

## Introduction to Irish Government and Politics

| Section A: Headline Information   |  |
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| <b>Module title</b>   | Introduction to Irish Government and Politics  |
| <b>Module NFQ level (only if an NFQ level can be demonstrated)</b>  | 8  |
| <b>Module number/reference</b>  | TBC  |
| <b>Module Co-ordinator</b>  | Dr. John McHugh  |
| <b>Parent programme(s)</b>  | Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies. |
| <b>Stage of parent programme</b>  | Stage 1  |
| <b>Semester (semester1/semester2 if applicable)</b>   | Semester 2   |
| <b>Module credit units (FET/HET/ECTS)</b>   | ECTS   |
| <b>Module credit number of units</b>  | 5  |
| <b>List the teaching and learning modes</b>   | Lectures, tutorials, seminars, field trips   |
| <b>Entry requirements (statement of knowledge, skill and competence)</b>  | College entry requirements must be satisfied for entry onto Stage 1.   |
| <b>Pre-requisite module titles</b>  | N/A  |
| <b>Co-requisite module titles</b>   | None   |
| <b>Is this a capstone module? (Yes or No)</b>   | No   |
| <b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b> | Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.                             |
| <b>Maximum number of learners per module</b>  | 25   |
| <b>Duration of the module</b>   | 1 Semester: 12 weeks   |
| <b>Average (over the duration of the module) of the contact hours per week (see * below)</b>  | Average 2.25:<br>2 hours per week lecture<br>1 hour tutorial X 4   |
| <b>Module-specific physical resources and support required per centre (or instance of the module)</b>   | Lecture Hall, Small Group work Room  |
| Analysis of required learning effort  |  |
| <b>Effort while in contact with staff</b>   |  |

| Classroom and demonstrations                   |                               | Mentoring and small-group tutoring |                               | Other (specify)       |                               | Directed e-learning (hours)     | Independent learning (hours)  | Other hours (specify)                   | Work-based learning hours of learning effort | Total effort (hours) |
|--|-------------------------------|------------------------------------|-------------------------------|-----------------------|-------------------------------|---------------------------------|-------------------------------|---|--|----------------------|
| Hours  | Minimum ratio teacher/learner | Hours                              | Minimum ratio teacher/learner | Hours                 | Minimum ratio teacher/learner |                                 |                               | Review of current affairs through media |  |                      |
| 24   | 1:8                           | 4                                  | 1:8                           |                       |                               |                                 | 72                            | 25                                      |  | 125 hours            |
| <b>Allocation of marks (within the module)</b> |                               |                                    |                               |                       |                               |                                 |                               |   |  |                      |
|  |                               |                                    |                               | Continuous assessment | Supervised project            | Proctored practical examination | Proctored written examination | Total                                   |  |                      |
| <b>Percentage contribution</b>                 |                               |                                    |                               | 100%                  |                               |                                 |                               | 100%                                    |  |                      |

| <b>Section B: Module Descriptor</b>   |  |
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| <b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b> | This module examines the Public Administration system in Ireland. It explores connections between political ideology, policy and service provision and in doing so aims to enhance learners' sense of citizenship and develop their understanding of the structure and function of politics in Ireland.  |
| <b>Module Aims and Objectives</b>   | The module aims to engage learners in developing an awareness of their own 'world view' and to begin to objectively assess the impact of government structure, function and action on the lives of citizens with particular reference to marginalised and disadvantaged communities and individuals.   |
| <b>Minimum Module Learning Outcomes</b>   | On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> <li>1. Demonstrate an understanding of the structure and functions of national and local government in Ireland. (MIPLO 3,4,8)</li> <li>2. Trace the development of the main political parties and movements in Irish politics. (MIPLO 3)</li> <li>3. Examine and evaluate public policy against the backdrop of these structures and functions. (MIPLO 2,3)</li> <li>4. To engage in active citizenship in the context of representative democracy with particular reference to voting and voter education. (MIPLO 4, 5, 6)</li> </ul> |

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| <b>Information Provided to Learners about the Module</b>  | <p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS</p>   |
| <b>Module Content, Organisation and Structure</b>         | <p><b>Introduction:</b> The tasks and functions of ‘the State’. Ireland today, our state, our nation.</p> <p><b>Irish Government structure and functions:</b> Historical developments, The Separation of Powers – Legislature, Executive, Judiciary.</p> <p><b>Making legislation:</b> 5 stages from bill to Act; Judicial Review</p> <p><b>Local Government:</b> structure and functions, responses to local issues, Reform; working with local government - Strategic Policy Committees, Public Participation Network.</p> <p><b>Active Citizens:</b> Representative democracy, Introduction and critique of voting systems, voting in Ireland (PRSTV), Why vote, How to vote; Women in Politics</p> <p><b>Campaigning for change</b> – a practical guide to engaging with the political system.</p> |
| <b>Module Teaching and Learning Strategy</b>              | <p>Lectures, Tutorials, discussion forums, Case studies, Group exercises, Field visits to Houses of Oireachtas and Local Council.</p> <p>Learners are encouraged to develop and express their own ‘world view’ through directed active participation in the above</p>  |
| <b>Work-Based Learning and Practice-Placement</b>         | <p>N/A</p>   |
| <b>E-Learning</b>   | <p>N/A</p>   |
| <b>Specifications for Module Staffing Requirements</b>    | <p>One lecturer and tutor.</p>   |
| <b>Module Summative and Formative Assessment Strategy</b> | <p>Emphasis on Formative assessment and development of reflexivity with particular reference to socially marginalised groups and individuals. The summative short exam functions as a focussing tool for learners to become familiar with the structure and function of government in Ireland.</p>   |
| <b>Sample Assessment Materials</b>                        | <p><b>Essay</b> (1,500 words) (60%) and essay plan (20%) focusing on linking political action with a social issue identified by the learner.</p> <p>One of the functions of workers in the community, voluntary and non-profits sectors is to bridge the gap between policy makers and vulnerable individuals and groups. Outline, using an example, how you might achieve this.</p> <p><b>Or</b></p>  |

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|   | <p>It may be claimed that the role of government to ensure that the most vulnerable groups in society are protected. Discuss.</p> <p>In your essay you should draw on course material and background reading to support your argument. You should use specific examples to illustrate your main points and refer to your knowledge of government and politics where possible. 80% Summative 'short question' in-class <b>exam</b> 20%</p>  |
| <p><b>Reading Lists and Other Information Resources</b></p> | <p><b>Essential Reading:</b><br/> Chubb, B. (1992). <i>The government and politics of Ireland</i>. London: Longman.</p> <p>Coakley, J. and Gallagher, M. (2005). <i>Politics in the Republic of Ireland</i>. London: Routledge in association with PSAI Press.</p> <p>Dooney, S. and O'Toole, J. (1998). <i>Irish Government Today</i>. Dublin: Gill and Macmillan.</p> <p>MacCarthaigh, M. (2008). <i>Government in Modern Ireland</i>. Dublin: Institute of Public Administration.</p> <p><b>Other Reading:</b><br/> <a href="http://www.irlgov.ie/">www.irlgov.ie/</a> and the other links provided throughout the text offer information about the institutional structures and functions of all aspects of the Irish government machine.</p> <p><b>Essential Viewing:</b><br/> Learners are encouraged to engage with current affairs media throughout the module. Space for discussion of 'topical issues' is a feature of each lecture.</p> |
| <p><b>Module Physical Resource Requirements</b></p>         | <p>Lecture hall equipped with Internet, Projector, Speakers</p> <p>Facilitation of Field-trips to Houses of Oireachtas and Local Authority.</p> <p>Tutorial Spaces equipped for group work</p>   |