's *Academic Integrity Policy* and the *Student Code of Conduct*.

If you require practical support and guidance with academic writing, please consider the supports offered by the Academic Skills Service and the Academic Writing Centre at the James Hardiman Library.

Students are expected to adhere to the following guidelines. Failure to do so may result in loss of marks on your assessment.

- All essays must be **typed** or **computer-generated** and **double-spaced** when printed. You may be asked to submit an electronic copy and agree to an academic integrity declaration through *Canvas*.
- Be sure to include your **name, student number, course instance** and **page numbers**, inserting them on either the top or bottom right-hand side of each page.
- Always **proof-read** your essay carefully before submitting it. This means looking out for spelling mistakes, typos, and awkward grammar and, unclear and vague statements or excessively long sentences. Use the 'Review' or 'Spell Check' facility in your word-processing programme.
- Always **retain an electronic copy** of your essay and **save your work** regularly, keeping back-up copies of files on email, a memory key, *Dropbox*, *OneDrive*, etc.
- **Remember:** a deadline is not an invitation to complete essays by that date - it is an instruction to have essays completed by that date.
  - Other than in exceptional circumstances (e.g., illness verified by medical certificate) that have been outlined to staff in the College Office, obligatory written assignments not submitted by the prescribed deadline shall be subject to penalty, and, in the case of extreme delinquency, shall be discounted altogether for the purposes of marking and grading. Plan your time and meet your deadline.

POLICY REGARDING SUBMISSION DATES/DEADLINES

Students must adhere to any deadline that is set for essays or other assignments. If an essay or assignment is submitted late without valid reason, the following policy will apply:

- 10% of the mark will be deducted for the first week or part thereof over the deadline (e.g., if the work has been awarded 60%, 6% will be deducted);

- 20% of the mark will be deducted for the second week or part thereof over the deadline (e.g., if the work has been awarded 60%, 12% will be deducted);

- 30% of the mark will be deducted for the third week or part thereof over the deadline (e.g., if the work has been awarded 60%, 18% will be deducted);

- Work will not be accepted after three weeks.

In exceptional cases (e.g., illness or other personal circumstances), an extension may be granted to a student. In such cases, it is the decision of the Year Coordinator, in consultation with the College Office and/or Module Lecturer to allow the extension.

- The students may explain the circumstances to a lecturer, to the Year Coordinator, or to the appropriate member of staff in the College of Arts, Social Sciences & Celtic Studies.

- The student must provide the College Office (Arts Millennium Building) with [a medical certificate or other written evidence](), if available, for an extension to be granted. If written evidence is not available, the student must satisfy the College that he/she has a legitimate reason to request an extension.

- When the College is satisfied that there are legitimate grounds for an extension, it will inform the Head of Department and the Year Coordinator. Student confidentiality will not be infringed if there is a privacy concern.

- The Year Coordinator, in conjunction with the lecturer, if necessary, will then arrange a deadline extension and will inform the student by email.

ADVICE ON REFERENCING

Referencing and citation are core elements of academic writing. For all assessments in Celtic Civilisation, and indeed all other subjects in your degree programme, appropriate use of references/citations is essential in evidencing your level of engagement with the module reading material, and to avoid instances of potential plagiarism which can attract serious penalties and prevent progression and/or graduation.

What is referencing?

Referencing (or citation) is a method by which an author acknowledges each of the books, chapters, articles, websites, databases, and any other material that is used when writing an academic essay, research paper or thesis. This involves providing a complete list of all sources consulted/read (i.e., a bibliography) when writing, but also the sources quoted directly or paraphrased (i.e., a reference list) in your essay at the end of your document.

Simply providing a bibliography or list of sources consulted at the end of an essay is not enough however, and that is why *in-text citations* or *references* are used within the body of an essay, so that we can identify the exact positions in the text where you have used information from books, chapters, articles, etc., to support and inform your own writing. This method is used to avoid plagiarism[1], and helps the reader/examiner assess the sources you are using, verify their accuracy/relevance, understand how you are interpreting them, and to trace how you have formed your opinion/argument about a particular topic. It also ensures that you can keep track of and refer to these sources consistently and accurately throughout your document, effectively using a short reference in the body of the text (like a signpost) to direct the reader to more extensive information on a particular source which will be found in the reference list or bibliography – such as journal issue, volume or even page numbers.

What is a citation or referencing style?

It's easiest to think of citation or referencing styles as a particular format or layout that you use in a consistent manner to indicate in-text citations/references in the text, or when writing your reference list or bibliography. There are many referencing styles in use across the world (you may have heard of Harvard, MLA, APA, or Chicago, for example), but note that some subjects have a specific referencing style that you must use. The key is to apply the style (format, order of information, layout) consistently and exactly as recommended by the relevant Style Guide. You must also ensure to acknowledge all sources that you have used and provide enough detail in your reference list that will allow the reader to locate the item you have referred to or cited.

The Year Tutor will speak to you in more detail during the term on how to reference/cite, how and when to quote, and how best to paraphrase information from your chosen sources.

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[1] "Plagiarism is the act of copying, including or directly quoting from the work of another without adequate acknowledgement, in order to obtain benefit, credit or gain." (https://www.universityofgalway.ie/plagiarism/)

OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

An tSibhialtacht Cheilteach
Celtic Civilisation

ASSIGNMENT SUBMISSION DECLARATION

Complete and submit this form as a cover page with **all hard copies** of assignments.

Student Name: ....

Student ID: ....

Module Title: ....

Module Lecturer: ....

Assignment Title: ....

....

....

....

Word Count (excluding bibliography)**: ....**

I confirm that this assignment <u>is my own work</u> and that:	√
1. I have read and understood the University's *Academic Integrity Policy* (see https://www.universityofgalway.ie/media/registrar/docs/QA220-Academic-Integrity-Policy-Final.pdf and your Celtic Civilisation booklet).	
2. I have provided accurate and complete references (within the text and in the bibliography) for all sources (books, journals, etc.) used in this work.	
3. I have used a recognised system of referencing (e.g., Harvard, MLA) in a consistent manner (see https://libguides.library.nuigalway.ie/Plagiarism/Referencing)	
4. I have not used the work of any other student(s) without explicitly acknowledging their work, nor have I previously submitted this work in any other form for assessment purposes.	
5. I have not hired/sought assistance from a professional writing service to produce this work, nor have I used artificial intelligence (e.g., *ChatGPT*) to draft/write it, nor have I received any other assistance which remains unacknowledged.	
6. If the statements endorsed above are false, I am aware that this will result in disciplinary action in accordance with the University's *Academic Integrity Policy* and the *Student Code of Conduct*.	

DECLARATION:

I am aware of and understand the University's *Academic Integrity Policy* and certify that this assignment is my own, unassisted work.

Signed: ....   Date: ..... / ..... / ....

UNIVERSITY ACADEMIC INTEGRITY POLICY

The remaining pages in this booklet contain the most recent version of *QA220 Academic Integrity Policy* of the University of Galway. It is strongly recommended that you read this policy now, and refer to it when required, particularly before submitting any task or essay for assessment over the duration of your academic programme. If academic misconduct is suspected, you may be invited to speak with your module lecturer, an Academic Integrity advisor, or the University's Academic Integrity Officer depending on the circumstances. The outcome for academic misconduct is determined by the various stages and weightings applied to the work, as outlined in *QA220 Appendix 1: Outcomes for Student Breach of Academic Integrity*. For more information on Academic Integrity and the University's approach to dealing with academic misconduct, please see https://www.universityofgalway.ie/centre-excellence-learning-teaching/teachinglearning/academicintegrity/

QA220 Academic Integrity Policy

Date: June 16, 2022

Policy Owner: Deputy President and Registrar

Approving Committee: Academic Council

1.0 Purpose

To set out the code of practice for dealing with instances where students breach academic integrity by engaging in academic misconduct. This applies to both current students and those who have already graduated or left the University.

2.0 Description

Academic misconduct is any attempt to gain or help others gain an unfair academic advantage.

As the National Academic Integrity Network (NAIN) outline in their [Academic Integrity Guidelines](#):

"Academic misconduct can be either intentional or inadvertent. It can be committed in a variety of ways (including, but not exclusive, to the following):

- Submitting work as your own for assessment, which has, in fact, been done in whole or in part by someone else or submitting work which has been created artificially, e.g., by a machine or through artificial intelligence. This may be work completed for a learner by a peer, family member or friend or which has been produced, commercially or otherwise, by a third party for a pre-agreed fee (contracted); it may be work in which the learner has included unreferenced material taken from another source(s) (plagiarism); it may be use of a ghost writer to carry out assessed work which is then submitted as the learner's own work; it may be using a previous assignment as submitted by a peer claiming it to be your work; it may be that references have been falsified to give credibility to the assignment and to show evidence of research; it may be a claim for authorship which is false;
- Cheating in exams (e.g., crib notes, copying, using disallowed tools, impersonation);
- Cheating in projects (e.g., collusion; using 'essay mills' to carry out the allocated part of the project);
- Selling or simply providing previously completed assignments to other learners;
- Misrepresenting research (e.g., data fabrication, data falsification, misinterpretation);
- Bribery, i.e., the offering, promising, giving, accepting or soliciting of an advantage as an inducement for an action;
- Falsification of documents;
- Improper use of technology, laboratories, or other equipment;
- Helping a peer to do their assignment which develops into the helper doing some or all of the assignment; and
- Sharing or selling staff or institutional intellectual property (IP) with third parties without permission."

Some additional examples of academic misconduct are:
- Self plagiarism where you submit work which has previously been submitted for a different assignment without permission/acknowledgement.
- Posting advertisements for services which encourage contract cheating either physically or virtually.
- Submitting all or part of an assessment item which has been produced using artificial intelligence (e.g. Google Translate or other machine translation services/software, AI essay writing service etc.) and claiming it as your own work.

Academic misconduct can arise through poor academic practice or ignorance of accepted norms of the academic discipline. Schools should ensure that programmes incorporate education around good academic practice for students at all levels.

The penalties associated with academic misconduct are detailed in Appendix 1 and will be made available to all students.

2.1 Terms

2.1.1 Academic Integrity Officer

The Academic Integrity Officer is a central role responsible for educating staff and students on academic integrity, supporting Academic Integrity Advisors, and investigating cases of academic misconduct. The Academic Integrity Officer is a Designated Authority as described in the Student Code of Conduct and has the responsibility and authority for dealing with suspected and reported cases of Academic Misconduct.

2.1.2 Academic Integrity Advisors

Each School will appoint at least one Academic Integrity Advisor (AIA), who is normally a member of academic staff. These advisors are Designated Authorities, as described in the Student Code of Conduct, and have responsibility and authority for dealing with suspected and reported cases of Academic Misconduct. The main role of the Academic Integrity Advisor is to provide advice to those teaching in their school on academic integrity, hold Courageous Conversations (described below) with students and aid the Academic Integrity Officer in investigating cases of academic misconduct when needed.

A list of the current Academic Integrity Advisors will be maintained and made available to all academic staff of the University.

2.1.3 Academic Misconduct Register

When students have been found to have engaged in inadvertent plagiarism or intentional academic misconduct as part of the process outlined in this policy, their name is entered on the Academic Misconduct Register. This Academic Misconduct Register will be managed by the Academic Integrity Officer and be accessible to the Academic Integrity Advisors.

2.1.4 Standard of Proof

When dealing with academic misconduct, the accepted standard of proof is that the decision maker is convinced that it is more likely than not that academic misconduct has taken place.

2.1.5 Student Conversations

There are three conversations a student may be invited to have regarding a case of academic misconduct:

1) a conversation with a member of the teaching staff,
2) a Courageous Conversation with an Academic Integrity Advisor,
3) or a conversation with the Academic Integrity Officer.

During the Courageous Conversation or the conversation with the Academic Integrity Officer the student may choose to bring a student colleague of the student's choice or a Students Union representative (but not any other person or body unconnected with the University). This person may not participate in the interview. The primary purpose of this support person is as a support to the student, not to speak on the student's behalf. It is not appropriate for a member of University staff to attend a student conversation/interview as the student's support person. The University of Galway email address and phone number of this support person will need to be provided in advance of meeting

Students will be notified of any scheduled conversation via their University of Galway email address. It is expected that the student will check their University of Galway email regularly. Students may request, via email, 5 working days notice for any such conversation if they need such notice for scheduling requirements.

2.1.6 Misconduct During Official University Exams

If anyone suspects that academic misconduct has taken place during an official exam scheduled as part of the University exam timetable from the Exams Office, then this falls under the Examinations Security Group and the policy QA230 Procedures for dealing with breaches of Examination Regulations (https://www.universityofgalway.ie/media/registry/exams/AC-STD-21-A7-11.3.pdf) should be followed.

2.1.7 Graduates of University of Galway

If any student who has already graduated from University of Galway is suspected of academic misconduct during their time as a student at University of Galway, the case should be immediately referred to the Academic Integrity Officer. The Academic Integrity Officer will investigate as outlined below in Section 2.2.3. If the Academic Integrity Officer determines that academic misconduct has taken place, the case should be presented to the relevant Executive Dean to determine the appropriate outcome from those outlined in Appendix 1.

2.1.8 Maintaining a Safe Learning Space

The University may choose to actively block online resources from campus wired and WiFi networks. Such blocks may be of a temporary or permanent nature and may include (but not be limited to); websites, file sharing sites, torrent sites, cloud-based storage sites and live chat sites, where such online resources are deemed to support or facilitate academic misconduct. University of Galway also states clearly that advertising of any services that promote

academic misconduct is in violation of this policy and they may choose to remove any physical advertising for services on campus that they believe expose students to the risk of contract cheating.

2.2 Process for Suspected Academic Misconduct

2.2.1 Teaching Staff Member Suspects Academic Misconduct

A member of teaching staff who suspects academic misconduct should first consider if they believe this is a case of inadvertent plagiarism or intentional academic misconduct of any other kind.

Inadvertent Plagiarism

If it is believed by the teaching staff member based on the evidence that this is a case of inadvertent plagiarism, then the member of teaching staff will notify the student via email and will require the student to complete academic integrity training and may additionally choose any of the following:

- Zero marks in relation to a specific component of assessment task
- Assignment marked but with plagiarised sections treated as direct quotes
- Resubmit the work for the full range of marks available
- Reduction in marks for the assessment by stated amount
- Student repeats and resubmits assessment task for a mark of no more than 50%

In addition, study skills training is highly recommended.

Following the assignment of an outcome the member of the teaching staff will enter the case on the Academic Misconduct Register as a case of inadvertent plagiarism with the following supporting information:

- date of submission of submission and discovery of inadvertent plagiarism,
- a description of the assignment involved including the value of the assignment
- an explanation of why inadvertent plagiarism was suspected,
- the year of the suspected student, and
- the outcome assigned to the student.

This is not considered an instance of intentional academic misconduct. A single entry of inadvertent plagiarism on the Academic Misconduct Register will not be considered a "first offence" in the process that follows. Repeated entries on the Academic Misconduct Register for inadvertent plagiarism will be considered by the Academic Integrity Officer and may result in a designation of "first offence" for intentional academic misconduct if the Academic Integrity Officer determines that the nature of the repetition warrants this.

If at any point later in the process the case is returned to the teaching staff member when sufficient evidence of intentional academic misconduct was not found, then the teaching staff member is welcome (if they wish) to still determine inadvertent plagiarism and choose an outcome from the options above.

Intentional Academic Misconduct

In all other cases, when intentional academic misconduct is suspected the member of the teaching staff should speak with an appropriate Academic Integrity Advisor, in confidence, about the case. The teaching staff member will provide the Academic Integrity Advisor with a short report of the incident including:

- a copy of the student work, including date of submission and discovery,
- any evidence for suspecting academic misconduct,
- the year of the suspected student and
- the value of the assignment in the module.

2.2.2 Academic Integrity Advisor Stage

From this point forward, this is the process followed regardless of whether the academic misconduct was referred to the Academic Integrity Advisor by a member of the teaching staff or from another source.

First Offence

The Academic Integrity Advisor will first check if this student has already had a case of intentional academic misconduct on the Academic Misconduct Register. If they have, (in other words they have already engaged in intentional academic misconduct at University of Galway), the case is immediately referred to the Academic Integrity Officer for investigation.

Courageous Conversation (CC)

If the student is not on the Academic Misconduct Register for intentional academic misconduct (in other words this is a suspected first instance of intentional academic misconduct) then the Academic Integrity Advisor will initiate the Courageous Conversation process. (Courageous Conversations were developed in the University of New South Wales and described in this article by Prof. Cath Ellis https://www.qqi.ie/news/courageous-conversations). The Academic Integrity Advisor will email each student involved, outline the academic misconduct suspected and offer the option to admit to the academic misconduct sharing all details that they can about the misconduct via email or to participate in a Courageous Conversation. If the student admits to the intentional academic misconduct via email, then the Academic Integrity Advisor may respond via email notifying the student of the associated outcome (in accordance with Appendix 1). The Academic Integrity Advisor will also notify the lecturer of the admission and outcome via email.

The Courageous Conversation is an open discussion between the Academic Integrity Advisor and the student before any formal investigation has taken place. During the Courageous Conversation, the Academic Integrity Advisor will

- Share the details of the alleged misconduct with them again.
- Let the student know that academic misconduct is taken very seriously by the University but at this point in the process the two most serious penalties (suspension or expulsion) are not on the table.
- If they have engaged in intentional academic misconduct, the student is encouraged to share the details of this misconduct with the Academic Integrity Advisor at this stage. If they do so, there will be no formal investigation as long as they share all the details related to the incident. If at any point, it emerges that the student was not fully compliant with this requirement then they may still need to go through a full investigation.

CC Outcome: Student Admits to Intentional Academic Misconduct

If the student admits to intentional academic misconduct, the Academic Integrity Advisor determines the outcome for the intentional academic misconduct in consultation with the Academic Integrity Officer according to Appendix 1.

The Academic Integrity Advisor then records the instance of intentional academic misconduct on the Academic Misconduct Register including:

- the report from the teaching staff member,
- their own summary of the Courageous Conversation,
- a summary of any additional discussion between themselves and the Academic Integrity Officer,
- the summary of the points assigned to determine the level of academic misconduct using Appendix 1 with accompanying relevant details if needed, and
- the outcome determined.

The Academic Integrity Advisor informs the student and the teaching staff member in writing via email of the result of the Courageous Conversation and the outcome determined.

CC Outcome: Student Does Not Admit to Intentional Academic Misconduct

If the student does not admit to intentional academic misconduct, then the Academic Integrity Advisor must decide if they still suspect intentional academic misconduct has taken place.

AIA Does Not Suspect Intentional Academic Misconduct

If the Academic Integrity Advisor is convinced that intentional academic misconduct has not taken place following their Courageous Conversation with the student, then the Academic Integrity Advisor responds to the student and the teaching staff member via email, shares their conclusion and briefly provides their reasoning for this conclusion.

AIA Suspects Academic Misconduct

If the Academic Integrity Advisor still suspects that intentional academic misconduct has taken place following their Courageous Conversation with the student, then the Academic Integrity Advisor refers the case to the Academic Integrity Officer for a formal investigation and informs the student and teaching staff member via email that this step has been taken. The Academic Integrity Advisor will provide the Academic Integrity Officer with

- the report from the teaching staff member,
- their own summary of the Courageous Conversation,
- a summary of any additional discussion between themselves and the Academic Integrity Officer.

The Academic Integrity Advisor will assist with the ensuing investigation when needed as requested by the Academic Integrity Officer.

2.2.3 Academic Integrity Officer Investigates

The Academic Integrity Officer receives cases from Academic Integrity Advisors but also potentially from other sources. If a case is presented to the Academic Integrity Officer from anywhere other than an Academic Integrity Advisor, they may first refer the case to the relevant Academic Integrity Advisor if they deem this appropriate. If the Academic Integrity Officer does not refer such a case to an Academic Integrity Advisor, then they will proceed with an investigation themselves.

The Academic Integrity Officer will initiate an investigation to determine whether intentional academic misconduct has taken place. If intentional academic misconduct has taken place, then the investigation will look to determine the extent or level of the academic misconduct.

This investigation process may include (but is not limited to):

- An interview with the student or students involved. At this interview, the Academic Integrity Officer may invite another member of staff to join them and the student may have a support person with them as described under Section 2.1.5 Student Conversations above.
- An interview with the teaching staff member who referred the case.
- An interview with the Academic Integrity Advisor who referred the case.
- An investigation of meta data associated with any of the files involved including IP addresses.
- An investigation of writing style, language choice etc. for any written content.
- An investigation of online materials or services to determine if any were used in this instance.
- Information available from TurnItIn similarity reports and TurnItIn Authorship analysis.

Based on the investigation the Academic Integrity Officer will determine whether it is more likely than not that intentional academic misconduct has taken place.

Intentional Academic Misconduct Not Found

If the Academic Integrity Officer finds it more likely than not that intentional academic misconduct has not taken place following their investigation, then the Academic Integrity Officer responds via email to the student, the Academic Integrity Advisor and the teaching staff member, shares their conclusion and briefly provides their reasoning for this conclusion.

Intentional Academic Misconduct Has Taken Place

If the Academic Integrity Officer finds it more likely than not that intentional academic misconduct has taken place following their investigation, the Academic Integrity Officer determines the level of academic misconduct and associated outcome according to Appendix 1. This may involve the appropriate Executive Dean making the decision on the case in certain major cases of academic misconduct as per the details provided in Appendix 1.

The Academic Integrity Officer then records the instance of intentional academic misconduct on the Academic Integrity Register including:

- the report from the teaching staff member,
- any information/reports provided by the Academic Integrity Advisor,
- a summary of any additional discussion about the case,
- a summary of the investigation and its conclusions,
- the summary of the points assigned to determine the level of academic misconduct using Appendix 1 and any other relevant details, and
- the outcome determined.

The Academic Integrity Officer informs the student, the relevant Academic Integrity Advisor and the teaching staff member via email of the conclusion of the investigation and the outcome determined.

If at any stage the Academic Integrity Officer believes the impact of an outcome is incommensurate with the offence, the Academic Integrity Officer may choose to adjust the outcome. If at any stage the member of the teaching staff is informed that intentional academic misconduct has not been found to have taken place, they may still determine inadvertent plagiarism and assign any of the initial outcomes available to them.

2.2.4 Protection and Confidentiality

If any member of the University community should become aware of potential academic misconduct through observation or information they receive, and if the process outlined previously has not addressed how they should proceed, then they should contact the relevant Academic Integrity Advisor or Academic Integrity Officer to make them aware of the situation. This information will be treated with confidentiality and the University will do its best to ensure that there are no negative consequences for the person who brings this information forward. However, if the person reporting misconduct should be implicated in academic misconduct themselves in any way, they will still be subject to the policy outlined here. The Academic Integrity Advisor (in consultation with the Academic Integrity Officer if necessary) or the Academic Integrity Officer will determine how best to proceed according to the process outlined above.

2.2.5 Timeline

The intention of everyone involved in enacting this policy should be to implement each step in as timely a manner as possible. It is understood that cases will have unique characteristics and that as a result they may differ in the time taken to process. Each party in the process (teaching staff member, Academic Integrity Advisor, Academic Integrity Officer, Executive Dean) is urged to ensure that their portion of the process is completed in as short a period as possible. In the case where academic misconduct is determined after an exam board has taken place, an outcome can still be assigned and post-board changes can be used to adjust a grade if necessary.

2.2.6 Appeal Process

A decision at the Courageous Conversation stage may be appealed to the Academic Integrity Officer but the student should be aware that this may initiate a full investigation into the matter. A decision of the Academic Integrity Officer may be appealed to the appropriate Executive Dean when the Executive Dean was not involved in the initial decision and outcome. A decision of the Executive Dean may be appealed and it will be assigned to an Executive Dean who did not determine the previous outcome. Details on this process and timelines will be included in the written communication to the student. There is at most one appeal allowed and the subsequent decision is final. Notice that once a decision is appealed it is possible that a different (and potentially more serious) outcome may be determined if further information is revealed as part of the appeal process.

2.2.7 Process for Assuring Consistency

The Academic Integrity Officer will conduct an annual review of academic misconduct cases across the whole university. They will pull a random selection of approximately ten cases each of inadvertent plagiarism and intentional academic misconduct from the Academic Misconduct Register and review the cases to ensure policy has been followed. If they find inconsistencies, then

they will follow up with the appropriate teaching staff member and/or Academic Integrity Advisor and consider whether further training should be needed.

3.0 Policy Review Process

The policy will be reviewed annually by the T&L committee and any changes needed will be implemented as soon as possible.

4.0 Acknowledgements

This policy has benefitted greatly from the international expertise that exists in the area of academic integrity. We are very grateful to Irene Glendinning, Thomas Lancaster, Cath Ellis, Kane Murdoch, Caroline Campbell, and Nick Milne for the time they have taken to share their experiences, listen to our questions and recommend ways in which we could address our concerns. We thank Kelly Ahuna and Loretta Frankovitch for sharing details of their remediation process and how their Office of Academic Integrity at the University of Buffalo works. We are grateful to

- Deakin University for allowing us to adapt their points and outcomes process to meet our needs
- University of New South Wales for developing the Courageous Conversations process and sharing so that others could incorporate this into their own approach.
- Victoria University for demonstrating how to create a policy that is readable and easily accessible for students online.
- National Academic Integrity Network (NAIN) for their development of the Academic Integrity Lexicon and Guidelines as well as their willingness to talk to us about the process we were undertaking and provide guidance particularly situated in the Irish context.

Although we cannot list them all, we owe a great deal to the international academic integrity community as a whole who have been so welcoming to us during this process. For the many ideas and though provoking questions that have no doubt influenced this policy we thank you. Any errors and mistakes are entirely our own.

QA220 Appendix 1: Outcomes for Student Breach of Academic Integrity

This appendix is pursuant to the Academic Integrity Policy. The outcome for misconduct will be determined by:

a. Calculating the points for the conduct of the student.
b. Calculating the points for the context of the misconduct (from each section of the table).
c. Adding the points together from the conduct and context.
d. Deciding the appropriate outcome based on these factors, which may be mitigated if there are compassionate or compelling circumstances.

Example of calculation:

	Points
Points for Conduct:	
Points for Context: Level of Student	
Points for Context: Previous Misconduct	
Points for Context: Intention to Hide Breach	
Total	

Points:

Conduct by student (add points from one of the eleven sections)		Points applied depending on seriousness Less serious More serious				
Plagiarism	1. Up to two plagiarised passages or components constituting up to 5% of the assessment task.	2				
	2. As in Clause 1 but with critical aspects* plagiarised 3. Up to four plagiarised passages or components constituting up to 20% of the assessment task.		4			
	4. As in clause 3 but with critical aspects* plagiarised. 5. Between 20% and 50% of the assessment task plagiarised.			6		
	6. As in clause 5 but with critical aspects* plagiarised. 7. More than 50% of the assessment task plagiarised.				8	

Conduct by student (add points from one of the eleven sections)		Points applied depending on seriousness Less serious More serious				
Contract Cheating	8. Asking someone else to complete all or part of an assignment on the student's behalf. 9. Offering to write all or part of an assignment for a student.				8	
	10. Submitting all or part of an assessment item which has been produced for the student and claiming it as the student's work. 11. Producing all or part of an assignment for a student. 12. Distributing their own assessment work for personal gain, either directly or through a third party, which could facilitate a breach of academic integrity.					16
Use of Artificial Intelligence	13. Submitting all or part of an assessment item which has been produced using artificial intelligence (e.g. Google Translate or other machine translation services/software, artificial intelligence essay writing service etc.) and claiming it as the student's work.					12
Collusion	14. Up to two passages or components constituting up to 5% of the assessment task.	2				
	15. As in clause 14 but with collusion in critical aspects* 16. Up to four passages or components constituting up to 20% of the assessment task.		4			
	17. As in clause 16 but with collusion in critical aspects* 18. Between 20% and 50% of the assessment task.			6		
	19. As in clause 18 but with collusion in critical aspects* 20. More than 50% of the assessment task				8	
Non-compliance with assessment or examination instructions or requirements (for	21. Unauthorised possession of aids or information in examination without use. 22. Failure to comply with directions about the assessment or examination (e.g.: speaking during examination)	2				
	23. Unauthorised aids or information used in examination.			6		

Conduct by student (add points from one of the eleven sections)		Points applied depending on seriousness				
		Less serious				More serious
exams not part of the official university exam schedule from the Exams Office)	24. Spoken or other communication between student and any unauthorised person during the examination related to the content of the examination.					
	25. Providing a copy of exam questions or content, or an assessment task that is to be completed under secure conditions, to another person 26. Providing restricted information to another person relating to assessment without the approval of the examination supervisor or module owner.				8	
	27. Receiving restricted information from another person relating to assessment without the approval of the examination supervisor or module owner.					16
Impersonation (for assessment/exams not part of the official university exam schedule from the Exams Office)	28. Asking another person to take the student's place for an examination or other assessment task.				8	
	29. Allowing another person to complete the examination or assessment task in the student's place. 30. Impersonating another student in an examination or assessment task.					16
Fraud	31. Creating or providing false documentation, in relation to assessment requirements or deadlines or special consideration, including falsifying assessment task submission receipts and medical certificates.				8	
	32. Creating or providing false documentation, in relation to: a. Admission to the University, including providing false academic records b. Assessment outcomes c. Academic progress					16

Conduct by student (add points from one of the eleven sections)		Points applied depending on seriousness Less serious More serious				
Reuse of previous work	33. Submitting work previously submitted for assessment in any other unit or course, without permission.	2				
Use of file-sharing sites	34. Uploading any content (assessment, notes, slides, etc.) from a module at the University to a third-party site regardless of whether there was any visible benefit to the student involved.		4			
Promoting ways to breach academic integrity	35. Sharing information with other students about ways to breach academic integrity or facilitating a breach of academic integrity other than through distribution of their own work. (See 12 above)					10
Other breaches of academic integrity	36. Calculated relative to issues of similar significance above.	As appropriate (2-16)				

Context (add points from all three sections)		Points applied depending on seriousness Less serious More serious				
Level of Student Experience	37. Students in their first year of an undergraduate degree, first year of a discipline, or first year at an Irish (or comparable) university at either undergraduate or postgraduate level	1				
	38. Students in their second year of undergraduate.			3		
	39. Students in their third or more year of undergraduate degree or postgraduate students (other than those accounted for in 35 above)					5
Previous breaches of academic integrity, allowing for time for appropriate skills development	40. First breach	1				
	41. Second breach				4	
	42. Third or subsequent breach					5
Intention to hide the breach of academic integrity	43. No evidence of deliberate action to hide the breach of academic integrity once the breach had been reported to the AIA.	0				
	44. Evidence of deliberate action to hide a breach of academic integrity in relation once the breach had been reported to the AIA.					6

Outcomes

Points	Outcomes
1-4	Completion of academic integrity training and an entry on the Academic Misconduct Register
5-8	Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following: • Zero marks in relation to a specific component of assessment task • Assignment marked but with plagiarised sections treated as direct quotes • Resubmit the work for the full range of marks available • Reduction in marks for the assessment by stated amount • Student repeats and resubmits assessment task for a mark of no more than 50% In addition, study skills training is highly recommended.
9-12	Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following: • Reduction in marks for the assessment by stated amount. • Zero marks in relation to a specific component of assessment task • Student repeats and resubmits assessment task for a mark of no more than 50% • Resubmission of the task but with a different topic In addition, study skills training is highly recommended.
13-15	Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following: • Zero marks in relation to a specific component of assessment task • Zero marks for the assessment task • Zero marks for the module* In addition, study skills training is highly recommended.

Points	Outcomes
16-20	Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following: • Zero marks for the assessment task • Zero marks for the module* • Suspension from the programme or University for a semester with an automatic right of return* • Exclusion from the programme or University for up to 2 semesters with no automatic right of return (student must apply to be re-admitted)* In addition, study skills training is highly recommended.
21+	Completion of academic integrity training, entry on the Academic Misconduct Register and any of the following: • Zero marks for the module* • Suspension from the programme or University for a study period with an automatic right of return* • Exclusion from the programme or University for up to 3 study periods with no automatic right of return (student must apply to be re-admitted)* • Permanent exclusion from the programme* • Expulsion from the University with no opportunity for readmission to a University of Galway programme, including termination of higher degree by research canditure* • Degree not awarded* • Recommendation to Academic Council that the degree be rescinded* In addition, study skills training is highly recommended.

*These outcomes can only be imposed by the Executive Dean upon a recommendation from the Academic Integrity Officer.

Weight of the assignment within a module may be considered when choosing the outcome from the range provided.

This approach is adapted from Deakin University's 'Schedule A: Outcomes for student breach of academic integrity' which was itself developed from 'Benchmark Plagiarism Tarriff' by Peter Tennant and Gill Rowell, plagiarismadvice.org