



OLLSCOIL NA  
GAILLIMHE  
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 2

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**

## Table of Contents

<b>SECTION A – LEARNING AT THE UNIVERSITY OF GALWAY .....</b>	<b>5</b>
1. Learning at University .....	5
2. Canvas .....	7
3. The Learning Centre - online support and training .....	7
4. Individual Learning Requirements .....	8
Learning Needs Assessment (LENS) .....	8
Information regarding access to and use of learning materials .....	8
5. Valuing and Promoting Equality, Diversity, Inclusion, Anti-Racism and Non-Discrimination .....	9
<b>SECTION B – TECHNICAL DETAILS FOR YEAR 1 .....</b>	<b>10</b>
1. BA Child, Youth and Family: Policy and Practice .....	10
2. Key Contact Information .....	11
3. The Academic Calendar .....	12
4. Registration .....	12
5. Lecture Timetables .....	12
6. Attendance at Lectures .....	12
7. Assessment .....	13
Exam Regulations .....	13
Academic Integrity Policy .....	13
Referencing- Citing Your Sources .....	13
Feedback Timeframe Policy .....	15
Deadlines, Extensions & Deferrals .....	15
Grade Descriptors for Undergraduate Programmes .....	16
8. Progression .....	16
Undergraduate Marks and Standards .....	17
Passing .....	17
Official Examination Results .....	17
Consultation Day .....	17
Rechecks & Appeals .....	17
Examination Timetable .....	17
Examinations .....	17
Repeat Examination / Second Sitting .....	18
Material Assessed at Repeat Examinations .....	18
Compensation Provision .....	18

Calculation of Grading per Year .....	18
<b>SECTION C - MODULE LIST and CONTACT DETAILS FOR YEAR 2.....</b>	<b>20</b>
<b>SECTION D - MODULE DESCRIPTIONS FOR YEAR 2.....</b>	<b>21</b>
1. Semester One .....	21
2. Semester Two.....	24
<b>SECTION E – STUDENT SUPPORT SERVICES.....</b>	<b>28</b>
What to do if you experience difficulties .....	28
Student Support Services .....	29
Other health and emergency contacts: .....	29
Extenuating Circumstances .....	29
<b>Appendix One: Assignment Cover Sheet .....</b>	<b>30</b>
<b>Appendix Two: Useful Information.....</b>	<b>31</b>

## 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](mailto:helen.casey@universityofgalway.ie) or

Dr. Deirdre Hardiman [deirdre.hardiman@universityofgalway.ie](mailto: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 Second 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 Second-year students are welcome to register for disability support. We recommend you do so as soon as possible. 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 2**

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

*School of Political Science and Sociology*

- Professor Michelle Millar, *Head of School* (Room 326, Áras Moyola)  
[michelle.millar@universityofgalway.ie](mailto:michelle.millar@universityofgalway.ie)
- Dr. Vesna Malesevic, *Deputy Head of School* (Room 324, Áras Moyola)  
[Vesna.Malesevic@universityofgalway.ie](mailto: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](mailto:artsdean@universityofgalway.ie)
- Rosemary Crosse, *Student Support Officer* [rosemary.crosse@universityofgalway.ie](mailto:rosemary.crosse@universityofgalway.ie)
- Catherine McCurry, *Student Advisor* - [catherine.mccurry@universityofgalway.ie](mailto: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 8<sup>th</sup> 2025 (TBC) - Nov 28<sup>th</sup> 2025

**Study week:** Dec 1<sup>st</sup> – Dec 5<sup>th</sup> 2025

**Exams:** Dec 8<sup>th</sup> – Dec 19<sup>th</sup> 2025

**Semester Two:** Jan 12<sup>th</sup> 2026– April 2<sup>nd</sup> 2026

**Study week:** April 13<sup>th</sup> – April 17<sup>th</sup> 2026

**Exams:** April 21<sup>st</sup> – May 8<sup>th</sup> 2026

**Autumn** –Repeat Exams August 4<sup>th</sup> – August 14<sup>th</sup> 2026

### 4. Registration

Registration for the programme is online. See link below:

<https://www.universityofgalway.ie/registration/how-to-register/continuingstudents/>

### 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 (2025-2026), particular priority will be given to the monitoring of attendance 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 &amp; 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: < <a href="http://www.jbsge.vu.edu.au/issues/vol06no3/Segon_&amp;_Booth.pdf">http://www.jbsge.vu.edu.au/issues/vol06no3/Segon_&amp;_Booth.pdf</a> >. [Accessed 20 October 2014].
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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](https://libguides.ul.ie/ld.php?content_id=23581826)

### Assignment Cover Sheet and Turnitin

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 you are unable to submit your work on time, you must apply to the Module Coordinator or Seminar Leader for an extension no later than 24 hours in advance of an assessment deadline. If granted, the maximum extension will be no more than one week (7 calendar days). This requirement applies to all students, including those with a LENS (Learning Educational Needs Summary) report. If you have extenuating circumstances where more than 7 calendar days are required, the authorisation process depends on the weighting of the piece of assessment:

- Where the module assignments of course work constitutes less than 30% of the overall mark, this will be considered by the Module Coordinator or Seminar Leader in line with the **Extenuating Circumstances policy**.
- Where the module assignments and coursework constitutes over 30% of the overall mark, you must apply 7 days in advance of the assessment deadline directly to the College of Arts, Social Sciences, and Celtic Studies following the **Extenuating**

**Circumstances policy** and completing the Extenuating Circumstances form. The extension request must be based upon a medical certificate and/or relevant supporting documentation.

#### Late submission without an extension

If you submit an assignment after the deadline without submitting an extension request, the work will be marked and a penalty will be applied.

- Late submissions will be penalised at a rate of 2 marks per working day off the mark originally awarded. (E.g. if the essay merits a mark of 68, and was submitted one day late, the mark will go down to 66).
- No work is accepted or marked if submitted more than 10 working days after the deadline without an extension.

#### 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 5<sup>th</sup> to August 15<sup>th</sup> 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/](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 (*2<sup>nd</sup> 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 &amp; understanding</i>	<i>Analysis</i>	<i>Reading &amp; 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 - MODULE LIST and CONTACT DETAILS FOR YEAR 2

### Module List

Each student will take 11 modules as part of Year 2 of the BA in Child, Youth and Family: Policy and Practice. In semester one, 4 x 5 ECTS modules and 1 x 10 ECTS. In semester two, 6 modules x 5 ECTS. Information relating to the name of each module, the assessment method, the lecturer and semester in which the module is offered is shown in the Table below.

*Modules for 2<sup>nd</sup> Year BA in Child, Youth and Family: Policy and Practice 2025-2026*

**Refer to course page on Canvas for further detail**

Module	Assessment	Lecturers and Contact Details	Semester
EC267 Economics of Public and Social Policy (5ects)	Examination & Continuous Assessment	Mr. Stephen McNena <a href="mailto:Stephen.mcnena@universityofgalway.ie">Stephen.mcnena@universityofgalway.ie</a>	1
SP2205 Professional Development Skills (10ects)	Continuous Assessment Only	Ms. Anne Loftus <a href="mailto:Anne.loftus@universityofgalway.ie">Anne.loftus@universityofgalway.ie</a> Ms. Janna Lindstrom <a href="mailto:Janna.lindstrom@universityofgalway.ie">Janna.lindstrom@universityofgalway.ie</a>	1
SP235 Social Issues & Policy Responses (5ects)	Examination and Continuous Assessment	Dr Brian McGrath <a href="mailto:brian.mcgrath@universityofgalway.ie">brian.mcgrath@universityofgalway.ie</a>	1
SPSK3101 Politics & Society: Themes & Topics (5ects)	Continuous Assessment Only	Various lecturers	1
SP2116 Sociology of Health (5ects)	Examination and Continuous Assessment	Dr Vesna Malesevic <a href="mailto:vesna.malesevic@universityofgalway.ie">vesna.malesevic@universityofgalway.ie</a>	1
SPL307 Youth Work Principles and Practice (5ects)	Continuous Assessment	Prof. John Canavan & Colleagues <a href="mailto:John.canavan@universityofgalway.ie">John.canavan@universityofgalway.ie</a>	2
SPL306 Child Protection & Welfare (5ects)	Continuous Assessment	TBC	2
SP701 Children & Young People in Families Today (5ects)	Examination and Continuous Assessment	Dr. Carmel Devaney <a href="mailto:carmel.devaney@universityofgalway.ie">carmel.devaney@universityofgalway.ie</a>	2
SP243 Understanding Family and Society (5ects)	Continuous Assessment	Mr. Flannan Spaight <a href="mailto:Flannan.spaight@universityofgalway.ie">Flannan.spaight@universityofgalway.ie</a>	2
SP220 Methods for Social & Political Science Students (5ects)	Examination & Continuous Assessment	Dr. Bernadine Brady <a href="mailto:Bernadine.brady@universityofgalway.ie">Bernadine.brady@universityofgalway.ie</a> Dr. Mike Hynes <a href="mailto:Mike.hynes@universityofgalway.ie">Mike.hynes@universityofgalway.ie</a>	2
EC272 Economics of Family Policy (5 ects)	Examination & Continuous Assessment	Mr. Stephen McNena <a href="mailto:Stephen.mcnena@universityofgalway.ie">Stephen.mcnena@universityofgalway.ie</a>	2

## SECTION D - MODULE DESCRIPTIONS FOR YEAR 2

### 1. Semester One

#### EC267 (Economics of Public and Social Policy)

Mr. Stephen McNena

Over the course of the last century, the economic and social roles of the state have increased dramatically. The state now assumes primary responsibility in many countries for ensuring socially acceptable levels of social welfare, health, social care, and economic wellbeing for individual and families. These welfare-related programmes and policies reflect prevailing beliefs regarding the proper role of the state and market in modern capitalist societies. Not surprisingly, the size and character of the Welfare State shows huge variation, ranging from the individual and market-oriented US to the social and more state centred Scandinavian countries.

The aim of this course is to build on students' knowledge of microeconomic principles and apply and extend that knowledge within the context of an analysis of public policy and the welfare state in Ireland and in Europe.

**Prerequisites:** None

**Teaching and learning methods:** Lectures, group work

**Method of assessment and examination:** Course assessment is by exam, essay and assignments.

**Core Texts:** There is no core textbook for this module. A reading list will be distributed to students at the start of term.

#### SP2205 Professional Development Skills

Anne Loftus/Janna Lindstrom

The professional skills module will focus on gaining an understanding of the skills required in working with young people and their families. This will include an analysis of professionalism in youth work and other care professions. Teaching will specifically focus on interpersonal skills and their use; this will include, communication, use of authority, managing conflict and an introduction to aspects of the counselling process with a specific emphasis on counselling young people and their families. Other topics addressed on the course will include 'use of self' in working with young people, assessment skills, report writing skills, advocacy, workload management skills, and the purpose and effective use of supervision.

**Prerequisites:** None

**Teaching and learning methods:** Lectures, individual and group work

**Method of Assessment and Examination:** 100% continuous assessment.

**Core texts:**

Thompson, N. *People Skills*

Egan, G. *The Skilled Helper: a problem- management approach to helping*

Street, E. *Counselling for Family Problems*

## SP235 Social Issues and Policy Responses

Dr Brian McGrath & Colleagues

The course will provide participants with the opportunity to examine pressing contemporary social issues and how policies have responded to these. This module is structured around four core themes. It begins by examining key concepts which lay a foundation for thinking about social issues in a welfare context (Theme 1). It identifies key sociological and political dimensions of such core concepts as 'need', 'poverty', 'social in/exclusion', 'inequality', among others. It also frames the context of social issues by examining the role of the state, family, market and civil society/community within welfare and policy. Having established an initial conceptual basis, we then explore a selective range of significant contemporary themes and policy issues that focus on the subjects of gender, children and families. The three themes that follow are: gender, equality, rights and policy (Theme 2); child protection, rights and policy (Theme 3); and family, children, social support and policy (Theme 4). The policy responses – Irish and International - to the welfare issues explored reflect distinctive yet similar principles and approaches, which are framed in the context of social work, equality and human rights, family support and community development. Through these themes/cases the module provides a range of perspectives on some of the pressing public issues of welfare and what these mean for the provision of welfare for citizens in contemporary times. The objectives of the course are to afford participants the opportunity to begin to understand different aspects of policy design with the social and political problems they are intended to solve. The course will focus on using critical thinking skills and theoretical knowledge to attempt to make sense of the opportunities and experiences of marginalized groups living in a complex and rapidly changing Ireland.

**Reading:** Core readings for each week will be identified and additional readings will be listed.

**Prerequisites:** None

**Teaching and learning methods:** Series of lectures.

**Methods of assessment and examination:** Two-hour written exam (70%). 30% of marks are awarded for an essay submitted in semester 1 through the small-group seminars as described above. **Languages of instruction:** English

**Core texts:** Assigned readings for each week.

## SPSK3101 Politics and Society: Themes and Topics

School of Political Science and Sociology

This interdisciplinary, largely seminar-based module enables students to engage in-depth with key ideas and themes that shape understanding and experience of social issues and the exercise of power in contemporary societies in a context of globalisation. Using a participatory approach that fosters skills development, students examine some of today's major challenges such as tackling inequalities in wealth and poverty within and between countries; safeguarding human rights, especially of those at risk of marginalisation or discrimination (related to age, disability, gender or ethnicity); preventing and ending violent conflict and building peace; responding to refugee crises; respecting diversity and advancing social inclusion; and protecting the

environment and mitigating climate change. Contemporary challenges to democratic government and the role of the state in meeting the social and economic needs of the people are also examined: for example, the influence of ‘free market’ ideas on social protection and welfare policies; the changing role of the nation-state in international affairs; new forms of populism; the social and political effects of social media; and the ‘democratic deficit’ in international governance (e.g., EU and UN). The module will be delivered mainly in small-group format with group-work activities aimed at building participants’ confidence and teamwork and communication skills, which are also essential workplace skills. In-class activities, grounded in module themes and topics, further build key skills for learning, including information retrieval, critical analysis, and written and spoken presentation skills.

**Small-Group Seminar (SPSK3101)**

**Prerequisites:** None

**Min./max. no. of students:** The class is split into small groups (10 to 18) for seminars

**Seminar Tutor:** Staff Member

**Teaching and learning methods:** Each week various continuous assessment exercises shall be engaged upon and/or readings related to the relevant lecture modules discussed.

**Methods of assessment:** These seminar-based modules are assessed entirely on the basis of attendance /participation and various Continuous Assessment exercises.

**Languages of instruction:** English

**Core texts:** Assigned readings and exercises.

**SP2116 Sociology of Health**

Dr Vesna Malesevic

In this module students will engage in sociological understandings of health and illness with an emphasis on the social/political/economic/cultural factors that affect conceptualisation and lived-out experience of health and illness. The study of health and illness will cover the individual, societal and institutional levels with particular exploration of intersections between health, gender, sexuality, religion and human rights.

***Refer to module page for further details of assessment in this module***

Please note it is your responsibility to make sure that you are properly registered for the modules that you need to take (as listed above for semester one and overleaf 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

### SPL307 Youth Work Principles and Practice

Prof. John Canavan and Colleagues

This module explores the nature of youth work as found in contemporary Ireland today. It provides students with a theoretical basis on which to understand this kind of work while also working with them in a number of practical, facilitation type exercises. On completion of this module, students will have gained the ability to:

- Carry out a needs assessment with their group
- Understand the origin of youth work
- Outline youth work theory, practice and policy
- Develop an outcomes focused programme based on specific need
- Demonstrate how to develop youth work curriculum
- Utilise reflective practice in their work
- Facilitate a group work piece to illicit learning

**Prerequisites:** None

**Teaching and learning methods:** 2 hours per week. The module is designed to be as interactive as possible and focuses on group work exercises as well as individual contributions.

**Method of Assessment and Examination:** The module is assessed by exam and continuous assessment.

**Core Texts:**

Hurley, L. (1992) The History Development of Irish Youth work (1850-1985)

Devlin, M. (2010) Youth Work in Ireland – Some Historical Reflections; Chap 8: Forde, C.,

Kiely E. and Mead, R. (2009) Youth and Community Work in Ireland – Critical Perspectives

Devlin, M. and Gunning, A. (2009) The purpose and outcomes of youth work; Youth Work Act 2001

Forkan, C., Brady, B, Moran, L. and Coen, L (2015) An operational profile and exploration of the perceived benefits of the Youth Café Model in Ireland; European Commission (2014)

Working with young people: The value of Youth Work in the European Union; Bruce, J., et al

(2009) Youth Work that is of value; Tracey, D and Hurley, L.(1993) Models of Youth Work- Sociological Framework. Dublin: Irish Youth Press; DCYA (2010) National Quality Standards

Framework; Schon, D.A. The Reflective Practitioner – How Professionals think in Action.

### SPL306 Child Protection and Welfare

TBC

Since the creation of the Magdalene Laundries and Industrial Schools, many Irish children have faced significant protection and welfare issues. With the introduction of the Child Care Act in 1991, Ireland began to realise the need to protect its children. The function of this module is

to provide students with a comprehensive knowledge of child protection and welfare policies and procedures in Ireland, both historically and in contemporary terms.

**Prerequisites:** None

**Teaching and learning methods:** Lectures (2 hours per week)

**Assessment:** Examination and continuous assessment

**Core texts:** Assigned readings

### **SP701 Children & Young People in Families Today**

Dr. Carmel Devaney

This course is designed to give students an opportunity to explore some of the main issues which arise in relation to childhood, children and family life. The historical view of the triangular relationship between child, family and the state has been one where children were seen as the property of their parents. This notion has shifted, and the contemporary approach is to view the family as a community of individuals possessing specific rights; with children being accepted as rights bearers in themselves.

Students will have an opportunity to deconstruct notions of childhood in society with particular reference to policy developments in the Irish context in particular. Students will explore social issues affecting family life and focus on areas such as childhood, children's rights, child welfare. Current models of responding to the needs and wellbeing of vulnerable children and their families will also be explored and considered. This option will provide participants with the opportunity to critically assess the effects of current policy and legislation relating to children, and family life in Ireland.

**Prerequisites:** None

**Min./max. no. of students:** restrictions apply.

**Teaching and learning methods:** Weekly in-person seminar (first hour: contribution from lecturer; second hour: 20 min. student-presentation and class discussion)

**Assessment:** Continuous assessment (40%) and final essay (2500 words, 60%).

**Language of instruction:** English

**Core texts:** assigned readings.

### **SP243 Understanding Family and Society**

Mr. Flannan Spaight

This module examines families in modern society focussing in particular on the role of family and the interdependence of families and community. It discusses family structures and functions, the socialisation of children and the impact of societal change on families, highlighting the importance of family support.

On successful completion of this module students will be able to:

- State how families can be defined and understood
- Outline key influences on development and change in family life— including economics, culture, values, ideology, and politics.
- Discuss theoretical perspectives on the role and functions of families

- Assess how issues such as gender, work, intimacy and caring impact on and are managed in family life

**Prerequisites:** None

**Teaching and learning methods:** A problem-based learning approach will be used to deliver this module. Students will engage in group work, self-directed study, project work and peer assessment

**Method of Assessment and Examination:** Final examination (60%) and coursework (40%)

**Core texts:**

Allan, Graham and Crow, Graham, 2001. *Families, Households and Society*, Houndmills: Palgrave.

Arensberg, Conrad, M. and Kimball, Solon T., 2001. *Family and Community in Ireland*, 3<sup>rd</sup> Edition (with a new introduction by Anne Byrne, Ricca Edmondson and Tony Varley), Ennis: CLASP Press.

Cheal, David, 2002. *Sociology of Family Life*, Houndmills: PALGRAVE.

Kennedy Finola, 2001. *From Cottage to Crèche: Family Change in Ireland*, Dublin: Institute of Public Administration.

Robertson Elliot, Faith, 1996. *Gender, Family and Society*, Houndmills: PALGRAVE.

White, James M. and Klein, David M., 2002. *Family Theories* (2<sup>nd</sup> Edition), London: SAGE.

## SP220 Research Methods

Dr Mike Hynes, Dr Bernadine Brady

The overall aim of this course is to enable participants to understand what sociological and political data are, how to critically interpret them and how to use them effectively in their own work. The course starts off by discussing what sociological and political research is about. We then demonstrate how to use a selection of qualitative and quantitative research methods. Qualitative methods to be explored include participant observation, interviewing, documentary method and focus groups. Participants will examine issues surrounding the analysis of research and research ethics. The quantitative section of the course will cover the fundamentals of survey research, including issues of operationalisation, questionnaire design, sampling and basic statistical analysis methods. In addition, we will discuss statistical literacy skills that enable citizens to read and understand statistical evidence presented in the media and official publications.

**Learning outcomes:**

After successful completion of the course students will be able to:

Reflect critically on the advantages and drawbacks of different approaches to empirical social science research

Distinguish between key methods of data collection and analysis used by social scientists

Identify key steps in the research process

Appreciate the merits and disadvantages of qualitative, quantitative and mixed-method studies

Understand basic statistical language and concepts

KeyTexts:

Bryman, A. (2012) Social Research Methods, 4th edition. Oxford: Oxford University Press. (300.72 BRY)

Ritchie, J. Lewis, J., McNaughton Nichols, C., Ormston, R. (2014) Qualitative Research Practice: A guide for social science students & researchers. London: SAGE.

**Prerequisites:** None

**Teaching and learning methods/Assessment/Core texts:** *Refer to module page for further details of assessment in this module*

## **EC272 Economics of Family Policy**

Mr Stephen McNena

In this course we will study various economic theories of household behaviour and examine how they can be used to understand economic/social issues around the world. We will consider various theories of family formation and decision making, looking at how households form and how they make fertility, investment (human capital and physical capital), and labour supply decisions. We will use these models to account for trends over time and across countries and groups. Lastly, we will evaluate the effects of various governmental policies that affect fertility and family formation within these frameworks. The aim of this module is to build on students' knowledge of microeconomic principles and apply and extend that knowledge within the context of marriage and families. Students will acquire an understanding of what economics can contribute to understanding and explaining human decisions to work or rear children. Students should also be able to analyse and explain the changing roles of men and women in a changing economy.

**Prerequisites:** None

**Teaching and learning methods:** Lectures, group work

**Method of assessment and examination:** Course assessment is by exam, essay and assignments.

**Core Texts:** Blau, Ferber and Winkler (2010) The Economics of Women, Men and Work  
Considine and Dukelow (2009) Irish Social Policy  
Le Grand, Propper and Smith (eds) (2008) The Economics of Social Problems

## 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 Second Year Coordinator and/or the College office.

If you encounter difficulties with any aspect of a module or with the Second 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](mailto: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 Second 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/studentservices>

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 Experience 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 GAILLIMHÉ  
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>

<b>Emergency phone numbers:</b>
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**Emergencies** (Gardai, Fire Brigade & Ambulance) 999 or 112  
**Campus Emergencies** (24 hours) Ext. 3333 or 091-49**3333**

**University Contacts:**

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