

Features of the MSc/PhD in Children and Youth studies

- ▶ Credit- and modular-based structure
- ▶ National and international recognition
- ▶ Active teaching methodologies
- ▶ Small group and individual tuition
- ▶ Structured system of support
- ▶ Collegial, dynamic and inclusive learning environment
- ▶ International input to the programme

Entry requirements

For entry to the MSc – students should be graduates in a relevant discipline and/or have professional experience in a related field.

For direct entry to the PhD, students must have

- a) high honours in an appropriate master's degree (or equivalent); or,
- b) evidence of other academic standing and/or relevant professional experience that demonstrates suitability for doctoral studies.

Overseas students will be able to apply expertise gained on the programme to their own country. The language of instruction of the programme is English.



UCD School of Education
Scoil an Oideachais UCD

MSc/PhD in Children and Youth Studies



Further information from:
Dr Dympna Devine
School of Education, University College Dublin
Tel: (01) 716 7986

Research and learning about children and
young people in a multi-disciplinary,
supportive environment

MSc/PhD in Children and Youth Studies

The MSc/PhD in Children and Youth Studies is an inter-disciplinary programme specialising in research, policy and practice in relation to children and young people.

Set in the context of the United Nations Convention on the Rights of the Child, the programme explores key aspects of the welfare and well-being of children and young people. It does so recognising the complexity and inter-dependence of issues facing contemporary childhoods and youth.

Programme structure

The programme provides a tiered, credit-based pathway from masters through to doctoral level study and can be pursued on a part-time or full-time basis.

MSc: 90 credits taken over one year full-time or two years part-time

PhD: 270 credits taken over 3/4 years of full-time study, or 5/6 years part-time

Accelerated PhD: 330 credits. For students who satisfy the criteria for transfer from MSc to stage 2 PhD and complete a total programme of work to the value of 330 credits over 6 years of part-time study.

This fast growing area is suited to those working with children and young people across a range of professional and public services including education, psychology, social work, health, law, social policy, NGO and research settings. The programme is especially relevant to those who are interested in holistic and multi-disciplinary approaches to improving the welfare and well-being of children and young people. Structured on a modular basis, this programme will be of interest to you if you want to learn about:

- the United Nations Convention on the Rights of the Child (UNCRC) and how it is changing policy and practice in working with children and young people across a range of settings;
- global developments that are shaping international policies in relation to children and youth;

The programme is divided into three strands:

- international perspectives on children and youth: rights and well-being;
- policy and practice with children and young people across diverse settings;
- researching children and youth.

Sample modules may include:

- ▶ Children's rights, participation and well-being
- ▶ Researching children and youth
- ▶ Inter-disciplinary perspectives on the well-being of children and youth
- ▶ Social world of children's learning: identities and equalities
- ▶ Children/youth, migration and education
- ▶ Child and adolescent development

- child welfare and protection, education, child psychology, disability, family studies; juvenile justice and social policy;
- risk and resilience in the lives of children and youth and their experience of health, education, poverty, discrimination and development;
- children and young people across the education sectors and influences on their educational well-being including literacy/numeracy, personal/social development, transitions and early school leaving;
- geographies of childhood and children's relationship to the urban environment;
- global childhoods;
- the Growing Up in Ireland longitudinal study of children and how to use and analyse this data;
- conducting ethically-based research with children and young people using children-centred research methodologies.

- ▶ Psychology in schools
- ▶ Leadership for learning
- ▶ Social justice, diversity and inclusion in education
- ▶ Inter-professional policy and practice for children's well-being
- ▶ Issues in mental health
- ▶ Current issues in language development
- ▶ Children's literature
- ▶ Supporting the well-being of children with additional (special) needs
- ▶ Global childhoods, education and youth development
- ▶ Children and the law
- ▶ Urban studies
- ▶ International human rights law
- ▶ Disability and equality
- ▶ Masculinities and gender justice