



OLLSCOIL NA
GAILLIMHÉ
UNIVERSITY
OF GALWAY

Scoil na hEolaíochta Polaitiúla
agus na Socheolaíochta
School of Political Science
and Sociology

BA in Child, Youth and Family: Policy and Practice Year 1

Student Handbook



Welcome

Welcome to the BA in Child, Youth and Family: Policy and Practice. The programme directors, Dr. Helen Casey and Dr. Deirdre Hardiman would like to take this opportunity to wish you well with your academic endeavours in the forthcoming year.

It is our priority as programme directors to offer academic guidance and support to all participants on the programme. However, we would advise you to review the content of this handbook and reflect on the programme expectations and responsibilities before embarking on the year ahead. We, and all programme staff look forward to working with you throughout your studies and assisting you to fulfil your educational goals.

Le gach dea-ghuí,

Dr. Helen Casey and Dr. Deirdre Hardiman



Dr. Helen Casey



Dr. Deirdre Hardiman

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SECTION A – LEARNING AT THE UNIVERSITY OF GALWAY

1. Learning at University

Learning at University is, of course, a very different experience to that of being at school. For a start, as a student you are considered an adult learner, capable of managing your own study schedule and putting in the time to read textbooks, articles and other materials so that you really understand your chosen subjects and feel more confident as you progress.

Attendance at lectures, seminars, and other timetabled classes is actually only a small part of the total effort that you need to put in to succeed. All of the assessment, coursework and available credits are based on the idea that you are spending a minimum of 40 hours per week, every week of the semester, on learning and assessment. This just represents a full-time workload and is the standard model used across Ireland and all courses that use European Credits (something called *ECTS* – European Credit Transfer System). In some courses, it may be a little higher than this because of the nature of the subject.

The other big difference between university-level courses and some other types of qualification is that you really need to try to understand the subject and the ideas you come across in class or your reading. It's not about memorizing and regurgitating facts, but about seeing the ideas that lie behind them and being able to make use of knowledge to tackle new problems. That can be tricky to adjust to and sometimes it is really difficult to make sense of new concepts.

The good news is, that this is exactly what learning something new is like for everyone. There are always ideas that are really tricky to grasp at first and which don't make sense until you try again and again, hopefully getting some feedback on your efforts and maybe through working with fellow students. But when it does 'click' things fall into place and you get a sense of satisfaction that hopefully makes some of that struggle worth it! That's why we say you need to spend so many hours on self-study, because we know from experience (and extensive research on education) that you will need that time.

If you are experiencing difficulties or take ill, please make sure that you contact:

Programme Directors of the BA Child, Youth and Family: Policy and Practice.

Dr. Helen Casey helen.casey@universityofgalway.ie or

Dr. Deirdre Hardiman deirdre.hardiman@universityofgalway.ie

You may also wish to speak with Professor Michelle Millar, Head of School or our Dean, Professor Rebecca Braun or you may wish to contact Student Services. Please do not hesitate in letting us know of any issues so that we can provide help where possible. Academic and support staff in this University are very approachable and are used to helping students with all sorts of issues that might impede their studies.

Equally, Disability Support Services support students with a variety of disabilities including: Asperger's Syndrome/Autism; Dyspraxia, Dyslexia, Dyscalculia; Physical disabilities; ADD/ADHD; Mental Health Conditions; Blind/Vision Impaired; Deaf/Hearing Impaired; Neurological Conditions; Significant Ongoing Illnesses.

Jargon Buster – Courses, Programmes, Levels

All programmes in the University of Galway are made up of '*courses*'. These are usually described by a set of '*Learning Outcomes*' that state what you should be able to do after successfully completing the course and a number of 'ECTS' credits. ECTS is an indicator of how big the course is. A course that is rated at 5 ECTS, for example, means that you need to spend at least 100 hours of concerted effort (including lectures, exams and self-study) in order to complete it satisfactorily. A course that is 10 ECTS, unsurprisingly, requires double that effort.

A whole year's worth of courses should total up to 60 ECTS (30 in each semester). To be awarded the credits for a course you must have successfully completed it in terms of attendance, participation, coursework and examinations. Please ensure to check your course page on canvas to be fully briefed on what is expected of you per course. Please also ensure to check with your course lecturer if you are not clear. Do NOT rely on the 'hearsay' of other students. As a student it is your responsibility to double check any information/detail of which you are unclear.

All of our Degree programmes are recognised by employers and other educational institutions and comply with international agreements on course structure (the 'Bologna Process'). All programmes are subject to regular quality reviews where the quality of the teaching and learning is scrutinised by an external panel with international experts in the subject. Every programme also has an 'external examiner' (a senior academic from another University) who oversees the final decisions about grades, checks the examination papers and processes and guarantees that the quality of our courses and graduates compare well with the standards in the subject.

Ireland has a National Framework of Qualifications (NFQ) that describes the levels of all courses of study and this matches similar schemes in other countries so that it is easy for employers and educators to make sense of different qualifications obtained from different institutions, as well as making it easier for students to move between one country and another, picking up credit and qualifications along the way. According to this scheme, an undergraduate honours degree (BA, BSc, BComm, etc) is a 'level 8' qualification. A Masters would be level 9 and a PhD level 10.

So what does this mean in practice? Well, that you must attend all the scheduled classes, spend time every week on reading, studying and working through course materials and that what you are trying to do in the assessments and exams is show that you can actually achieve the learning

outcomes. There's still plenty of time to socialize and get involved in clubs and sports outside the 40 hours!

The lectures, tutorials and other classes, combined with the textbooks, online materials, and the library are all resources that the university provides to help you succeed. At the end of the day, however, success depends on your own efforts. But, the good news is that we know that it is possible to not only succeed in the assessments and feel a sense of achievement at having learned new knowledge and skills, but also to enjoy being a student in your chosen subject. Your final qualification will be well-regarded and recognised internationally by employers and other educational institutions across the world.

The University does not see you as a 'customer' or a 'consumer' but hopes that you will, instead, be a member of our academic community. That you will be able to get the most out of being in a city of ideas and learning not just about the basics of your subject, but also get a feel for the latest research, the big ideas, the debates and where future opportunities lie for further study, research or employment.

2. Canvas

In this University we use a learning system called *Canvas*, which allows lecturers to post materials such as lecture notes, reading materials, weblinks, videos, quizzes, etc. online. Many courses also use this for announcements, news items and for students to submit their coursework. Canvas has many additional tools and capabilities as decided by the lecturer or course team. Canvas is available 24/7 from both on and off campus. Not every lecturer or course will necessarily be using it, but most will and in different ways.

You should certainly login regularly to check for updates to your courses. For those of you with a smartphone or tablet, there is also a Canvas App (in iPhone and Android versions) which you can download.

How to access Canvas:

Once you are enrolled in the University you will have access to Canvas using the same username and password for email and other computer services. Canvas is available at: <http://universityofgalway.canvas.com/>

3. The Learning Centre - online support and training

All first year students are also enrolled onto a Canvas course called the 'Learning Centre,' which contains online self-study lessons and guides to many relevant academic skills such as essay/report writing, studying and preparing for assessments. The University has a licence to make these materials available to students and we would strongly encourage you to make use

of them. Feedback from other students has been very positive. The Learning Centre will also have links to other materials and interesting articles and updates will be posted there throughout the academic year, so please log in regularly.

4. Individual Learning Requirements

To enable us to respond effectively to the requirements of all learners, we request that individuals, who require particular learning supports or services, notify the Disability Support Office and the Year Coordinator.

Learning Needs Assessment (LENS)

Students with a disability are entitled, under law, to reasonable accommodations to enable them to participate on more equal terms with their peers. Supports and reasonable accommodations are determined through an individual needs assessment, taking into account the nature and impact of the disability, evidence of disability, and course requirements. Below is a list of the most recommended reasonable accommodations. This list is not exhaustive, and it is important to note that not all students will be eligible for all accommodations.

- Advice, Support and Advocacy
- Exam Accommodations
- In-class Accommodations
- Learning /Skills Support
- Assistive Technology
- Placement Support
- Other Specialised Supports

Incoming first-year students are welcome to register for disability support. We recommend you do so as soon as possible after starting your course or receiving a diagnosis. Please note: Registration with the Disability Support Service (DSS) is a separate process to registering as a student in the University of Galway. Students with evidence of a disability, ongoing physical or mental health condition, or a specific learning difficulty can register with the DSS. You only need to register with the DSS once and this remains in place for the duration of your course.

For more information please see: <https://www.universityofgalway.ie/disability/>

Information regarding access to and use of learning materials

As a student in the university, you will be provided with a range of materials to help you succeed in your chosen academic programme. These include materials provided by the University centrally, support services, the Library, Academic Schools/Colleges, and individual lecturers, tutors, and others who support teaching and learning. These materials and resources (which include, for example, lecture notes, slide presentations, video and audio recordings, official copies of journal papers, e-books, readers, handbooks, assessments, exam papers, etc.) are provided to you for your private, individual use as a student registered on our programmes.

The materials are protected by copyright legislation and licensing agreements and therefore you cannot copy these (or materials derived directly from them), or share and redistribute them to others, or via other channels (either online or physically).

5. Valuing and Promoting Equality, Diversity, Inclusion, Anti-Racism and Non-Discrimination

Guided by the Code of Conduct of University of Galway and the BA Child, Youth & Family: Policy and Practice programme student code of practice and conduct; educators and students are committed to the recognition and respect for differences in racial, ethnic and cultural backgrounds and in class, gender, age, physical and intellectual ability, religion, sexual orientation, gender identity and gender expression. We also are alert to intersectional considerations pertaining to class. Staff and students involved with the BA Child, Youth & Family: Policy and Practice programme are committed to anti-racist, ethnically sensitive social work education, research and practice.

Staff and students have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to seeking to eliminate structural and institutional discrimination and to challenge how discrimination ‘plays out’ in micro-encounters. We also recognise how vital it is for individuals and communities to be able to access resources to enable them to flourish.

We should challenge prejudicial attitudes and discriminatory practices. We expect that staff and students are respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

All of us involved in the BA course expect that staff and students will demonstrate respect for the diversity of their classmates/students, faculty, practice colleagues and all members of the public encountered in education and practice. We also expect that everyone shares the commitment to address issues of marginalization, racism, sexism, oppression, prejudice and all other forms of discrimination.

The link to relevant University of Galway information in relation to diversity, equality, anti-racism and inter-cultural sensitivity is:

<https://www.universityofgalway.ie/equalityanddiversity/ediststructure/>

and the link to relevant policies and procedures is:

<https://www.universityofgalway.ie/equalityanddiversity/policies-procedures>

While the information provides guidance, we recognise that policies and procedures can be intimidating, and some students may find it difficult to initiate policies relating to their experiences in the university or on placement. We recognise the power differential that students may experience, especially in contexts where you are being assessed. Every effort will be made by educators to be cognisant of this in the classroom and placement. Students who have concerns should seek support via their tutor, practice teacher, lecturers, year coordinator,

practice learning coordinator, course director, Head of School, Student Union or any other relevant person or other relevant organisation that may offer guidance, support and solidarity in addressing racism, discrimination or other forms of inequality.

It is important that students seek support early and avoid letting issues develop to the point where they adversely affect student outcomes and/or experiences.

In the operations of the BA programme, we commit to further fostering of cultures that are unconditionally inclusive, and in return ask that every stakeholder (students, faculty, practice educators, placement organisations, HEIS, accreditation bodies, professional organisations etc.) contribute all their differing perspectives, ideas and experiences for one common purpose: to advance equality, diversity and inclusion for all people and communities.

SECTION B – TECHNICAL DETAILS FOR YEAR 1

1. BA Child, Youth and Family: Policy and Practice

The BA in Child, Youth and Family: Policy and Practice is a programme of the UNESCO Child and Family Research Centre within the Discipline of Applied Social Science at the School of Political Science and Sociology. The programme is ideal for students who wish to pursue a career working directly for positive change and support in the lives of children, young people and families, whether through frontline practice or shaping effective policy response. It examines the impact of societal developments on children, young people and families over the life course, nationally and internationally. Students learn about the latest policy and practice approaches in the field and gain in-depth understanding of topics relating to the advancement of social justice, social inclusion, and protection of vulnerable cohorts, as well as addressing issues such as poverty, trauma, and conflict. Students benefit from small group teaching and learning strategies with dedicated courses to support personal and professional development. The programme offers exceptional professional placement opportunities that ensure students will acquire both the theoretical grounding and practical knowledge required to work in the sector. Graduates are well prepared to pursue career opportunities and/or further studies relating to youth work, child welfare and family support, educational settings, community development practice, disability services, social work, social policy, civil or public service or research-based opportunities. Related postgraduate opportunities at the University of Galway include the MA in Social Work, MA in Family Support Studies and the MA in Child, Youth and Community.

In short, the BA Child, Youth and Family: Policy & Practice enables you to study policy and practice relating to children, young people and families in-depth over four years; gain exceptionally strong competencies in applied social science research; and undertake a tailored, nine-month work placement, which prepares you for employment in youth work, child welfare, family support or related areas.

2. Key Contact Information

Programme Core Team (contact details for all lecturer colleagues in course descriptions):

- Dr. Helen Casey, *Co-Programme Director* (Room 1101 ILAS)
helen.casey@universityofgalway.ie
- Dr. Deirdre Hardiman, *Co-Programme Director* (Room 1004 ILAS)
deirdre.hardiman@universityofgalway.ie
- Dr. Anne Egan, Academic Support (Room 1005, ILAS)
anne.c.egan@universityofgalway.ie
- Ms. Gillian Browne, Administrator, Child and Family Research ILAS,
gillian.browne@universityofgalway.ie

School of Political Science and Sociology

- Professor Michelle Millar, *Head of School* (Room 326, Áras Moyola)
michelle.millar@universityofgalway.ie
- Dr. Vesna Malesevic, *Deputy Head of School* (Room 324, Áras Moyola)
Vesna.Malesevic@universityofgalway.ie

College of Arts, Social Sciences, and Celtic Studies

- Prof Rebecca Braun, *Executive Dean of College of Arts, Social Sciences and Celtic Studies* artsdean@universityofgalway.ie
- Rosemary Crosse, Student Support Officer rosemary.crosse@universityofgalway.ie
- Catherine McCurry, Student Advisor - catherine.mccurry@universityofgalway.ie

Information Technology Support

- For all information technology information or detail with regard how to access your email and Canvas etc. please contact: <http://www.universityofgalway.ie/information-solutions-services/services-for-students>

3. The Academic Calendar

Semester Dates

Semester One: Sept 8th 2025 (TBC) - Nov 28th 2025

Study week: Dec 1st – Dec 5th 2025

Exams: Dec 8th – Dec 19th 2025

Semester Two: Jan 12th 2026– April 2nd 2026

Study week: April 13th – April 17th 2026

Exams: April 21st – May 8th 2026

Autumn –Repeat Exams August 4th – August 14th 2026

4. Registration

Registration for the programme is online. You will be guided through this during Induction Week

5. Lecture Timetables

Lecture timetables will be available from the academic staff at the Induction Programme. You will also find your timetable on the Programme page on Canvas (e.g. 1BYF1)

6. Attendance at Lectures

It is the duty of a student, under University regulations, to attend every scheduled lecture/tutorial and to undertake other academic activities (such as essay assignments, laboratory classes, project work, seminars, tutorials etc.) as required in each of the subjects, unless prevented by some unavoidable cause of absence. Students, therefore are strongly recommended to attend all course lectures and tutorials. In the case of the latter, without weekly participation (i.e. by keeping up with the prescribed or recommended readings and by making a contribution to class discussion) it is highly unlikely that students will produce work of a standard expected from small-group teaching and learning.

For the coming academic year (2025-26), particular priority will be given to the monitoring of attendance in first year to support engagement and participation in the programme. **Attendance will be recorded so as to help re-engage students whose absence has been noted.**

7. Assessment

Students spend an average of 40 hours a week attending lectures and undertaking independent study focused on the core areas of child, youth, family, sociology and political science. Assessment involves a combination of continuous assessment and end-of-semester written examinations. Certain courses also require project work. See section C for further information and descriptions of each of courses for the year ahead.

Exam Regulations

The University Policy on Exam Regulations can be accessed here:

<https://www.universityofgalway.ie/governance/the-kube-the-governance-hub/universitygovernanceprocesses/academicgovernanceprocesses/studentexaminationassessment/>

Academic Integrity Policy

The University of Galway Academic Integrity Policy is available here:

<https://www.universityofgalway.ie/registrar/policies-forms/#tab2>

As the Policy states, ‘Academic misconduct is any attempt to gain or help others gain an unfair academic advantage’. This can be ‘intentional or inadvertent’ and can be committed in a variety of ways (University of Galway 2024).

The following examples of academic misconduct are quoted from the University Policy (please note that this is not an exhaustive list):

- ‘Submitting work as your own for assessment, which has, in fact, been done in whole or in part by someone else’.
- ‘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)’.
- ‘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, generative AI, etc.) and claiming it as your own work.’

(Source: University of Galway (2024) QA220 Academic Integrity Policy)

Referencing- Citing Your Sources

When you complete assignments in University (or when you publish) citation and referencing are very important. These are required by best practice in academic writing. When you refer to, quote directly, or paraphrase an author’s work you must cite the author in the text. You must also include a list of all cited works with complete bibliographical information in a bibliography or reference list.

A referencing system has a number of functions:

1. It gives the reader precise information of what works you have used in your research and writing
2. It allows the reader to locate any cited works and check what you have said about them
3. It gives you a chance to show the breadth of your research
4. It allows you to acknowledge the work of others

A referencing style must be clear and consistent.

- It is clear if the reader is provided with all the information they require to identify and locate your sources.
- It is consistent if the same referencing system is used throughout.

Although there are many different referencing styles, we recommend the Harvard system:

Material Type	In-text citation	Bibliography
Book: Single author	(Nozick 1974); or Nozick (1974) argued ...	Nozick, R. (1974) <i>Anarchy, State and Utopia</i> , Oxford: Basil Blackwell.
Book: 2 or 3 Authors	(Gutmann and Thompson 1996)	Gutmann, A. and Thompson, D. (1996) <i>Democracy and Disagreement</i> , London: Belknap Press.
Chapter in Edited Book	(Beitz 2004)	Beitz, C. (2004) 'Human rights and the Law of Peoples', pp. 193-214, in DK Chatterjee (ed.) <i>The Ethics of Assistance</i> , Cambridge: Cambridge University Press.
Chapter/article in an eBook	"Historical thinking is actually a Western perspective" (White, 2002, p. 112)	White, H. (2002) 'The westernization of world history' pp. 111-119 in J. Rusen (ed.) <i>Western historical thinking: an intercultural debate</i> , New York: Berghahn Books. Available from: ACLS Humanities E-Book. [Accessed 14 May 2009].
Journal article: print	(Rawls, 1985)	Rawls, J. (1985) 'Justice as fairness: Political not metaphysical', <i>Philosophy & Public Affairs</i> , 14(3), pp. 223-251.
Journal article: online only journal	(Segon & Booth, 2011)	Segon, M. & Booth, C. (2011) 'Bribery: what do Australian managers know and what do they do?' <i>Journal of Business Systems, Governance and Ethics</i> , 6(3), pp. 15-29. Available from: < http://www.jbsge.vu.edu.au/issues/vol06no3/Segon_&_Booth.pdf >. [Accessed 20 October 2014].

You should familiarise yourself with the University Referencing guide:

<https://libguides.library.universityofgalway.ie/Plagiarism/Referencing>

A useful guide to using the Harvard method can be found here:

https://libguides.ul.ie/ld.php?content_id=23581826

We require students to confirm that any written work submitted is their own work: see the Assignment Cover Sheet in the Assessment folder on Canvas. When submitting work via

Turnitin on Canvas, you can 'sign' the Cover Sheet by typing your name in the space provided. We allow students to make multiple submissions to Turnitin before the set deadline. You are advised to make use of this option and carefully review your Turnitin similarity match report to ensure that your essay is properly referenced and that all the used sources are acknowledged.

You can find guidance on how to interpret your Turnitin similarity report here:
<https://help.turnitin.com/feedback-studio/turnitin-website/student/the-similarity-report/interpreting-the-similarity-report.htm>

Feedback Timeframe Policy

For continuous assessment, feedback and marks will be returned 3 weeks from the submission deadline.

Deadlines, Extensions & Deferrals

If for good reason you cannot make a deadline for an assignment, you can seek an extension from your lecturer.

Submitting coursework late without an extension or a deferral, will be subject to penalty of 2 marks per overdue day (Monday – Friday & excluding weekends).

Exceptions include valid medical or personal reasons in which case you should contact your lecturer and notify the First Year Coordinator. A new deadline will be arranged.

Golden Rule: get your assignments in on time! It is best to deliver an imperfect assignment by the due date as opposed to losing marks for late submission.

If you need to defer a module (in which case you will be examined for that module during the autumn exam – technically called the '2nd sitting'), you can find the relevant information here:

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

Applications for deferral should be sent to Catherine McCurry in the College Office at this email address: collegearts@universityofgalway.ie

If you fail a module then you will have the opportunity to be repeat that module during the autumn exam.

Grade Descriptors for Undergraduate Programmes

- an A grade corresponds to a H1 level of performance;
- a B grade corresponds to a H2.1 level of performance;
- a C grade corresponds to a H2.2 level of performance;
- a D grade corresponds to a H3 performance in the final undergraduate or a Pass performance in the earlier years;

- an E grade corresponds to a compensatable performance, if the course is compensatable, otherwise a fail performance;
- F and G grades correspond to fail performances.

Grade descriptors act as guidelines for students. The grade descriptors and marking scheme set out on the next page are provided as an example of general guidance offered to students and may be adapted or alternative rubrics implemented for particular courses. It is important to always refer to the Course Description in the Information tab on your canvas page and to also refer to the detail within the Assessment Tab as the assessment requirements for each course vary.

8. Progression

Undergraduate degree programmes at the University are normally organized into Stages. Students must successfully complete each stage before progressing to a subsequent one. Full-time Undergraduate Degree Programmes will be organised on an academic year basis, where each year represents a defined Stage. Full-time undergraduate students will be required to register for and present for examination in a set of modules to a total credit weighting of 60 ECTS, in accordance with the programme structures and regulations set-out in the College's Programme Descriptions and Regulations for their chosen programme of study. Provision may be made for Part-time students to complete a stage over several years, accumulating the credits required for each stage in a more flexible credit accumulation structure

Undergraduate Marks and Standards

The University Policy on Undergraduate Marks and Standards can be accessed here:

<https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA228---Undergraduate-Marks-and-Standards-approved-Sept-2022-at-AC-Standing-EN&IR-Final.pdf>

Passing

The pass mark on all modules is 40%. Where different components of assessment (i.e. continuous assessment, final assessment, etc.) within a module contribute to the final grade it shall not normally be a requirement that any one of these components be separately passed.

Official Examination Results

The Examinations Office releases official examination results. Further information is available here: <https://www.universityofgalway.ie/exams/results/>

Consultation Day

Consultation day is organised by the University after 1st sitting results release. It gives an opportunity to the students to seek informal recheck of their submitted work and the mark achieved. It is a requirement of the University to go through informal recheck first before proceeding with an Appeal.

Rechecks & Appeals

The Examinations Office has a procedure for dealing with queries relating to marks awarded for modules:

<https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA235---Procedurefor-the-Discussion-Checking-and-Appeal-of-Examination-Rresults---Feb-2021.pdf>

Examination Timetable

In terms of how your courses will be assessed, details will be released through course outlines and/or posted on Canvas. If you have any queries, please contact the relevant lecturer.

The Examination Timetable is posted on the University of Galway Exams Office website and each student will receive a personalised exams timetable via their CASS account.

Examinations

Examinations are normally held at the end of each, Semester 1 in December and Semester 2 in April- May (further detail will be issued however, in relation to semester 1). **The Autumn repeat Examinations are usually held in August.** Students who fail Semester 1 course(s) or Semester 2 course(s) will have an opportunity to repeat failed courses in **Autumn**. PLEASE ENSURE that if you need to repeat courses, or you have deferred courses to the Autumn board that you DO NOT schedule to travel abroad during the autumn exam board period which is currently set for August 5th to August 15th 2025 (these dates may be subject to change so it is your responsibility to check in the event you need to present for autumn exams).

Repeat Examination / Second Sitting

For information on repeats please see the Examinations Office webpage: https://www.universityofgalway.ie/exams/timetable-advice/examinations_faqs/repeats_faq

Material Assessed at Repeat Examinations

Marks for components of a course (i.e. sub-course assessment elements) from previous attempt(s) do not carry forward from one assessment to the next unless the relevant College has made provision to exempt student from retaking specific components for academic reasons.

Compensation Provision

Compensation will only be applied in cases where its application enables the student to pass the Examination as a whole. The pass standard for a Course is 40%. However, a student with marks of less than 40% in one or more courses will be deemed to have passed the Stage provided:

- the aggregate mark for all courses of the Stage is at least 40%
- the mark in every course is 35% or more
- the course(s) with marks in the range 35-39% total 15 ECTS or less

The marks at a repeat or deferred examination will not be capped **unless a cap has been recommended by the University's Examination Security Group.**

Calculation of Grading per Year

Your final grade in 1BYF1 is calculated over 10 x 5 credit courses and 1x 10 credit course with the following grades applying: 0% - 39% = Fail 40% - 49% = D (Pass) 50% - 59% = B- (Second Class Honour Grade 2) 60% - 69% = B+ (Second Class Honour Grade 1) 70% + = A (First Class Honour)

For your final Degree result in Fourth Year, honours will be calculated on the basis of 30% of the aggregate mark (overall mark) obtained at the pre-final stage examination (*2nd year in the context of this programme as year 3 is a full year of placement*) and 70% of the aggregate mark obtained at the final year examination. The standard will be based upon the following table:

- H1 70% on the aggregate
- H2.1 60% on the aggregate
- H2.2 50% on the aggregate
- H3 40% on the aggregate

Generic Marking Scheme for an Essay

	<i>Knowledge & understanding</i>	<i>Analysis</i>	<i>Reading & referencing</i>	<i>Essay structure</i>	<i>Use of language</i>
80-100% AA	As for A, plus demonstrates exceptional comprehension of topic	As for A, plus sophisticated analysis using ideas and principles beyond those introduced in the module	Essay fully supported by reference to relevant up to date material. Accurate use of Harvard referencing technique.	Clear structure which enriches the discussion and argument	Essay displays an excellent use of standard written English
70-79% A	Shows thorough knowledge and understanding of the topic, with evidence of reading beyond the key texts	Essay shows a resourceful and imaginative analysis using ideas and principles beyond those introduced in the module	Clear evidence of wide and relevant reading. Accurate use of Harvard referencing technique	Clear structure which enhances the discussion and argument	Essay displays an excellent use of standard written English
60-69% B	Shows evidence of relevant and sound knowledge and understanding of the topic	Shows evidence of analysis using ideas and principles introduced in the module	Essay well informed by reading which goes beyond key texts. Accurate use of Harvard referencing technique	Structure is clear and supports coherent discussion and argument	Essay displays a very good standard written English with all statements clearly expressed
50-59% C	Shows relevant knowledge of the topic	The essay is largely descriptive with some discussion using ideas and principles introduced in the module	Effective use of key reading. Accurate use of Harvard referencing system	Structure supports the discussion and argument	Essay displays a very standard written English with few, if any, grammatical or spelling errors. Written in an appropriately academic style.
40-49% D	Shows basic knowledge of the topic	The essay is limited to description and includes frequent unsupported facts and opinions	Appropriate use made of a limited range of reading. Largely accurate use of Harvard system	Evidence of structure relevant to the title	The work is written to an acceptable standard of English. There may be some grammatical errors and the work may need more careful editing.
35-39% Fail	Signs of emerging knowledge of the topic but insufficient for progression to level 2	Essay is generally descriptive and uncritical. Some inaccuracy in the material	Some use of very limited reading, although fairly superficial. Inaccurate use of Harvard referencing system	Some structure although key issues may be omitted. Some repetition	More care needs to be taken with elements of grammar, spelling and sentence construction
Under 35% Fail	Shows inadequate knowledge of the topic to meet learning outcomes	Descriptive and uncritical. Some discussion irrelevant to the title	Poor use of reading. Poor or incorrect using of Harvard system	Little evidence of planning the essay	Poor standard of written English. Inappropriate register

Example from Bloxham & Boyd (2007). Developing Effective Assessment in Higher Education, p.91, Table 6.2

SECTION C - COURSE LIST and CONTACT DETAILS FOR YEAR 1

Course List

Each student is required to earn 60 academic Credits (ECTS) as part of Year 1 of the BA (Child, Youth and Family: Policy and Practice). The name of each course, assessment methods, the lecturer and semester in which the course is taken, are shown in the table below.

Refer to course page on canvas for further detail

Course Name	Assessment Type	Lecturer	Semester
SP1103 Introduction to Child, Youth and Family Studies	Examination and Continuous Assessment	Mr. Flannan Spaight & Mr. Stephen McNena Flannan.spaight@universityofgalway.ie Stephen.mcnena@universityofgalway.ie	1
SP1122 Community Development	Continuous Assessment Only	Dr Helen Casey helen.casey@universityofgalway.ie Dr. Deirdre Hardiman Deirdre.hardiman@universityofgalway.ie	1
SP1125: Introduction to Politics GROUP B	Examination	Mr Gerry Fitzpatrick gerard.fitzpatrick@universityofgalway.ie	1
SP1120 Practicing Politics GROUP B	Continuous Assessment Only	Colleagues from School of Political Science and Sociology	1
EC1110 Introduction to Economic Policy	Examination and Continuous Assessment	Mr. Stephen McNena Stephen.mcnena@universityofgalway.ie	1
SP1101 Personal and Professional Development	Continuous Assessment Only	Ms. Anne Loftus Anne.loftus@universityofgalway.ie Ms. Janna Lindstrom Janna.lindstrom@universityofgalway.ie	2
SP125 Social Research Skills	Continuous Assessment Only	Dr Helen Casey helen.casey@universityofgalway.ie	2
SP1126: Introduction to Sociology GROUP B	Examination	Mr Gerry Fitzpatrick gerard.fitzpatrick@universityofgalway.ie	2
SP1121 Practicing Sociology	Continuous Assessment Only	Colleagues from School of Political Science and Sociology	2
SP239 Youth Development	Examination and Continuous Assessment	Dr. Cormac Forkan cormac.forkan@universityofgalway.ie	2
CN1100 Children and Health	Examination and Continuous Assessment	TBC	2

SECTION D - COURSE DESCRIPTIONS FOR YEAR 1

1. Semester One

SP1122 Community Development (10ects)

Dr. Helen Casey and Dr. Deirdre Hardiman

This course is designed to provide an understanding of the main themes and initiatives that characterise community development. The key principles of community development theory and their application to various types of community settings are explored. The course aims to provide students with the practical skills and training necessary to enable them to work effectively with communities.

SP1103 Introduction to Child, Youth and Family Studies (5ects)

Mr. Flannan Spaight and Mr. Stephen McNena

“What is happening to our young people? They disrespect their elders, they disobey their parents. They ignore the law. They riot in the streets inflamed with wild notions. Their morals are decaying. What is to become of them”?

Who would think that this description of young people was penned by Plato, the famous Greek philosopher, over 2500 years ago! Despite being talked about then, the formal study of youth and adolescence did not emerge as an academic concern in the western world until the post-World War II era. Young people came to be seen as a problem due to their involvement in crime, truancy, and other activities seen to be negating the positive social order of the day. This course introduces students to the study of children and young people. The course will also examine the way in which policies have attempted to remedy some of the issues and challenges facing children and young people. In parallel with this, the course will also investigate the concept of family, how it is socially constructed, what are its core functions, cultural variations in family, as well as the key demographic changes, trends and challenges it now faces.

SP1125: Introduction to Politics (5ects)

Mr Gerry Fitzpatrick

This lecture course provides an introduction to political science, in part by focusing on Irish examples but it also explores the big ideas and concepts that dominate political debate today. The course covers a number of diverse topics: (1) political parties and Irish parties; (2) the unique political institutions of Ireland, notably the Oireachtas; (3) and political ideologies such as liberalism, conservatism, socialism and anarchism are also examined.

SP1120: Practising Politics (5ects)

Colleagues from School of Political Science and Sociology

This seminar course is designed to promote inquiry-based learning, to enhance practical scholarship skills while engaging with real world problems. Students work in small groups under the guidance of a seminar leader. Students are introduced to critical reading, taking effective notes, gathering information and using the library, online sources and Canvas, working in groups, preparing and writing essays, using academic language, and revising and taking exams. There is an explicit focus on topics of Irish political system, and political ideologies (e.g. conservatism, liberalism, socialism, etc.).

EC1110 Introduction to Economic Policy (5ects)

Mr. Stephen McNena

This course explores, at an introductory level, the framework within which public and social policy is formed and operates in Ireland. The central aim is to impart an understanding of the constraints which frame public policy, and to enable structured assessments of the impact of policy, especially economic policy.

Please note it is your responsibility to make sure that you are properly registered for the courses that you need to take (as listed above for semester one and below for semester two). Make sure to double check, because a mistake in registration can cause many problems when it comes to exam time.

2. Semester Two

SP1126: Introduction to Sociology (5ects)

Mr Gerry Fitzpatrick

This lecture course introduces students to some of the key areas of sociological study, equipping them with knowledge and skills fundamental to understanding a wide range of present-day issues such as changing role of religion in society, structural inequalities, social management of crime and deviance, and environmental problems and solutions. The course is divided into four main themes linked by the concepts of conformity and identity: ‘religion and conformity’, ‘socialisation, crime and deviance’ ‘social stratification and inequalities’, and ‘sustainability, society and the environment’.

SP1121: Practising Sociology (5ects)

Colleagues from School of Political Science and Sociology

This seminar course is designed to promote inquiry-based learning, to enhance practical scholarship skills while engaging with real world problems. Students work in small groups under the guidance of a seminar leader. Students are introduced to critical reading, taking effective notes, gathering information and using the library, online sources and Canvas, working in groups, preparing and writing assignments, using academic language, and revising and taking exams. There is an explicit focus on topics of religion, social inequalities, crime and deviance, and environmental problems and solutions.

SP1101 Personal and Professional Development (5ects)

Ms. Anne Loftus and Ms. Janna Lindstrom

This course is designed to enable the student to recognise their personal and professional learning and development needs, required to work effectively in a range of child, youth and family based settings. It consists of theoretical instruction, practical skills development, self-awareness building and group work processes. It is a stepping-stone to their experience in the field with the ALIVE programme in Semester 2 of Year 1.

SP239 Youth Development (5ects)

Dr. Cormac Forkan

This course focuses on a specific life-stage of the young person that is popularly and universally referred to as *youth*, and ranges from 12-18 years of age. The overall importance of *Youth Development* by students is summarised by the following quote from Silbereisen and Lerner (2007:xi):

“The future of civil society in the world rests on the promotion of positive development and on a commitment to positive and socially just community contributions by the young. Adolescents represent at any point in history the generational cohort that must be prepared to assume the quality of leadership of self, family, community and society that will maintain and improve human life”.

SP125 Social Research Skills (5ects)

Dr. Helen Casey

This course comprises of an introductory under-graduate course on the theory and practice of social research. Research is essentially about collecting information in a methodical way in

order to answer a question or test out a theory. The course focuses on how social research can play a vital role in community, youth and family work

CN1100 Children and Health (5ects)

Colleagues from School of Education

The course provides students with an understanding of children's health, health behaviours, and theories about health. The course reviews existing national and international policies and programmes addressing children's health and children's access and interaction with the health services. The course takes an inter-disciplinary approach to children's health and is informed by the World Health Organisation's definition of health (WHO, 1984), as well as Dahlgren and Whitehead's (1991) Social Model of Health.

PLEASE NOTE: For Political Science and Sociology Courses:

SP1125: Introduction to Politics' in semester 1 (before Christmas) and '**SP1126: Introduction to Sociology**' in semester 2 (after Christmas) are **lecture based** courses provided by the School of Political Science and Sociology. **SP1120: Practising Politics** (semester 1) and **SP1121: Practising Sociology** (semester 2) are **seminar-based** courses also provided by the School of Political Science and Sociology. Each semester of year one you will take **one lecture based course** and **one seminar-based course**, see further detail below and refer to your timetable.

Your lecture course

Every student registered for Sociological and Political Studies will take one lecture-based course 'SP1125: Introduction to Politics' in semester 1 (before Christmas) and 'SP1126: Introduction to Sociology' in semester 2 (after Christmas). In each semester, you will attend two 50-minute lectures per week. Due to the very large numbers of students who study Sociological and Political Studies in First Arts, we duplicate our large group teaching, providing a parallel stream of lectures: Group A and Group B. **You will attend lectures as part Group B please refer to your timetable for further detail.** Our lecture courses are assessed by Multiple Choice Questionnaire exams.

Your seminar course

In addition to attending weekly lectures, students are required to take the seminar courses as outlined above. This ensures that students will have regular opportunities to meet with course teaching staff and with other course participants to exchange views and discuss problems. The seminar timetable for SP1120 Practising Politics will be provided early in semester one, please ensure that you register for a seminar class that does not clash with you existing timetable.

After you register for a seminar course, you will have to self-enrol for a 50-minute seminar group timeslot that fits within your existing timetable. This will be done through the course Canvas page. You will be contacted with all the details in due course.

Our seminar courses are assessed by a combination of different components such as; for instance, participation and essays. The details can be found in the relevant course Handbooks. We embed elements of assessment support into all our courses to ensure that our students are well-prepared and able to make the most of their degrees

CÉIM: Weekly CÉIM peer learning sessions are student led and are about working collaboratively in small groups to develop independent learning skills, discuss new topics on the course, prepare for upcoming assignments and exams, and have some fun! The atmosphere is welcoming and friendly, and students are encouraged to ask any questions they may have about University of Galway and their course. Regular CÉIM participants are awarded a Collaborative Learner digital badge. Each student is also assigned to a buddy/study group within their CÉIM group to further support building connections with fellow students. Information on CÉIM groups and buddy/study groups can be found by logging into the YourSpace student portal www.yourspace.universityofgalway.ie and clicking CÉIM. www.su.universityofgalway.ie/ceim

SECTION E – STUDENT SUPPORT SERVICES

What to do if you experience difficulties

If you are experiencing difficulties that are having a negative impact on your studies, it is important that you let us know so that we can help or offer guidance on where you can seek assistance. *Any information relating to your circumstances will be held in strictest confidence. The Golden Rule: deal with these issues as they occur by contacting the First Year Coordinator and/or the College office.*

If you encounter difficulties with any aspect of a module or with the First Year of the BA in Child, Youth and Family programme we are here to help, but you need to let us know. We welcome feedback from students and an important part of our job is to support you in your studies. Any issues you may have that have not been resolved with the lecturer/programme director in the first instance can also be raised with our Deputy Head of School & Director of Undergraduate Studies, Dr. Vesna Malesevic (vesna.malesevic@universityofgalway.ie).

The School is committed to working with **Year Representatives who are affiliated to the Student Union**. If you are interested in being a Year Rep please contact the First Year Coordinator.

As a constituent unit of the College of Arts, Social Sciences and Celtic Studies, the School is subject to the oversight by the Dean of Arts and issues relating to School decisions can also be raised with the Dean's office (contact details here: <http://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/staff/>).

The Examinations Office has a procedure for dealing with queries relating to marks awarded for modules. For details on 'rechecks' and 'appeals' please use this link:

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

Student Support Services

The University Support Services offer a range of different avenues of support. Please see their webpages for the detailed information:

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

Amongst many services on offer, there are the following:

[Student Enquiry Centre](#)

[Things not going right](#)

[Your Health and Wellbeing](#)

[Counselling](#)

[Student Advisors](#)

[Accommodation](#)

[Financial Aid](#)

[Student Health Unit](#)

[Creche](#)

[Chaplaincy](#)

[Educational Support worker for Care Experienced Students](#)

Other health and emergency contacts:

- Your own GP
- University Hospital Galway Emergency Department: 091 544544
- The Samaritans: 116 123
- Pieta House: 1800 247 247

Extenuating Circumstances

Extenuating circumstances are serious unavoidable, unpredictable and exceptional circumstances outside the control of the student, which may negatively impact the student's performance in assessment. These circumstances could, for example, prevent the student from attending an examination, submitting an assessment or component thereof, and/or performing below their own normative ability in an assessment. The University has a special Policy on Extenuating Circumstances that can be accessed here:

<https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA209-ExtenuatingCircumstances.pdf>

Appendix One: Assignment Cover Sheet



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Assignment Cover Sheet

- Semester 1 or 2 (Please tick)

(BA Child, Youth and Family: Policy and Practice - Academic Year 2025-2026)

This form MUST be signed by the essay entrant and must accompany each essay as a cover page. We cannot under any circumstances accept essays without this form attached. ESSAYS WILL NOT BE CONSIDERED FOR MARKING UNTIL AN ENTRY FORM IS SIGNED AND SUBMITTED.

Name: _____

ID number: _____

Course Code (e.g. SP298): _____

Essay title: _____

Number of pages: _____

Word Count _____

[Students are advised that word counts should be taken seriously. There is a limit of +/- 10% of the word limit, excluding the reference list and footnotes. Penalties will apply if the word count falls below or above the +/- 10% word limit.]

Reference List attached? ☐ Yes ☐ No

I hereby certify that I understand what academic integrity is and that this essay is entirely my own work. Neither the paper in its entirety nor parts thereof have been published elsewhere in either paper or electronic form unless indicated through referencing. I understand that this work may be entered on a database to enable detection of similarities and I give my consent to this.

Student Signature

Date

Appendix Two: Useful Information

1. University Map: <https://www.universityofgalway.ie/buildings/maps/>
2. Parking/ Getting to and Around Campus:
<https://www.universityofgalway.ie/buildings/service-helpdesk/parking-get-to-around/>
3. Careers Advice and Resources: <https://www.universityofgalway.ie/careers/>
4. ALIVE – University of Galway’s Student Volunteering Programme:
<https://www.universityofgalway.ie/community-engagement/studentvolunteeringsymposium/symposiumsupporters/alive/>
5. What University of Galway Library can offer you
<https://library.universityofgalway.ie/about/>
6. Podcasts by University of Galway: <https://soundcloud.com/universityofgalway/sets>

Emergency phone numbers:

Emergencies (Gardai, Fire Brigade & Ambulance) 999 or 112
Campus Emergencies (24 hours) Ext. 3333 or 091-49**3333**

University Contacts:

Security	091-49 3333 (24 hours)
Building Office	091-49 2134
Student Medical Centre	091-49 2604 (24 hours)
Safety Office	091-49 2678