



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

PROGRAMME HANDBOOK 2024 - 2025

MSc in Management & Sustainability

Management Discipline
J.E. Cairnes School of
Business & Economics
University of Galway

September 2024

Dear MSc Student

Congratulations on joining and welcome to the first ever group of students to take the MSc Management & Sustainability (MGS) programme. You are embarking on an exciting, intense and potentially life-changing adventure in your professional lives that offers many possible opportunities. You join the MSc MGS at an interesting time, both externally in the business environment, and as regards the programme itself.

Today's world offers many opportunities. Rarely has change been as rapid and dramatic as at present or the challenges as urgent and complex. The forces of technology, hyper-competition, globalisation, social shifts and geo-political change are ever-present and are amplifying pressure on our natural environment and the capacity of the Earth to sustain us. Old rules and industries are being replaced, previously undreamed-of activities and leaders are taking their place. A wealth of possibilities is emerging daily. For students, this means developing and acquiring a platform to understand and cope with evolutionary/revolutionary developments, and to obtain core competences, through critical, analytical thinking, experiential learning and personal growth. We believe that the MSc MGS provides just such a platform. Through its dual focus and workplace learning, the programme is designed to prepare for the broad, dynamic, inter-related nature of business and sustainability issues in the future world.

Against this background, it is no surprise that the MSc MGS is demanding and intense. The range, amount and complexity of material is large. The programme is full-time and requires total commitment. Our structure supports this, you will study in short blocks, each block focussing on just two subjects. This will allow us the time and space to explore module subjects in depth, as you build your knowledge over the semester.

Our experience with over twenty years of postgraduate programmes shows that fully engaged students cope well with the challenges and develop considerably over the year of the programme. Students have a reservoir of academic expertise, practical experience and life skills to draw upon. In addition, each of you has a potential peer group from your fellow students with diverse and rich backgrounds to help you on your journey. Past classes have formed strong bonds of support and enduring friendship.

The best of luck. You have the opportunity for transformative professional development and personal growth, as well as developing the skills to make a real impact on your world. I encourage you to grasp it by committing fully.

I look forward to working with you this academic year and supporting your success.

Rachel Hilliard

Dr Rachel Hilliard
Programme Director,
MSc Management & Sustainability
rachel.hilliard@universityofgalway.ie

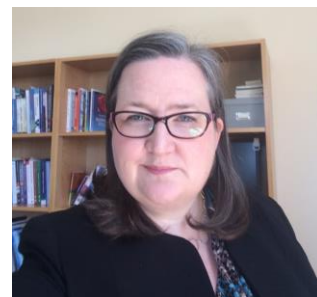


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1. SCHOOL MISSION, PROGRAMME OVERVIEW, AND GRADUATE ATTRIBUTES LEARNING OUTCOMES

The mission of the J.E. Cairnes School of Business & Economics at University of Galway is:

“Energised by our regional edge on the west coast of Ireland, we are a globally engaged School of Business & Economics for the public good that makes a transformative impact for students, society and business.”

We champion our core values of respect, excellence, openness and sustainability. We intend that these values will reinforce each other and, together, they will enhance our university’s distinctiveness.

Overview of the MSc in Management & Sustainability

Our MSc in Management and Sustainability programme is designed to shape future business leaders who will drive positive change, contribute to responsible business practices, and make a lasting impact on the world. This programme provides graduates with a generalist management education whilst nurturing leaders with a deep understanding of global business sustainability issues. Graduates will acquire a holistic skill set, blending critical thinking, problem-solving, analytical skills, as well as management and sustainable business practices. This comprehensive approach ensures graduates are well-equipped to take on a range of different management roles and embed sustainability in a rapidly evolving global landscape.

On graduation, you will be able to:

- (i) Identify, analyse and solve business, public policy and societal problems within a global context.
- (ii) Make a positive societal impact through critical thinking, innovation and collaboration.
- (iii) Demonstrate critical awareness and practical application of evidence-based, analytical and evaluative thinking in management and sustainability.
- (iv) Lead and work effectively with others to implement sustainability in organizations.
- (v) Apply knowledge, understanding and competency in a broad range of sustainability-focused management and business situations in global contexts.

Graduate Attributes Learning Outcomes

The attributes which a successful, fully engaged student can develop while studying at the J.E. Cairnes School of Business & Economics, Galway, include:

- Knowledge
 - Academic achievement and expertise
 - Ability to solve new challenges and problems

- Skills
 - Able to make sense of complex information from a variety of sources
 - Apply effective decision making to global business problems
 - Identify, analyse and solve applied problems in individual and team-based settings
 - Communication skills in a variety of contexts, styles and media
 - Teamwork, collaboration and effective leadership
 - Creative, enterprising and resourceful

- Disposition
 - Personal responsibility and a commitment to lifelong learning
 - Valuing of ethical and professional standards, integrity, responsibility and good citizenship
 - Appreciation of the importance of place, identity and culture in a global context

2. PROGRAMME STRUCTURE AND ASSESSMENT

The MSc as a whole comprises taught modules with either a Work Internship pathway or a Consultancy pathway. Each module has its own combination of learning outcomes, assessment and methods. The objective is to provide the space, time and opportunity to study a particular subject at a deep level.

If you complete all of the modules, but do not complete the internship or summer school pathway you can exit with the Postgraduate Diploma.

The platform, Canvas, is the virtual learning management system that lectures will use to support teaching and learning. It will be used to provide you with module materials as well as to facilitate undertaking some assessments where appropriate (for example, you may be asked to submit assignments via Canvas).

Lecturers will communicate with students using Canvas e.g. module announcements and you may receive notifications via your university email. If needed, lecturers will also contact students directly by email - students should get in the habit of check their university email regularly.

You will be assessed using continuous assessment methods – this programme does not have formal university examinations. Different assessment methods are used to determine the depth, breadth and competency of key knowledge areas and skills. There are five broad assessment parameters:

- **Subject matter knowledge** – literature; theory; appropriate use of secondary evidence
- **Depth and breadth of understanding** – analysis; critical and questioning approach; integration of related concepts and theories
- **Data gathering** - use of appropriate information sources; referencing
- **Application** - implications of theory and evidence for organisations, employers, employees, unions and/or public policy
- **Presentation of a case** - convincing arguments; analytical focus; synthesis; use of evidence and theory

The University Grading Structure will be used for the purposes of assessment. The grade bands and descriptors are outlined as follows.

SCHOOL OF BUSINESS & ECONOMICS: GRADE DESCRIPTORS

Percentage	Translation
80%+	Exceptional
70 – 79%	Excellent
60 – 69%	Very good
50 – 59%	Good
40 – 49%	Satisfactory
35 – 39%	Fail* - Compensatable
<35%	Fail

First Class Honours 80%+

Exceptional performance, engaging deeply and systematically with the question set, with consistently impressive demonstration of:

- A comprehensive mastery of the subject matter; amply supported by evidence and citation;
- Reflecting deep and broad knowledge and critical insight as well as extensive reading;
- An exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis;
- A highly developed capacity for original, creative and logical thinking.

First Class Honours 70-79%

Excellent performance, engaging closely and systematically with the question set, with consistently strong evidence of:

1. A comprehensive mastery of the subject matter, ably supported by evidence and relevant citation;
- Excellent ability to organise, analyse and express arguments fluently and lucidly with a high level of critical analysis;
- A highly developed capacity for original, creative and logical thinking Extensive knowledge and understanding of theory and concepts. Ability to demonstrate understanding through use of examples;
- An ability to draw on varied aspects of the course and previous studies in answering questions.

Second Class Honours 60-69%

Very Good performance, engaging substantially with the question set, demonstrating strong grasp of the subject matter, well supported by evidence and relevant citation, demonstrating:

2. Well-developed capacity to analyse issues, organise material, present arguments clearly and cogently;
3. Some original insights and capacity for creative and logical thinking.

Second Class Honours 50-59%

Good performance - intellectually competent answer (i.e., factually sound) with evidence of a reasonable familiarity with the relevant literature and techniques, demonstrating:

- Acceptable grasp of the subject material;

- Ideas stated rather than developed and insufficiently supported by evidence and relevant citation;
- Writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary;
- Omission of parts of the subject in question or the appearance of several minor errors;
- Average critical awareness and analytical qualities;
- Limited evidence of capacity for original and logical thinking.

Pass 40-49%

Satisfactory performance – intellectually adequate answer with evidence of some familiarity with the relevant literature and techniques, demonstrating:

- Basic grasp of subject matter, but somewhat lacking in focus and structure;
- Main points covered in answer, but lacking detail;
- Some effort to engage, but only a basic understanding of the topic portrayed;
- Some development of argument;
- Only some critical awareness displayed;
- No evidence or relevant citation included in answer;
- Appearance of several minor errors or one major error;
- Lacking evidence of capacity for original and logical thinking.

Fail* 35-39% - Compensatable

Unacceptable performance, with either

- insufficient understanding of the question displayed
- failure to address the question resulting in a largely irrelevant answer
- a display of some knowledge of material relative to the question posed, but with very serious omissions / errors and/or major inaccuracies included in answer
- or answer left somewhat incomplete for lack of time

Also:

- limited understanding of question displayed
- a random layout / underdeveloped structure - not planned sufficiently
- poor analytical skills, with an absence of argument
- random and undisciplined development - limited structure
- lack of clarity, poor spelling
- material of marginal relevance predominating

Fail <35%

Wholly unacceptable performance, with

- deficient understanding of the question displayed
- complete failure to address the question resulting in an irrelevant answer
- inadequate knowledge displayed relative to the question posed
- or answer left incomplete for lack of time

Also:

- very poor analytical skills, with an absence of argument
- random and undisciplined development –poorly structured answer
- confused expression, poor spelling
- irrelevant material predominating

The programme is structured as follows:

Modules	ECTS Credit
Semester I	
Business & Professional Development Skills MG5121	5
Critical Thinking and Analysis Skills MG5141	5
Introduction to Sustainability BSS2103	5
Sustainable Strategies and ESG Reporting MG5152	5
Sustainable HRM MG5132	10
Responsible Innovation and Entrepreneurship MG5154	10
Semester II	
Leading Change & Business Transformation MG5138	5
Accelerating Change for Global Sustainability MG5153	5
Business & Society MG5113	5
Transforming International Supply Chains for Sustainability and Circular Economy MG5151	5
Pathway	
Internship Pathway & Applied Management Report <i>[Option 1]</i>	30
Consultancy Pathway <i>[Option 2]</i> Applied Consultancy Project (20 ECTS) 10 ECTS from: Project Management (5 ECTS) Negotiations (5 ECTS) International HRM (5 ECTS) Social Marketing & Sustainability (10 ECTS) European Energy Policy (10 ECTS) Global Issues in Agricultural, Marine and Renewable (10 ECTS) Energy Economics (10 ECTS) Green and Sustainable Finance (10 ECTS) Renewable Energy Economics & Policy (10 ECTS)	30

SEMESTER 1 STRUCTURE

SEMESTER 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
INTRO TO SUSY															
CTAS	SS & ESG					S HRM			CTAS		STUDY WEEK	STUDY WEEK	STUDY WEEK		
BPDS						RIE			BPDS						
INTERNSHIP WORKSHOPS						INTERNSHIP WORKSHOPS									

SEMESTER 1 LECTURING STAFF

MG5121	Business & Professional Development Skills	BPDS	Dr Shona Linehen
MG5131	Critical Thinking and Analytical Skills	CTAS	Dr Lillia Wasserka-Zhurakhovs
BSS2103	Introduction to Sustainability	ISUSY	Dr Gesche Kindermann
MG5132	Sustainable Human Resource Management	S HRN	Dr Maeve O'Sullivan
MG5152	Sustainable Strategies & ESG Reporting	SS&ESG	Dr Sinead Mitchell
MG5154	Responsible Innovation & Entrepreneurship	RIE	Dr Rachel Hilliard

Registration and Module Selection

Registration for the current academic year closes on 12th September 2024. Please see the following link for registration: <https://www.universityofgalway.ie/registration/quick-links/registration-dates/#tab2> There will be an opportunity to review module selection in semester 2 also.

4. MODULE DESCRIPTIONS

	Introduction to Sustainability	The module is future oriented and explores the concept of sustainability in the face of global change. It encompasses a wide range of theory and practice, including social, economic and environmental issues, and links international examples to local context and relevance. The module will challenge students to critically reflect on sustainability and current approaches to sustainability.	5
	Critical Thinking	This module focuses on the evaluation of evidence. It provides students with an understanding of the limitations of research methods and of the biases that methods and /or researchers introduce. In building critical thinking competencies students will be encouraged to reflect on their own assumptions and beliefs in order to recognise those implicit in business practices which may be contributing to organisational issues. There will be an underlying fair theme to this module to nurture an ethical approach to research recognising the need for diversity in input and outputs of the process. This will also require a commitment from students to consider the effects of research conclusions using anticipatory thinking. Students will be guided in strengthening their academic writing skills to effectively communicate, not only business recommendations, but also how these recommendations were determined.	5
	Business & Professional Development Skills	A key purpose of this module is thus to encourage learners to develop a strong sense of self_awareness and of their own strengths and weaknesses as managers and colleagues. The module is primarily concerned with the development of skills, and specifically seeks to develop and improve a range of definable skills that are pivotal to successful management practice and to effective leadership. These include thinking and decision-making skills, the management of financial information, managing budgets, a range of team working and interpersonal skills and others associated with developing personal effectiveness and credibility at work. Finally, the module seeks to help learners make the most of their formal programmes of study with the inclusion of key postgraduate study skills and requires critical reflection on theory and practice from an ethical and professional standpoint.	5
	Sustainable Strategies and ESG Reporting	This module develops your ability to formulate and critically evaluate sustainable business strategies, that is strategies that incorporate economic, environmental and social value. The emphasis is therefore on the long-term creation of shared value for the benefit of the organization and its employees, while being mindful of protecting society and the environment. In addition to core strategic management concepts, particular attention will be paid to exploring how strategy can incorporate the perspectives of different stakeholders, address complex challenges through systems thinking, and be a force for good by driving positive change. This will include ESG reporting that can critically evaluate how organizations measure and report their progress on environmental, social and governance impacts. All these topics will be	5

		explored in different international organizational contexts, such as commercial and social enterprises as well as SMEs and large multinationals. The pedagogy and learning outcomes of this module are designed to equip students with the fundamental skills and concepts required for successful strategic management with sustainability at its core.	
	Responsible Innovation & Entrepreneurship	Responsible innovation is taking creative opportunities that are socially desirable and in the public interest. We will explore the underlying innovation management processes that support organisations to reimagine their processes, products and value chains to move to more sustainable patterns of production and consumption across international contexts. Students will experience entrepreneurship processes aimed at solving sustainability and social problems, using methods proven in international social entrepreneurship practice. These practices may be used for new business ventures and are also widely used as part of corporate entrepreneurship to develop new internal and market facing sustainable innovations in organisations. The module will explicitly address the following SDGs: 8: Decent work and economic growth; 9: Industry, innovation and infrastructure; 12: Responsible consumption and production; as well as having potential for students to pursue innovation based projects that contribute to all SDGs.	10
	Sustainable Human Resource Management	This module focuses on developing in the student, an appreciation of and a critical capacity to incorporate the four key sustainable goals of Sustainable Human Resource Management (S-HRM); financial, social, environmental and human, into the current HRM systems and strategies. Thus the module explores the role of HRM in making work systems sustainable, as well as the role of organisational leaders in contributing to corporate sustainability and to overall societal sustainable development. The module uses a cross disciplinary approach through including research and insights from other disciplines such as; strategic HRM, green HRM, organisational behaviour, corporate sustainability, corporate social responsibility, and emerging leadership perspectives. The module is designed to develop competent and responsible scholars and practitioners and to that end, presents and promotes ethical and people friendly practices that aim to enhance financial performance and minimise the negative impact of business practices on the environment and on society. The module provides students, including those who do not necessarily intend to work in an HR function, with a deep understanding about the complexity of sustainable people management.	10
	Business & Society	The module provides a comprehensive overview of the intersection between business and society, including the challenges facing organisations as they pursue global business activities. Ethics in business has grown to be of increasing importance in the world of today, as companies have been placed in the moral spotlight by shareholders, consumers, employees and governments. The growing complexities of the global economy demand	5

		a broader and a deeper view of the interaction between business and society than that offered by current management approaches that focus on reforming corporate behaviour. This module places business ethics in a richer contextual setting, focusing on the challenges that businesses must now confront, and exploring how these issues can be met by a rethinking of business models, goals and strategies. The course enables students to engage with contemporary social issues related to global business, and gain an appreciation of these issues from the perspective of managers, government, citizens and consumers. The module incorporates academic, professional and industry input.	
	Leadership & Business Transformation	Organisational change is a constant reality in many organisations, which can be driven by customers, markets, and technology. Focusing on an organisational level and on large-scale business transformation, this module addresses the role of leadership in driving change and achieving sustainable business transformation. Taking a systems thinking perspective helps us take a more holistic approach to change by looking at the interaction of processes and people together and being aware of the impact of change and the trade-offs involved in decision making. However, we also need to understand the psychology of change in terms of mental models around organisational culture that guide employee attitudes to change. This module will also focus on understanding the levers of change in order for people to successfully transition to sustainable change.	5
	Transforming International Supply Chains for Sustainability and Circular Economy	This module develops students with a strong foundation in Sustainable Supply Chain Management (SSCM), covering how to apply concepts of sustainability in modern international operations and supply chain management. The module will engage students with the main aspects of sustainable supply chain management and how it intersects with the United Nations sustainable development goals (UN SDGs), with considerations to economic impacts, environmental impact, human rights and social impacts. It will illustrate how SSCM is a major component of a successful organisation, covering many areas including design of goods and services, purchasing, manufacturing, logistics, reverse logistics, circular supply chains, and circular economy. This module will include real-world examples and cases based on real business situations from a local and international perspective and will engage with the needs of different sizes and types of organisations with respect to the evolving regulatory and reporting requirements of organisations.	5
	Accelerating Change for Global Sustainability	This module provides a comprehensive understanding of behaviour change theories and their real-world application in promoting social and environmentally responsible behaviour and sustainable choices at personal, organizational, community and institutional levels. Behaviour change tools and techniques are vital resources for organisations to work with their stakeholders to support changes to more sustainable business models. This will include a global perspective and emphasis on data analytics to understand how behavior change for sustainability can be accelerated. The module	5

		will explicitly address the following SDGs: 8: Decent work and economic growth; 12: Responsible Consumption; as well as having potential for students to pursue change based projects that contribute to all 17 SDGs.	
	Internship and Applied Management Report	The internship and applied project report is an integrative module on the MSc programme. The Internship requires the student to develop a wide range of professional skills through reflection on their real-life work experience. In addition, the Applied Project Report requires students to draw upon their professional experience and their learning on the internship to identify and evaluate an organisational issue. Students are required to critically examine a real-world challenge related to their internship company by applying theory to practice and to recommend actions. Overall, the Internship & Applied Project Report requires students to integrate and apply the functional knowledge and management skills they have learned on their MSc programme.	30
	Applied Consultancy Report	The Applied Consultancy Report is primarily an applied project, researched as a group, with some individual assessment elements. Your group will choose an organisation and a management/business topic that will form the basis of your project. The angle taken on the topic should also include a focus on a particular functional area of business. For example, you may investigate the topic through the lens of one or two particular functional areas of the business: i.e. sales, marketing, strategy, HR, finance, manufacturing, logistics, R&D/innovation, corporate social responsibility.	20
	Project Management	Projects are an important means by which organisations “get things done” and achieve their objectives. Also, good project management methods and techniques are critical to deliver results that are on time and within budget. This module covers project management methods and techniques for successful project delivery. It delves into the planning, budgeting, quality, leadership and risk management of projects in different organisational settings.	5
MG5141	International HRM	The purpose of the International Human Resource Management (IHRM) module is to encourage students to develop their knowledge and expertise across a range of specialist themes in the complex field of IHRM. We take a multinational institutional lens and look at the cultural and organisational context of IHRM. Topics such as global staffing, talent management in a global context and the challenges of IHRM arising from the development of the emerging markets. Given the significant impact of cross-border mergers, acquisitions and divestitures on human resources, this module addresses the latest concepts and models in relation IHRM strategies that can contribute to the post-deal success and value creation. Drawing from current research and case studies, this module aims to provide a stimulating learning experience while bridging the gap between research and practice.	5
MK5116	Negotiations	On successful completion of this module the learner will be able to: LO1 Comparing distributive and integrative negotiations, as well as identifying the sub-processes of negotiations. LO2 Distinguishing between interests and positions, as well as outlining the elements of principled negotiations. LO3 Applying active listening techniques and investigating the joint outcome space through BATNA, ZOPA and anchoring. LO4 Exploring the agent-client dynamics in negotiations and crafting solutions via standards and persuasion.	5

		LO5 Managing hardball tactics and non-engagement, as well as identifying ethical issues in negotiation	
MK5118	Social Marketing & Sustainability	Many if not all social marketing interventions proposed could be considered in terms of marketing systems today, i.e. focussing on generalised value exchange per se and the intricacies of understanding exchange from a social systems point of view. This module critically reflects upon nesting behaviour change within a social marketing systems perspective, to scale out and up social change for sustainability.	5
EC5144	European Energy Policy	This module aims to provide students with an overview of the drivers of European energy policy – from the opening of previously closed national markets based on monopolies through to the European Green Deal. It will look at the impact of dependence on Russian gas supplies and efforts to diversify gas supplies. The course will provide a theoretical overview of the functioning of energy markets – and in particular electricity markets and the economics of renewable energy production – and examine how this interacts with the achievement of public policy objectives of affordable, secure and sustainable energy supplies. It will examine how EU policy tools – both legislative and the application of competition (including State aid) rules have been used to achieve these policy objectives.	10
EC5166	Global Issues in Agricultural, Marine and Renewable Energy Economics	This module applies economic theory and models to understand and evaluate a wide range of problems and issues related to agriculture, marine and renewable energy. This course focuses on contemporary issues and topics will vary from year to year. The course has a global emphasis using case studies and material from both developed and developing countries.	10
EC5137	Green and Sustainable Finance	Transforming the global economy to make it more sustainable requires large investments, especially for enabling a green and low-carbon transition. The aim of this module is to introduce students to the important role of financial markets in the transition to a climate-neutral, green, competitive and inclusive economy. The module explores the requirements to mobilise financial markets to align with environmental and climate targets, and focuses on the different financial products and instruments that can power the transition. Overall, the module will consider how to embed green and sustainable finance principles and practice into financial decision-making.	10
EC5102	Renewable Energy Economics & Policy	A key focus of the module is the optimal provision of renewable energy resources and on problems that arise due to the incomplete nature of markets for these resources. The course will address the theory of externalities, missing markets and property rights; the theory of public goods and Nash-Cournot equilibria. Attention is given to energy externalities, public goods, Pigovian taxes in the energy sector, emission standards, tradable permits and tradable energy certificates.	10

5. CONTACT STAFF

For most matters, in the first instance students should contact the staff member responsible for the particular module, the discipline administrator, or programme director, as appropriate. Below are the contact details for some of the people involved with this programme.

Dr Rachel Hilliard Programme Director	rachel.hilliard@universityofgalway.ie
Prof Esther Tippmann Head of Discipline,	esther.tippmann@universityofgalway.ie
Cathy Melia Discipline Administrator	management@universityofgalway.ie
Brid Connolly Internship Placement Officer	Brid.connolly@universityofgalway.ie

Business Support Officer

Teresa Lydon is the Student Support Officer for J.E. Cairnes School of Business and Economics, and provides support for students during their time at university.

The role of the Student Support Officer is to provide confidential, non-judgmental support and an empathetic space for students to share their concerns. In addition, a Student Support Officer can offer personal support and advice on topics such as study planning, time management and any personal challenges that may compromise their ability to study.

Overall, the goal of a Student Support Officer is to empower students to reach their full potential and succeed in their academic journey. If at any time a student is feeling overwhelmed or needs help getting back on track, your Student Support Officer is there to help, do not hesitate to get in contact.

<https://www.universityofgalway.ie/businessstudentsupport/>

6. IMPORTANT DATES FOR ACADEMIC YEAR 2024/2025

SEMESTER ONE	
Start of teaching	Monday 9 September, 2024
End of teaching	Friday 29 November (12 weeks of teaching)
Consolidation period	Monday 2 December to Friday 20 December
Christmas Holiday	Saturday 21 December
SEMESTER 2	
Start of Teaching	Monday 13 January, 2025
End of Teaching	Friday 21 February (6 weeks of teaching)
Consolidation period	Monday 24 February to Friday 14 March
Internships start	Tuesday 18 March – 26 July (by employer agreement)
CONSULTANCY PATHWAY	
Start of Teaching	Tuesday 18 March
End of Teaching	Friday 4 April
Consolidation period	Monday 7 April to Thursday 17 April
Submit final project	Friday 21 July
Public Holidays	<p>Monday 28 October (Halloween)</p> <p>Monday 3 February (St Brigid's Day)</p> <p>Monday, 17 March (St Patrick's Day)</p> <p>25 December (Christmas Day)</p> <p>26 December (St Stephen's Day)</p> <p>1 January (New Year's Day)</p> <p>Easter: Good Friday 18 April to Easter Monday 21 April</p> <p>Monday 5 May (May Day)</p> <p>Monday 2 June (Whit)</p> <p>Monday 4 August</p>

7. UNIVERSITY AND STUDENT RESOURCES

You will find information on resources that are available to help you thrive here:
<https://www.universityofgalway.ie/alert/studentfaqs/contactstudentservicesupports/>

Library

Students who are unfamiliar with the James Hardiman library should attend the library tour. These are conducted often during the first weeks of the first term. You can sign up for a tour at the information desk in the front of the library. There are specialised training sessions available to faculty and students. You can sign up for these on-line.

Academic Writing Centre (AWC)

The AWC is a service available for **all students** to help them with their written work. You can stop in during their opening hours, make an appointment to talk to an AWC tutor, attend group workshops and/or enrol for an online course. The AWC is located on Floor 2, in the James Hardiman Library.

Computer Facilities & ISS

Information Solutions and Services (ISS) provide user support for IT problems. You will be asked for your University of Galway student ID number.

Career Development Centre

Career Development Centre offers practical assistance about career options, further study, internships, opportunities abroad and much more. There are CV and LinkedIn clinics. Their website provides information about interview questions, recruitment agencies, assessment centres, psychometric testing and much more.

Student Registry Helpdesk

Help with for important student information including:

- Replacement ID / Parking / Exam transcripts / Change of name/address
- Validation and stamping of forms / Course withdrawal
- University statements concerning attendance, registration

Student Services

There are many support services available to students through the Students Unions and the University.

Student Counselling Service

Accommodation & Welfare

Disability Support Service/Access Centre

Sports and Recreation Unit

Health Unit

Other University Opportunities

Clubs, societies and volunteer opportunities can help to keep you socially active while you study. They also can make your CV more interesting!

Societies

There are 85 societies with something for everyone. As part of a society, you can learn new skills, explore your interests, create a community of friends with similar interests and goals and of course have great fun. Look out for the 'Societies' Day' at the beginning of the first semester. You can also pick out the societies that interest you and send them an e-mail, go to one of the meetings or visit the SocBox.

Volunteering

The Community Knowledge Initiative (CKI) fosters community university partnerships that aim to promote the principles and practices of civic engagement and democracy. <https://www.universityofgalway.ie/cki/>

Become an 'ALIVE' volunteer! View over 220 volunteer opportunities on the ALIVE Database and sign up online. Apply for the University of Galway Presidential Award for Volunteering from the President, the ALIVE Certificate

8. MSc POLICY STATEMENTS AND REQUIREMENTS

a. ATTENDANCE POLICY

The MSc in Management & Sustainability is a full-time programme of study requiring students to be available for classes, project work, and any additional course activities and events (e.g. seminars, workshops) from Monday to Friday during term time. The programme spans one academic year [Sept to July].

Students are expected to attend all lectures and course events. In the exceptional circumstance [for example illness] where a student is unable to attend college for periods during term, this must be approved through the School Office and the Programme Director must be kept informed.

Students are normally expected to attend in-person where teaching is scheduled to take place on campus.

The health and wellbeing of our learning and research community remains a priority at this time. Students may find that they cannot attend classes on campus for short or longer periods for a variety of acceptable Covid-related reasons.

Short-term Absences

- If, for any acceptable reason, a student will miss a small number (**no more than 2 weeks**) of on-campus teaching sessions, **students must inform their Programme Director/ Co-ordinator** of their absence by emailing them, and should stay up-to-date with online lectures/resources, where online material is provided, and notes on Canvas.

Long-term Absences

- If, for any acceptable reason, a student will need to continue their study remotely for a significant number of on-campus teaching sessions (**more than 2 weeks**), the **student must request permission by informing their Programme Director/ Co-ordinator** of their planned absence from campus by emailing them, and must provide relevant documentation (e.g. evidence of travel restrictions). The Programme Director/ Co-ordinator will refer the request to the College Dean (or nominee) for approval. The student should stay up-to-date with online lectures/resources, where available, and notes on Canvas.”

b. PLAGIARISM POLICY

Plagiarism is the act of copying, including or directly quoting from, the work of another without adequate acknowledgement. The submission of plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately by the University following the procedures outlined here and with reference to the Disciplinary Code.

All work submitted by students for assessment purposes is accepted on the understanding that it is their own work and written in their own words except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.

Whilst some cases of plagiarism can arise through poor academic practice with no deliberate intent to cheat, this still constitutes a breach of acceptable practice and requires appropriate investigation and action.

Intentional plagiarism is the clear intent to pass off another person's work or ideas as your own for your own gain. *Unintentional* plagiarism may occur if you do not understand the appropriate way to acknowledge the source of ideas and information incorporated into your work. If you are unsure of the acceptable methods of acknowledgment you should consult with your lecturer or the library staff. **All forms** of proven plagiarism are a very serious matter which may result in severe disciplinary action and/or exclusion from the University.

Cases in which students knowingly permit others to copy their work shall also be subject to the procedures outlined here and considered an offence.

Students should familiarise themselves with the [University of Galway Academic Integrity Policy](#).

USE OF AI

The use of generative artificial intelligence (GenAI) tools (e.g. ChatGPT, Copilot, DALL-E, etc.) is **acceptable** for these activities:

- Brainstorming and fine-tuning your ideas.
- Researching your subject matter
 - E.g. asking what the main themes are in your topic area.
 - HOWEVER - You should NOT create content from these enquiries (see below).
- Checking grammar, spelling, and punctuation (e.g. use of Grammarly)

The use of GenAI tools is **not acceptable** for this assignment for these activities:

- To generate work that you present as *your own* in your assignment.
- Writing entire sentences, paragraphs, or sections that you present as your own.
- Writing a draft of your assignment.
- Paraphrasing text written by others (or output from GenAI).

- Using generated information without verification.

As is the case with all assignments, **you are responsible for the work that you submit**, so you should ensure that your use and inclusion of GenAI content does not breach intellectual property rights or contain misinformation or unethical content.

Verify GenAI content

You should independently verify information that is provided. There are reported cases where GenAI tools have referenced non-existent publications, as well as out of date information.

If you choose to use GenAI tools, your use should be appropriately documented and cited. Your assignment should include a statement describing what tools you used, for what purposes, and to what extent. Use the appropriate citation style for your discipline, i.e.. Harvard referencing style.

Documenting and citing your AI use

If you have used GenAI (e.g. ChatGPT):

- you should mention this in your methods section of your project report.
- you should include the prompt that you used.

How to cite your use of GenAI

If you have used it to develop the various themes in your topic area, and mention this in your methods section, you can write it something like this:

When prompted with “what are the main themes in the area of sustainability in the construction industry” the ChatGPT-generated (or other AI used) text indicated that “the main sustainability issues in the construction industry are design, materials and resources, waste production, energy, biodiversity, Life Cycle Assessment and standards” (OpenAI, 2024).

Reference (example)

OpenAI. (2024). ChatGPT (Feb 14 version) [Large language model].

<https://chat.openai.com/chat>

You must include the full response from the AI tool in the appendix so that the reader can have access to the exact response given – as this cannot otherwise be accessed.

Reference elements

Author: The author is OpenAI

Date: The date is the year or the version you used. You do not need to include the exact date of your use of the AI tool with the specific prompt because the version number provides the date information already for the reader.

Title: The name of the model is “ChatGPT” (or whatever GenAI tool you are using).

Academic integrity

At all times, students must adhere to the University code of conduct in respect of academic integrity policy [here](#).

All projects will be submitted via Turnitin. This is a tool that checks the similarity of your submissions to its database of global university assignment submissions, as well

as online sources. Turnitin is continuously developing its capability to identify content that has been generated by AI.

General caution regarding the use of AI

Please be wary of the use of AI in general, as this is a new and evolving area. It is recommended that you use Copilot in Bing <https://www.bing.com/> as this uses the latest GPT-4 version and Dall-E3. Otherwise, it is not clear what happens to the content that you input (e.g. if you input text to check for grammatical errors). You can access Copilot in Bing for free with your Microsoft365 student login. Do not pay for ChatGPT-4, as this is already available through the [Bing co-pilot](#).

Quality checks

We reserve the right to ask individual students or groups to conduct an interactive oral examination as a quality check for submitted projects.

c. CITATION AND REFERENCING

You must cite and reference other's work and ideas if you are using it in your work. Each discipline has its own method of referencing. The Management Discipline typically uses the Harvard Style Referencing System. The Harvard Style Referencing System is known as the 'author-date' system and information on Harvard Style Referencing (among other citation styles) can be found using the [University of Galway library guide](#).

d. COMPLAINTS

Complaints about a particular module should, in the first instance, be discussed with the module coordinator/lecturer responsible for the module. In the event of unsatisfactory resolution, talk to the Programme Director.

e. APPEAL POLICY

Appeals in relation to module results are governed by the Examinations Office and the following procedures apply. The student should contact the School Office and will be asked if they are requesting a *check* or an *appeal*.

A *check* is to ensure that all parts of the examination have been marked and that no errors occurred in the recording, collating or combining of marks which determined the result.

An *appeal* is based on three grounds: evidence of substantive irregularity in the conduct of the examination; the mark awarded was incorrect; or there are circumstances which the Examinations Board was not aware of when its decision was taken.

<https://www.universityofgalway.ie/exams/results/appeals/>

f. DEFERRAL POLICY

Sometimes circumstances arise and a student wishes to apply to defer some of his/her assessments and/or formal examinations during the academic year. Before seeking a deferral you must talk to your module coordinator and the programme director. They will ask you to talk to the School Student Advisor.

There is a deferral guide to assist you with the process. You can download the guide and the form that you must complete from the following link.

<https://www.universityofgalway.ie/exams/timetable-advice/deferrals/>

g. POLICY ON POSTGRADUATE GROUP WORK AND PEER ASSESSMENT

The Discipline of Management has developed a policy to improve the experience and outcomes for students with respect to working in teams on the MSc IM, HRM and MGS programmes. Employers have reported that being an effective and efficient team-player is an essential skill in the workplace and as a result group or team-based work will be a major component of the Masters programme. This policy will help students develop skills to work effectively as part of a team.

The following points comprise the Management Discipline's policy with regards to the organisation and assessment of group work as part of the MSc programme:

- For group work that forms part of module assessment, the lecturer will select the members of the group (unless otherwise is agreed with the Programme Director)
- It is mandatory for every team member to **actively participate** in, **contribute to** and **engage** in their assigned group.
- A training session will be provided in the introductory weeks of your Master's programme to help develop your team-based skills. This session will include tips and techniques for working in groups that you can apply to any group-work. You are required to attend this mandatory training session.
- Your participation in a group will be subject to peer-review and this will be conducted using the online application, *Teammates*. Training will be provided on the *Teammates* application during your Master's programme. You are required to attend this mandatory training.
- For each group project as part of your Master's programme, you must complete an online evaluation form using *Teammates*; failure to do so will result in a zero grade for you with respect to that group assignment.
- Data recorded in *Teammates* regarding your participation in your group will form part of your overall assessment. This will impact your final result.
- The data recorded in *Teammates* will include the following:
 1. A rating of your overall estimated contribution to the group (rated by you and your peers in your group)
 2. Feedback to team-mates

- The rating given of estimated contribution must be based on your assessment of the following¹:
 - Has the student attended group meetings?
 - Has the student notified a group member if they would not be able to attend a meeting?
 - Has the student made a serious effort at fulfilling his/her role and responsibilities on the assignment?
 - Has the student listened to other group member's ideas respectfully and given due consideration?
 - Has the student attempted to make contributions in group meetings?
 - Has the student cooperated with the group effort?
- A lecturer and/or Programme Director may ask for evidence from a student if they have rated a team member negatively with respect to estimated contribution.
- Ratings and feedback to individual team-mates will be anonymous. However, the lecturer will view all data and can identify the team-mate inputting the data. Therefore, your comments must be **constructive and professional**.
- At least two members of a team must rate another team member negatively with respect to estimated contribution before any deduction of a mark is made.
- In calculating your final mark for a group assignment; up to 10 percentage points can be deducted from the mark allocated by the lecturer to the group assignment depending on your individual contribution to the group from the peer-review. The specific deduction to be applied - if any - is determined by peer-assessment using the *Teammates* application. In **exceptional circumstances** and in consultation with the Programme Director, the lecturer may **significantly increase or decrease** the deduction.

h. RECORDING OF LECTURES AND OTHER FORMAL TEACHING SESSIONS BY STUDENTS

Introduction

1. The University recognises that there are a number of reasons why students might wish to record lectures or other formal teaching sessions (such as seminars and classes) in order to support their learning. The University also recognises that, in most cases, copyright in lectures resides with the University or with the academic responsible for the lecture or formal teaching session, and that academics and students may have concerns about privacy and data protection. This policy sets out the circumstances in which such recordings may take place; the respective roles and responsibilities of those involved in such recordings; and the implications of breaches of this policy.

¹ Adapted from: Oakley, B. and Brent, R. (2004) "Turning Student Groups into Effective Teams", *Journal of Student Centered Learning*, 2(1): 9-34.

2. For the purposes of this policy, the term 'recording' refers to any audio or visual recording of a lecture or other formal teaching session, made with any type of audio or visual recorder.

Permission to record a lecture or other formal teaching session

3. Students who have been given permission to record lectures or other formal teaching sessions as a reasonable adjustment on disability-related grounds do not need to ask for permission to record from individual academics. Students who believe they have disability-related grounds for recording should contact the University's Disability Support Service (<http://www.nuigalway.ie/disability/>) for further information on the process for obtaining such permission.
4. Students may request permission to record any lectures or other formal teaching sessions. All such requests should be made in writing (including by email) prior to the lecture course or equivalent, to the academic responsible. Subject to paragraph 3 above, the decision on whether to grant permission is at the discretion of the academic. Students may only record lectures where the academic responsible for the session has given their consent prior to the start of the lecture in writing (e.g. by email), and recordings of lectures may not be made by students unless this consent has been given. Retrospective requests are not permissible under this policy and covert recording of lectures will be treated as a disciplinary offence.
5. Students granted permission in writing to record a formal teaching session other than a lecture should ask the session leader to check at the start of the session that there are no objections from others present to a recording being made.
6. Where recordings are made available routinely by a School or Discipline, students may not make personal recordings unless they have been given permission to record as a reasonable adjustment.

Use of recordings

7. Recordings of lectures or other formal teaching sessions may only be made for the personal and private use of the student.
8. Students may not:
 - (a) pass such recordings to any other person (except for the purposes of transcription, in which case they can be passed to one person only);
 - (b) publish such recordings in any form (this includes, but is not limited to, the internet and hard copy publication).
9. Students may store recordings of lectures for the duration of their programme of study. Once they have completed the programme of study, students should destroy all recordings of lectures or other formal teaching sessions.

Implementation

10. Where a student breaches this policy, the University will regard this as a disciplinary offence. All such breaches will be dealt with in accordance with the Student Code of Conduct.

Responsibilities

Name	Responsibility
AMT	Policy Owner
Disability Support Service	Identification of students who have disability-related grounds for recording
Students	Request permission to record, in writing, to the academic responsible, prior to recording. Destroy all recordings once the programme of study is completed.
Academic staff	Respond to student request in a timely manner and stating clearly whether permission is granted.
Session Leader	Check that there are no objections from others present