



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Coláiste na nDán, na nEolaíochtaí Sóisialta, agus an Léinn Cheiltigh/
College of Arts, Social Sciences, and Celtic Studies

BA Child, Youth and Family: Policy and Practice (BYF)

(Level 8, 240 ECTS)

2BYF1 Student Handbook
2022-2023

BA in Child, Youth and Family: Policy and Practice

(level 8, 240 ECTS)

Academic Directors: Dr. Helen Casey
Dr. Deirdre Hardiman

Course Validation: University of Galway

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Please Note:

The information given in this handbook is intended as a guide to the students on the programme and as such does not constitute a contract thereof between the University of Galway and a student or any other party or representatives concerning same. Please note that the information provided is provisional and may be subject to change by the University at any time.



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 deá ghúí,

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 means 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 do not 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 Dr. Helen Casey helen.casey@universityofgalway.ie or Dr. Deirdre Hardiman deirdre.hardiman@universityofgalway.ie Programme Directors of the BA (Child, Youth and Family: Policy and Practice). You may also wish to speak with Professor Niamh Reilly, Head of School or our Dean, Prof. 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 – Modules, Programmes, Levels

All courses in the University of Galway are made up of ‘*modules*’. These are usually described by a set of ‘*Learning Outcomes*’ that state what you should be able to do after successfully completing the module and a number of ‘ECTS’ credits. ECTS is an indicator of how big the module is. A module 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 module that is 10 ECTS, unsurprisingly, requires double that effort.

A whole year’s worth of modules should total up to 60 ECTS (30 in each semester). To be awarded the credits for a module you must have successfully completed it in terms of attendance, participation, coursework and examinations. Please ensure to check your module page on blackboard to be fully briefed on what is expected of you per module. Please also ensure to check with your module 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. Blackboard

In this University we use a learning system called *Blackboard*, 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. Blackboard has many additional tools and capabilities as decided by the lecturer or course team. Blackboard is available 24/7 from both on and off campus. Not every lecturer or module will necessarily be using it, but most will and in different ways.

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

How to access Blackboard:

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

3. The Learning Centre - online support and training

All students are also enrolled onto a Blackboard 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.

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 modules 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 NUI 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 module 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 Niamh Reilly, *Head of School* (Room 326, Áras Moyola)
niamh.reilly@universityofgalway.ie
- Dr. Vesna Malesevic, *Deputy Head of School* (Room 324, Áras Moyola)
Vesna.Malesevic@nuigalway.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
- Mary Cairns, Student Advisor - mary.t.cairns@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 Blackboard etc. please contact: <http://www.nuigalway.ie/information-solutions-services/services-for-students/>

3. The Academic Calendar

Semester Dates

Semester One: Sept. 5th – Nov. 25th

Study week: Nov 28th – Dec 2nd 2022

Exams: Dec 5th – Dec 16th 2022

Semester Two: Jan. 9th – March 31st 2023

Study week: April 11th – 14th 2023

Exams: April 17th – May 4th 2023

Autumn –Repeat Exams August 1st -- August 11th

4. Registration

Registration for the programme is online.

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 blackboard (e.g. 1BYF1, 2BYF1, 3BYF1, 4BYF1).

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 module 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 (2022-23), 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 modules also require project work. See Section D for further information and descriptions of each of modules for the year ahead.

8. Deadlines, extensions & deferrals

If for good reason you cannot make a deadline for an assignment, you can seek an extension from your module lecturer/seminar leader. Submitting coursework late without an extension or a deferral, will be subject **to penalty of 2% per overdue day** (Monday – Friday & excluding weekends). Submitting essays or coursework after the agreed deadline, without an extension or a deferral, will be subject to penalty of 2% per day overdue. **After a period of one week after any deadline, in general, no essay will be accepted by a lecturer or the year tutor.** The message is: get your essays in, and note it is much better to get an imperfect essay in, rather than a zero for being an entire week late, while trying to write the perfect paper!

9. Referencing

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. & 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. [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 >. [20 October 2014].

You should familiarise yourself with the University Referencing guide:

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

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

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

10. Academic Integrity

Academic Integrity is of fundamental importance across all programmes within the University of Galway. Details of the University code of conduct regarding Academic Integrity can be found on the following link: <https://www.universityofgalway.ie/centre-excellence-learning-teaching/teachinglearning/academicintegrity/> . It is of utmost importance that you make yourself aware of the expectations of the University regarding Academic Integrity as academic misconduct can lead to Plagiarism, which is a serious offence and will be penalized if detected. Plagiarism is copying someone else's work, whether from a published book, the internet, lecture notes, or another student, and then presenting it as one's own. It also includes paraphrasing text very closely and asking or paying another student or private tutor to write an essay for you.

We require students to confirm that any written work submitted is their own work: see the Assignment Cover Sheet included at the end of this Guide (appendix one). When submitting work via Turnitin on Blackboard, you can 'sign' the Cover Sheet by typing your name in the space provided. We allow students to make up to three 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>

As already noted plagiarism means presenting the words of another writer as if they were your own. It refers to stealing, without acknowledgement, from any other writer, including fellow students. Copying another student's essay is as reprehensible as plagiarising a literary critic. This is a serious matter, and if it is detected in your essay it may result in an automatic failure mark. The way to avoid plagiarism is very simple: always put quotation marks around someone else's words, credit them to their source, and discuss in your view their merits. If you borrow ideas from another writer, say so. In this way you can impress an examiner by showing that you have done some research. You do not always have to appear utterly original!

Some examples of plagiarism:

- Maire and Sean are participating in a study group. The group share ideas, notes and information about their subject. Maire is organising the Arts Ball and falling behind in

her work. Essay deadline approaching fast, she asks Sean for his notes. Demand for tickets to the Ball is huge, so Maire spends the day distributing them around Galway. In order to get the essay in on time, she adopts Sean's notes verbatim (providing two additional sentences of her own) and submits it as her own work. When both students are called in to explain, Maire confesses, and a severe penalty is applied to the work.

- Paddy consults internet sources as part of his research for his seminar essay. Little realising that internet plagiarism detection services exist, and are known to his seminar leader, Paddy decides to submit an internet essay under his own name. Paddy receives a fail.
- Siobhan is consulting a secondary source as part of her research for an essay. She forgets to indicate, as she takes her notes, which sections are taken word-for-word from the book she's consulting. When writing her essay, Siobhan realises her mistake. Luckily, she still has time to return to the library to check the source. She checks her source and acknowledges it in her essay, thus avoiding plagiarism.

Best Practice to Avoid Plagiarism

- When making notes, always use quotation marks to distinguish between your own notes and the words of the writer you are reading. Additionally, always keep a record of the page number, publication details, etc.
- Inform yourself about the submission dates for your written work and leave yourself time to do the work yourself.
- When correctly acknowledging the words of another writer, engage with what that writer is saying or arguing, rather than using them as a substitute for your own argument.
- **ASK YOUR LECTURER FOR ADVICE IF YOU ARE UNCERTAIN ABOUT ANY ASPECT OF REFERENCING OR PLAGIARISM.**

11. Examination Timetable

In terms of how your modules will be assessed, details will be released through course outlines and/or posted on Blackboard. 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.

12. Examinations

As per the Academic Calendar above examinations are held at the end of Semester 1 in December and Semester 2 in April- May. **The Autumn repeat Examinations are usually held in August.** Students who fail Semester 1 module(s) or Semester 2 module(s) will have an opportunity to repeat failed modules in **Autumn**. PLEASE ENSURE that if you need to repeat modules, or you have deferred modules to the Autumn board that you **DO NOT** schedule to travel abroad during the autumn exam board period which is currently set for August 1st to

August 11th 2023 (these dates may be subject to change so it is your responsibility to check, in the event you need to present for autumn exams). The University Policy on Exam Regulations can be accessed here: <https://www.nuigalway.ie/media/registry/exams/AC-STD-21-A3-11.4.pdf>

Deferral

In exceptional circumstances only, and at its discretion, the College of Arts, Social Sciences, and Celtic Studies considers applications for the deferral of examinations, where grounds of ill-health, bereavement or other extraordinary circumstances can be established to the satisfaction of the College. Deferrals may only be granted by the Dean of the College of Arts, Social Sciences, and Celtic Studies or her/his agents, and application is made by completing the appropriate form **in advance** of the relevant examination(s). **Examination of deferred modules is only held in the Autumn examination session.** A student who is granted a deferral for one examination during an exam session (e.g. Semester 1 exams) will have a deferral automatically applied to all remaining examinations in that session – unless the Dean (or nominee) waives the deferral of all subsequent exams. <https://www.universityofgalway.ie/media/registry/exams/QA234---Deferral-of-Examinations---A-guide-for-students.pdf>

Passing

The pass mark on all modules is 40%. Where different components of assessment (course work, laboratory work, 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. Only an overall mark for the module will be returned. Marks will not be returned for components of a module.

Material Assessed at Repeat Examinations

Marks for components of a module (i.e. sub-module 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 Module is 40%. However, a student with marks of less than 40% in one or more modules will be deemed to have passed the Stage provided:

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

The marks at a deferred examination will not normally be capped. However, as a student you should be aware that if you fail an exam or assessment and go on to repeat it, the highest mark you can achieve in that exam or assessment on most programmes is 40%. It is important for

undergraduate students to be aware of this. See further detail in the following link:
<https://www.universityofgalway.ie/exams/results/repeat-capping/>

How to Appeal my Exam Marks?

Students cannot submit an appeal unless they have already EITHER gained informal feedback on their performance from their lecturer or discipline OR received the results of a formal recheck.

Appeals submission Checklist

1. Ensure you have completed the appeals form completely. Forms are available under Examinations on the University of Galway website
2. Ensure you have ticked the appropriate "Ground for Appeal" section
3. Ensure you have included all supporting documentation such as your appeal letter and any supporting documentation e.g. medical evidence
4. Copy of your exam transcript OR a printed copy of your exam results which is available online.
5. Appeal fee

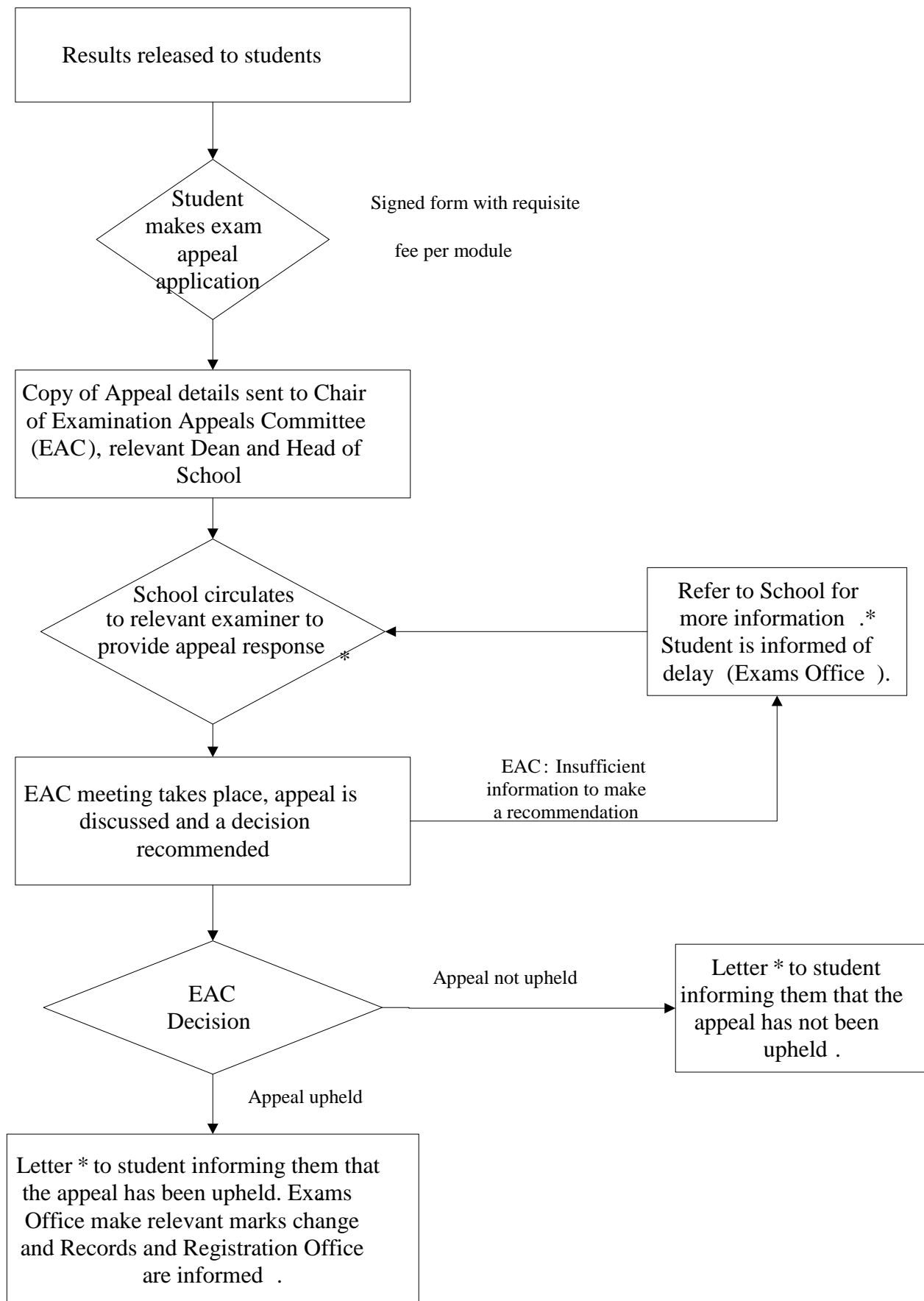
Examination Appeal applications will not be processed if the required documents 1 to 5 above are not included in your application. For further information, please refer to: www.universityofgalway.ie/exams/appeals and please see Figure 1 overleaf.

Please Note:

Students should refer to the Calendar of the College of Arts, Social Sciences, and Celtic Studies for all regulations attaching to the BA degree.

<https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/ba-degrees/denominatedbaprogrammes/>

Figure 1: Exams Appeal Process



* Dean copied on all appeal correspondence

12. 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 module 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 modules. It is important to always refer to the Module Description in the Information tab on your blackboard page and to also refer to the detail within the Assessment Tab as the assessment requirements for each module vary.

13. Calculation of Grading per Year

Your final grade in 1BYF1 is calculated over 12 x 5 credit modules 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 stage 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

14. Preparation for Placement

In September of Year Three, you will begin your work placement and you will have the opportunity to apply your skills and knowledge in a practical context. There are a number of deliverables required of you throughout Year Two to ensure that you succeed in securing a meaningful placement, and in getting the most from the placement experience – specifically:

- Attend workshop “*Introduction to the placement process*”- mandatory (Semester 1)

- Attend “*CV skills*” workshop – mandatory (Semester 1)
- Attend “*Interview skills*” workshop – mandatory (Semester 1)
- Create and submit a CV to your placement officer by agreed deadline (Semester 1)
- Apply for placement opportunities (Semester 2)
- Attend for interview and secure a work placement (Semester 2)
- Attend “*Placement in practice*” workshop prior to entering the workforce (Semester 2)

You will be notified about these workshops and deliverables on blackboard.

Your placement officer when assigned by the Career Development Centre will support you in securing a placement, and will guide you through the process, providing one to one support as needed.

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 - 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 2nd Year BA in Child, Youth and Family: Policy and Practice 2022-23

Refer to module page on blackboard for further detail

Module	Assessment	Lecturers and Contact Details	Semester
EC267 Economics of Public and Social Policy (5ects)	Examination & Continuous Assessment	Mr. Stephen McNena Stephen.mcнена@universityofgalway.ie	1
SP2205 Professional Development Skills (10ects)	Continuous Assessment Only	Ms. Anne Loftus Anne.loftus@universityofgalway.ie Ms. Janna Lindstrom Janna.lindstrom@universityofgalway.ie	1
SP235 Social Issues & Policy Responses (5ects)	Examination and Continuous Assessment	Dr Brian McGrath brian.mcgrath@universityofgalway.ie	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 vesna.malesevic@universityofgalway.ie	1
SPL307 Youth Work Principles and Practice (5ects)	Examination and Continuous Assessment	Prof. John Canavan & Colleagues John.canavan@universityofgalway.ie	2
SPL306 Child Protection & Welfare (5ects)	Examination and Continuous Assessment	Dr. Anne Egan anne.c.egan@universityofgalway.ie	2
SP2108 Child, Youth and Family Service Provision in Ireland (5ects)	Examination and Continuous Assessment	Dr. Danielle Kennan Danielle.kennan@universityofgalway.ie	2
SP243 Understanding Family and Society (5ects)	Examination and Continuous Assessment	Mr. Flannan Spaight Flannan.spaight@universityofgalway.ie	2
SP220 Methods for Social & Political Science Students (5ects)	Continuous Assessment	Dr. Bernadine Brady Bernadine.brady@universityofgalway.ie Dr. Mike Hynes Mike.hynes@universityofgalway.ie	2
EC272 Economics of Family Policy (5 ects)	Examination & Continuous Assessment	Mr. Stephen McNena Stephen.mcнена@universityofgalway.ie	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

Dr. Anne Egan

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

SP2108 Child, Youth and Family Service Provision in Ireland

Dr. Danielle Kennan

The aim of this module is to provide students in pre-placement year, with the knowledge to understand the nature of Child, Youth and Family Service Provision in Ireland. The module will equip students with knowledge of the structures, processes and politics underpinning service provision across community, voluntary and statutory settings. Grounded in the historical development of social services in Ireland, it explores how formal, semi-formal and informal service provision currently operates in Ireland for children, youth and families. It will explore current debates, challenges as well as legislative and policy developments presently influencing service provision in Ireland.

Learning Outcomes

- Describe the major influencing factors that shaped the development of social services in Ireland since Independence
- Discuss the development of the formal, semi-formal and informal services that work with children, young people and families in Ireland
- Critique the inherent strengths and weaknesses of service provision for children, young people and families as provided by the community, voluntary and statutory sectors
- Relate the current policy and legislative developments

Prerequisites: None

Teaching and learning methods: 12 weeks x 2 hours per week

Method of assessment and examination: Examination and continuous assessment

Core Texts: There is no single textbook for this module, as the topics are varied. Some useful books from which the key readings are drawn are as follows.

Dukelow, Fiona., Considine, Mairèad (2017) *Irish Social Policy; A Critical Introduction* (2nd edition). Bristol: Policy Press.

Hayes, Nòirin., O'Toole, Leah., Halpenny, Anne Marie (2017), *Introducing Bronfenbrenner: A Guide for Practitioners in Early Years Education*, Oxon: Routledge. ISBN (978-1-138-18281-3).

Gill., Owen., Gordon Jack, (2007), *The Child and Family in Context*, Dorset: Russell House Publishing Ltd.

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, 3rd 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 (2nd 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 methods 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

1. Student Registry Helpdesk

The Student Registry Helpdesk is a service for Students & Graduates wishing to access the following services in NUI Galway: Admissions, Registration , Exams and Conferring <https://www.universityofgalway.ie/student-registry-helpdesk/our-services/> See listing below of the range of services provided by the Student Registry Helpdesk, but visit the web page for additional detail.

- Replacement ID Cards
- Exam Transcripts
- Course Withdrawal (Permanent withdrawal from your course)
- Leave of Absence (Temporary time away from your course)
- Registration & Statements
- Thesis Submission
- Name & Address Changes
- Order a Prospectus
- Lost & Found
- Validation & Stamping of Forms
- Employment & Verification Enquiries

2. Information and Support Services

As a student of the College of Arts, Social Sciences, and Celtic Studies, you are entitled to the support services and facilities of the University. If you are confused by any aspect of the programme, by the administration or examination requirements, or if you are experiencing personal or other difficulties in your academic programme, you are strongly recommended to seek advice and support. Moreover, the Programme Directors are committed to working with representatives selected by the class and affiliated to the Student Union. Timely support may be the key to your success in the programme and to a level of achievement, which does you justice.

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

<https://www.nuigalway.ie/student-life/student-support>

See detail on some of these services below:

- Disability Support: [Disability Support Service - NUI Galway](#)
- Child Care: [Child Care - NUI Galway](#)
- Student Health Unit 091 492604 [Student Health Unit - NUI Galway](#)
- Career Guidance: [Career Development Centre - NUI Galway](#)

- Student Connect: <https://su.nuigalway.ie/what-is-student-connect>
- Counselling: [Student Counselling Service - NUI Galway](#)
- Active* Consent: [Active* Consent - NUI Galway](#)
- Safe Campus: [Safe Campus - NUI Galway](#)

NUIG 50808

NUIG 50808 is 24/7 free, confidential, anonymous text response service available to any NUI Galway student experiencing a crisis of any kind such as relationships, loneliness, job loss, money, assault, high anxiety or low mood.

By texting NUIG to 50808 you will receive a reply within 5 minutes from a highly trained and motivated volunteer who will provide a warm listening ear and signposting to local supports and services. So if you experience a crisis of any kind at any time of the day or night, there is no need to suffer in silence, immediate support is available by texting NUIG to 50808. Your family and friends can also avail of this service by texting 'Hello' to 50808.

Chaplaincy:

Address: The Chaplaincy Office, 6 Distillery Road

They can be contacted as follows:

- Fr Ben Hughes, Chaplain: ben.hughes@nuigalway.ie T: 087 203 7538
- Jimmy McGovern, Seas Suas Manager: jimmy.mcgovern@nuigalway.ie T: 083 062 6898

Counselling:

For enquiries or to set up an online/phone assessment please email: counselling@nuigalway.ie

NUI Galway Student Services & Students Union:

<http://www.nuigalway.ie/student-life/student-support/> The Students Union web page provides valuable information and guidance for students about a range of issues: <https://su.nuigalway.ie/help-advice/>

The Academic Skills Hub

The Academic Skills Hub aims to support all NUI Galway students to develop the key skills required for academic success. This online resource is packed with tips and information to ensure success in your studies.

Other health and emergency contacts:

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

3. 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.nuigalway.ie/media/registrar/docs/QA209---Extenuating-Circumstances----13-April-2022.pdf>

Appendix One: Assignment Cover Sheet



NUI Galway
OÉ Gaillimh

Assignment Cover Sheet

- Semester 1 or 2 (Please tick)

(BA Youth and Family Studies, Academic Year 2022-23)

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: _____

Module Code (e.g. SP 498): _____

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 plagiarism 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.

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/get-to-around/>
3. Careers Advice and Resources:
<https://nuigalwayie.sharepoint.com/sites/Careers/SitePages/Careers-information-resources.aspx>
4. ALIVE - NUI Galway's Student Volunteering Programme:
<https://www.universityofgalway.ie/community-engagement/studentvolunteeringsymposium/symposiumsupporters/alive/>
5. What NUI Galway Library can offer you
<https://www.youtube.com/watch?v=zQcGjLhzrWI&list=PL9oT8OP695c8PhMVIUIBqWQnBHBrvnTnI&index=3>
6. Podcasts by NUI Galway: <https://soundcloud.com/nuigalway/sets>

General phone numbers:

Emergency Contact Numbers



NUI Galway
OÉ Gaillimh

Emergencies (Gardaí, Fire Brigade & Ambulance) 999 or 112
Campus Emergencies (24 hours) Ext. 3333 or 091 493333

University Contacts

- Security091- 49**3333** (24 hours)
- Buildings Office091- 49**2134**
- Student Medical Centre.....091- 49**2604** (24 hour)
- Safety Office.....091- 49**2678**

University extensions shown in bold.