



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

# School of Social Work and Social Policy

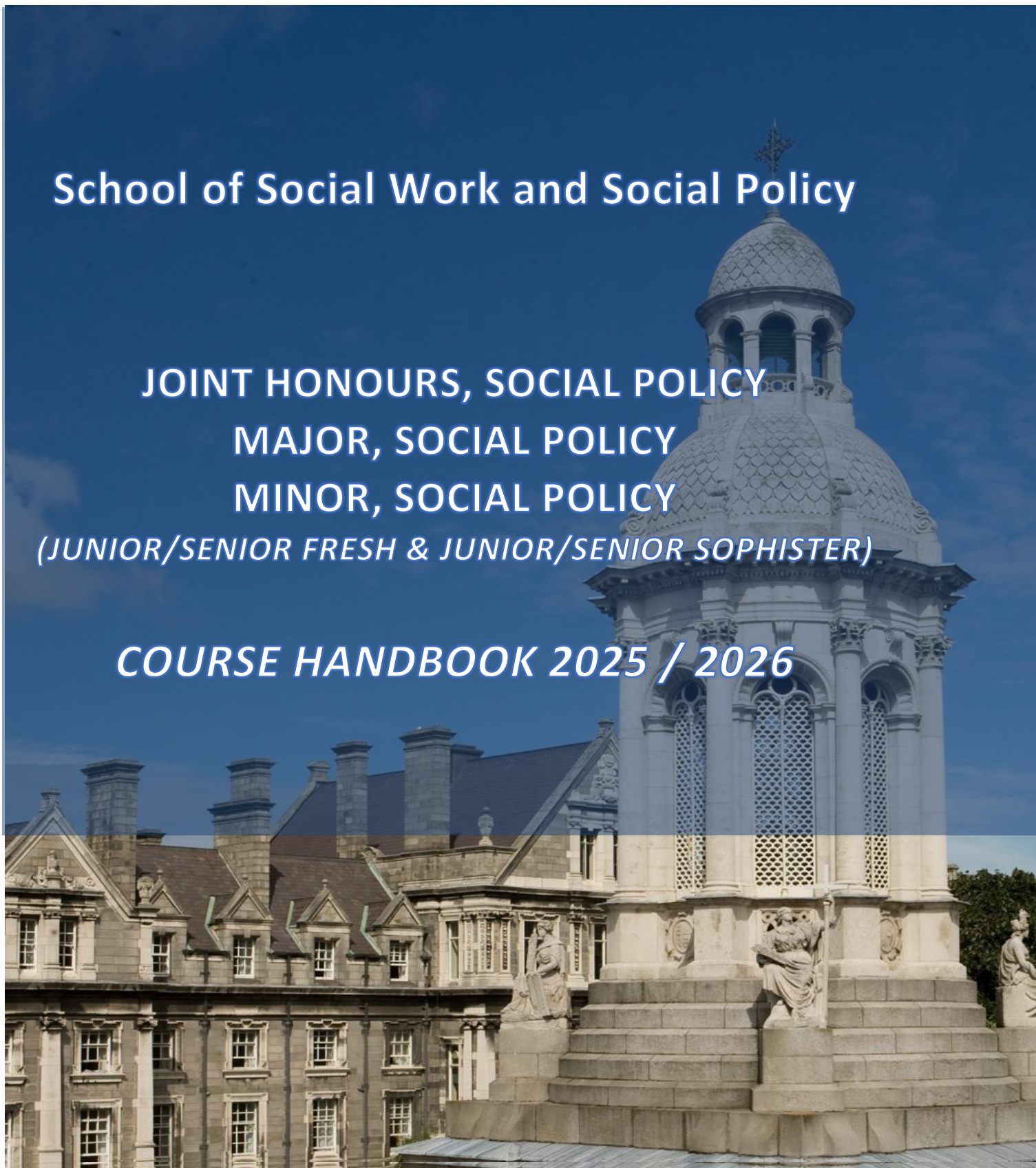
**JOINT HONOURS, SOCIAL POLICY**

**MAJOR, SOCIAL POLICY**

**MINOR, SOCIAL POLICY**

*(JUNIOR/SENIOR FRESH & JUNIOR/SENIOR SOPHISTER)*

***COURSE HANDBOOK 2025 / 2026***



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## Welcome from the Course Director

Dear students,

Welcome to all our new Junior Fresh, (First Year) students and welcome back to all our Senior Fresh, Junior and Senior Sophister students !

Academic Year 2025/26 promises an exciting curriculum of engagement with some of the key global and national social issues of our time. The ever-evolving field of social policy, while rooted in social theory, is fundamentally committed to the betterment of society, the welfare and wellbeing of families, communities and groups. Trinity's School of Social Work and Social Policy emphasizes the application of theory to real-world problems and contexts across all its programmes so that you can appreciate and engage with the different ideologies, values and perspectives that inform social policy and practice in all contexts.

Social policy is an interdisciplinary field that draws insights from a range of disciplines including economics, sociology, psychology, geography, history, law, philosophy, and political science. This is why social policy is called a *field of study* rather than a *discipline*. As a student of social policy, you will engage with knowledge in all these disciplines and acquire the skills you will need to identify, analyse and realise more effective policy responses to real-world challenges, whether you go on to work in government, non-governmental organisations or the private sector.

Our alumni are represented in a wide range of global, regional and national-level organisations committed to the 2030 United Nations Agenda for Sustainable Development which aims to end poverty, protect the planet, and work towards a more equitable world where *no one is left behind*. We hope that as a student of the Trinity Joint Honours Programme in Social Policy you will be inspired to join them!

Wishing you a great year as a Joint Honours student of social policy!



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**Dr Philip Curry**  
**Course Director**



## Welcome from the Course Administrator

Dear students,

Welcome to all our new Junior Fresh, (First Year) students and welcome back to all our Senior Fresh, Junior and Senior Sophister students !

I hope you all had a wonderful Summer and are looking forward to the year ahead.

For those of you who do not know me, my name is Michelle Moore, and I am the Course Administrator for the Social Policy Joint Honours course. I can be contacted by email, [moorem11@gmail.com](mailto:moorem11@gmail.com), or drop into me in the office, room 3063 in the Arts Building. (See contact details below).

I would recommend that you take some time to read through this handbook. There is a lot of information contained within, and it will help you plan for the year(s) ahead. You will find useful contact details, key dates for your diary, information on regulations and information on sources of support.

Please keep an eye out for any emails I send during the year as they will be of relevance to you.

If you are reading this while studying abroad, or are planning on going on an exchange this academic year, I hope you have/are having an amazing time and enjoy the experience, and we look forward to welcoming you back on campus soon.

As always, please, do not hesitate to contact me if you have any queries, questions or concerns.

Good luck with the year ahead.

*Michelle*



## Welcome to International Students

We are delighted to welcome International Students to the School of Social Work and Social Policy at Trinity College Dublin, the University of Dublin. As Ireland's leading university, ranked 81<sup>st</sup> in the world (QS World University Rankings 2024) and 31<sup>st</sup> most International University in the World (Times Higher Education World University Ranking, 2024), we at Trinity pride ourselves on being a global research-led university with a diverse and vibrant university community. Trinity's Global Office provides a [Welcome Guide](#) for all international students that includes useful information on visas, immigration, finance and accommodation. The Trinity Global Experience team invite you to email any questions you have to the Global Room team at [TCDGlobal@tcd.ie](mailto:TCDGlobal@tcd.ie) or please visit the Global Room's [Facebook](#) and [Instagram pages](#).

[Dr. Simone McCaughren](#) is the Director for Global Engagement and [Ms Erin Paullin](#) is the Global Officer in the School of Social Work and Social Policy and we are available to answer any queries you may have as you adapt to a new home and learning environment.

We recommend that you avail of the following international services on campus:

1. [The Global Room](#), is a welcoming student support hub and event space on campus for all Trinity students. We encourage you to visit the space and engage with the lively community there. The Global Room is supported by a team of [Global Ambassadors](#), who are Trinity students that provide international students with a range of practical supports around immigration procedures, student accommodation, or simply to answer your questions about life in Dublin and studying at Trinity.
2. Our Vice President for Global Engagement invites you to view her welcome message to all international students at the links below:

Youtube: <https://www.youtube.com/watch?v=bfyDTM-OadY> Bilibili (China): [www.bilibili.com/video/BV1wq4y187U1](http://www.bilibili.com/video/BV1wq4y187U1)

We wish you an enriching experience as an international student here in the School and look forward to engaging with you during your time with us.



Dr. Simone McCaughren  
Director of Global Engagement  
[smccaugh@tcd.ie](mailto:smccaugh@tcd.ie)



Ms. Erin Paullin  
Global Officer  
[Erin.Paullin@tcd.ie](mailto:Erin.Paullin@tcd.ie)

## A Note on this Handbook

This Social Policy Joint Honours Handbook is a guide to students enrolled in the Social Policy Joint Honours programme. It provides general programme information and a guide to what is expected of you as a student of social policy, and the academic and personal supports that are available to you.

*Note 1: Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and the information contained in this Course Handbook, the provisions notified in the General Regulations will prevail.*

*Note 2: To reach all pages with Hyperlinks please place cursor over wording, hold down the ctrl key and hit enter.*

*Note 3: This handbook has been prepared as per the guidelines outlined in:*

### **Reference / Source**

[Trinity Visual Identity Guidelines](#)

[Accessible Information Policy](#)

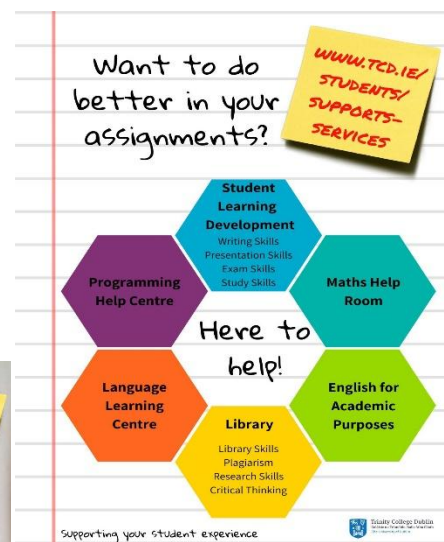
***Other formats of this handbook are available on request.***

***Please contact [moore11@tcd.ie](mailto:moore11@tcd.ie).***

# 1. GENERAL REGULATIONS

## 1.1 Student Services

[Student Services](#) has developed the handbook (embedded below) outlining the support services provided to undergraduate and postgraduate students. The handbook and further information is available from their website and in the [Student Services Handbook](#).



## 1.2 Academic Support

At Trinity we aim to support students to reach their full academic potential.

We offer a range of services including individual appointments, workshops and skills events.

These services are designed to develop your skills and enhance your learning experience while at Trinity. ***Further information on these services can be found at the following links.***

Student Learning Development	<a href="http://student-learning.tcd.ie/">http://student-learning.tcd.ie/</a>
The Library	<a href="http://www.tcd.ie/library/">http://www.tcd.ie/library/</a>
Maths Help Room	<a href="http://maths.tcd.ie/outreach/helproom/">http://maths.tcd.ie/outreach/helproom/</a>
Undergraduate Programming Centre	<a href="https://teaching.scss.tcd.ie/general-information/ugpc/">https://teaching.scss.tcd.ie/general-information/ugpc/</a>
Language Learning Centre	<a href="http://www.tcd.ie/slscs/clcs/lhc/">http://www.tcd.ie/slscs/clcs/lhc/</a>
Centre for English Language Learning and Teaching	<a href="https://www.tcd.ie/slscs/english/">https://www.tcd.ie/slscs/english/</a>
Disability Service	<a href="http://www.tcd.ie/disability/">http://www.tcd.ie/disability/</a>
Careers Service	<a href="http://www.tcd.ie/Careers/">http://www.tcd.ie/Careers/</a>

## 1.3 Health and Wellbeing Support

Trinity offers free, confidential and non-judgmental support to registered students who are experiencing personal and/or academic concerns.

Our team of qualified counsellors, learning development advisors, and peer support specialists are committed to promoting and protecting wellbeing and success throughout Trinity's diverse student body. We strive to help all Trinity students irrespective of age, disability, sexual orientation, socioeconomic background, gender identity and expression, marital or family status, religion, ethnicity, or culture.

***Further information on these services can be found at the following links:***

Student Counselling	<a href="http://www.tcd.ie/Student_Counselling/">http://www.tcd.ie/Student_Counselling/</a>
Health Centre	<a href="http://www.tcd.ie/collegehealth/">http://www.tcd.ie/collegehealth/</a>
Sport	<a href="http://www.tcd.ie/Sport/">http://www.tcd.ie/Sport/</a>
Healthy Trinity	<a href="http://www.tcd.ie/healthytrinity/">http://www.tcd.ie/healthytrinity/</a>
Student2Student	<a href="http://student2student.tcd.ie/">http://student2student.tcd.ie/</a>
Chaplaincy	<a href="http://www.tcd.ie/Chaplaincy/">http://www.tcd.ie/Chaplaincy/</a>

## 1.4 Getting Involved

Trinity College Dublin recently launched ‘Realising Potential: A Strategy for Sport and Physical Activity 2022 – 2026’. The vision ‘sport at the heart of the Trinity experience’ is for everyone, whatever their journey or level of engagement, whether it is for wellbeing, social, skill development, performance or fun. The mission is to ‘inspire, engage and connect people through sport in a suitable, inclusive and supportive environment.’ The strategy aims to encourage the entire college community to get involved and be the best that they can be at a level of their choosing.

***Further information on HOW TO GET INVOLVED can be found at the following links:***

Students’ Union	<a href="http://www.tcdsu.org/">http://www.tcdsu.org/</a>
Clubs	<a href="http://www.tcd.ie/Sport/student-sport/">http://www.tcd.ie/Sport/student-sport/</a>
Societies	<a href="http://trinitysocieties.ie/">http://trinitysocieties.ie/</a>
Volunteering	<a href="http://www.tcd.ie/civicengagement/">http://www.tcd.ie/civicengagement/</a>
Entrepreneurship/Portal	<a href="https://www.tcd.ie/portal/">https://www.tcd.ie/portal/</a>
Global Room	<a href="http://www.tcd.ie/study/international/trinity-life/global-room/">http://www.tcd.ie/study/international/trinity-life/global-room/</a>

Senior Tutor's Office*	<a href="http://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/">http://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/</a>
Students' Union Welfare Loans	<a href="https://www.tcdsu.org/welfare-equality/welfare-resources">https://www.tcdsu.org/welfare-equality/welfare-resources</a>
Bursaries/Prizes (Undergraduate)	<a href="http://www.tcd.ie/calendar/undergraduate-studies/">http://www.tcd.ie/calendar/undergraduate-studies/</a> (Part D: 11 - Prizes and other awards)
Bursaries/Prizes (Postgraduate)	<a href="https://www.tcd.ie/calendar/graduate-studies-higher-degrees/">https://www.tcd.ie/calendar/graduate-studies-higher-degrees/</a> (Section XI: Postgraduate Awards and Travel Funds)
Exhibitions	<a href="http://www.tcd.ie/calendar/undergraduate-studies/">http://www.tcd.ie/calendar/undergraduate-studies/</a> (Part D: 8 - Entrance Awards)
Scholarships	<a href="http://www.tcd.ie/study/undergraduate/scholarships-funding/">http://www.tcd.ie/study/undergraduate/scholarships-funding/</a>

## 1.5 Administrative Support

Your Tutor	<a href="http://www.tcd.ie/seniortutor/">http://www.tcd.ie/seniortutor/</a>
Postgraduate Advisory Service	<a href="http://www.tcd.ie/seniortutor/students/postgraduate">http://www.tcd.ie/seniortutor/students/postgraduate</a>
Academic Registry	<a href="http://www.tcd.ie/academicregistry/">http://www.tcd.ie/academicregistry/</a>

- Remember, you can ask your Tutor for advice and guidance about anything, and they will point you in the right direction

## 1.6 Your Tutor

All registered full-degree undergraduate students are allocated a [Tutor](#) when starting in College. Your Tutor is a member of academic staff who is appointed to look after the general welfare and development of all students in their care.

You should see your Tutor whenever you have a question or are worried or concerned about any aspect of College life or your personal life, if it is affecting your academic work. Everything you say to your Tutor is in strict confidence. Unless you give them permission to do so, they will not give any information to anybody else, whether inside College or outside (not to your parents/family for example). Your Tutor can help you only if they know you are facing difficulties, so if you are worried about anything go and see your Tutor before things get out of hand. Whilst your Tutor may not be able to solve the underlying problem, they can help you find the best way to limit the impact of your situation on your College work. Tutors can help with academic advice, changing course, withdrawing from College, exam regulations, financial assistance and personal advice.

## 1.7 Student 2 Student

From the moment that you arrive in Trinity to the end of your degree, Student 2 Student (S2S) is here to make sure that your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You will meet S2S mentors in Freshers' Week. They will keep in regular touch with you throughout your first year and invite you to events. They will also provide useful information about your course and what to look out for. Mentors are students who have been through the first year and know exactly what it feels like. S2S also offers trained Peer Supporters if you want to talk confidentially to another student, or just to meet a friendly face for coffee and a chat. S2S is supported by the Senior Tutor's Office and the Student Counselling Service. See <http://student2student.tcd.ie> ; email: [student2student@tcd.ie](mailto:student2student@tcd.ie); telephone: (+353) 1 896 2438.



## 1.8 Support Services for Students with Disabilities

Trinity has a well-established support system at School-level to ensure the needs of students with disabilities are addressed. Each school has a nominated staff member who is a key contact within the School for issues relating to disability support, called a Disability Liaison Officer (DLO).

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are implemented in Trinity. Students seeking [Reasonable Accommodation](#) whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal at [my.tcd.ie](#). Applications for reasonable accommodations with the Disability Service can be broken down into 12 easy steps and most of the process takes place online at [my.tcd.ie](#), your student portal, where you can also complete your registration for your chosen course and see your course and exam timetables.

Please note that if you have already applied for reasonable accommodations with the Disability Service in previous academic years there is no need to re-apply but please notify the Disability office by emailing [askds@tcd.ie](mailto:askds@tcd.ie).

After the student has registered online with the Disability Service, they have a needs assessment. Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs.

Following the Needs Assessment, the student's Disability Officer prepares an Individual **Learning Educational Needs Summary (LENS)** detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Further information can be found [HERE](#).

## **1.9 Examination Accommodation Requests and Deadlines**

Students are required to initiate contact with their School/Department and request reasonable accommodations as per their LENS report recommendations at least two weeks prior to the assessment date to ensure that adjustments to assignments or examinations are made in time. For more information on Exam Supports, please click [HERE](#).

## **1.10 Mature Students**

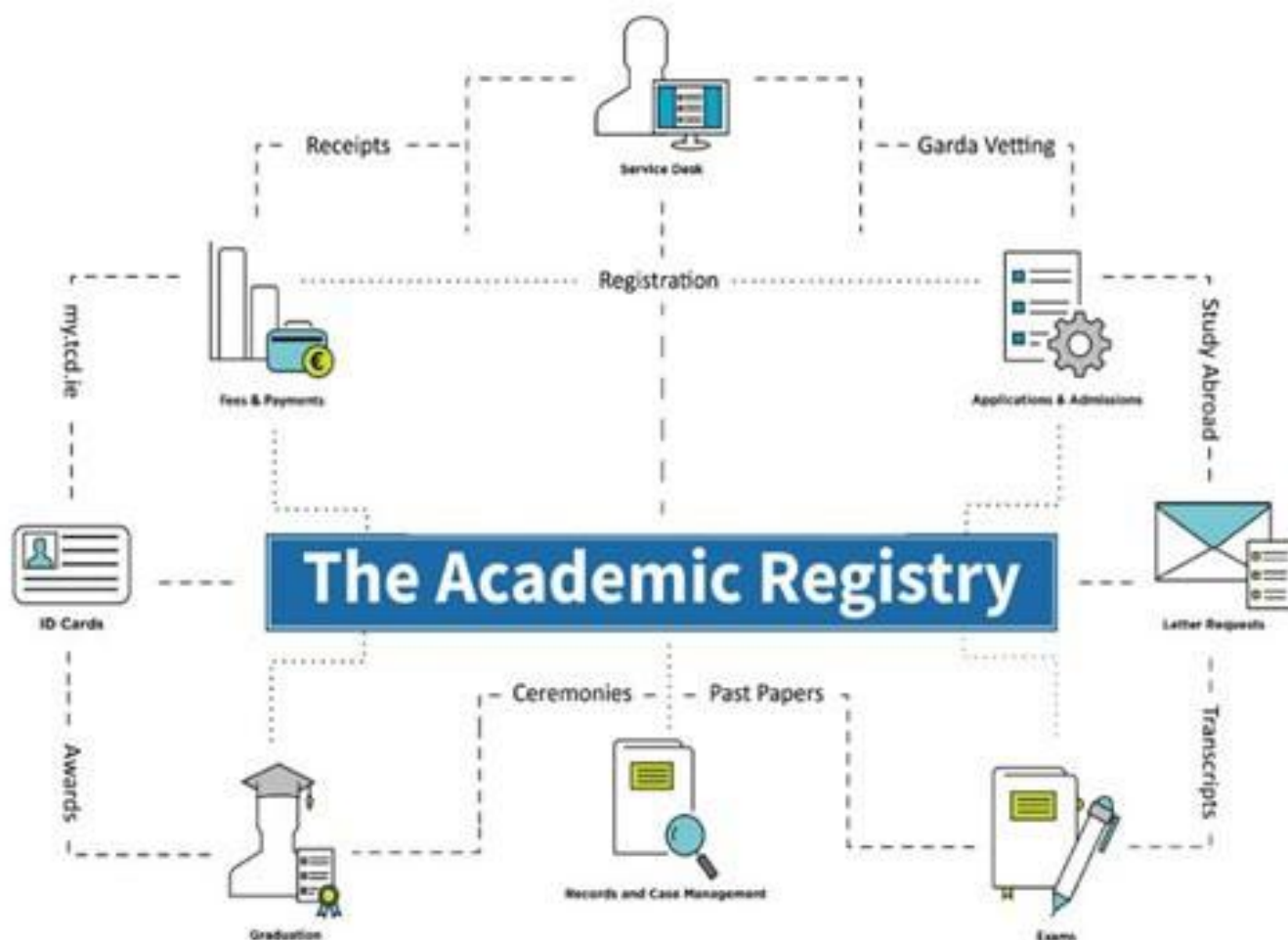
Social policy often attracts mature students with experience of social issues, social problems and an interest in social justice. We are happy to welcome students with diverse life experiences to the programme.

The Mature Student Office in Trinity College is part of the [Trinity Access Programmes](#). They are in Goldsmith Hall, right beside Pearse Street Dart Station. The Mature Student Office provides advice and support to prospective and current undergraduate mature students. They are always interested in meeting prospective students and are happy to provide information to mature student groups in Colleges of Further Education or other organisations.

Further information for mature students on life at Trinity is available at the following link [HERE](#)

## 1.11 The Academic Registry

The Academic Registry is Trinity's central hub for student administrative services. It can be found in the Watts Building, at the [East End of the campus](#).



The Academic Registry supports current and future students and staff with the following key student lifecycle activities:

### **Applications and Admissions**

- Undergraduate and Postgraduate Admissions
- Garda Vetting
- Erasmus
- Study Abroad Applications
- Entrance Exhibition Awards

- Visiting Student Module Enrolment

### **Assessment and Progression**

- Foundation and non-foundation scholarships
- Past examination papers
- Examination venues
- Reassessment
- Invigilation
- Progression support
- Prizes and awards

### **Graduation and Research**

- Research Examination Thesis submission for examination
- Research Examination
- Results Letters
- Approval by Council
- Replacement Parchments
- Degree & Diploma Graduation Schedule (UG & PG)
- Degree & Diploma Graduation Ceremonies
- Degree & Diploma Academic Dress
- Seating and additional requirements

### **Records and Case Management**

- Absence/Deferral from Exams
- Going off-books and re-admission
- Withdrawal
- Repeating a year
- Fitness of Practice

### **Student Finance**

- SUSI/Grants
- Refunds
- Applications Fees (EU/Non-EU)
- Federal Aid
- HEA/Free fees initiative

### **Service Desk**

- Documents and Forms
- ID Cards
- Student advice
- Transcripts
- Thesis submissions
- Registration

### **Communications, Human Resources and Administration**

- Social Media
- Website Editing
- Design

## **1.12 Information On Key Campus Locations**

Our [Searchable Interactive College Map](#) is a great resource for finding your way around the Campus. The website also includes information on college facilities along with directions to Trinity and printable versions of the maps. Each building is detailed with icons indicating various sensory spaces, making the map a personalised guide for individuals with sensory sensitivities and the wider campus community.

## 1.13 Student Representation and Governance

### 1.131 Class Reps

At the start of the academic year, every undergraduate and postgraduate course elects a Class Rep who sits on their Faculty Assembly (STEM/AHSS/HS) and SU Council. This is a position of responsibility, but it's also fun! A Class Rep:

- Is the link between the union's members and its Convenors/Officers.
- Represents students on faculty and departmental committees, which deal with issues such as course changes, college policies, and the election of heads of departments and faculty deans.
- Participates in SU Council meetings and directs Union Forum and full-time Sabbatical Officers in their work.
- Helps individual students in their class, dealing with basic queries and referring students in difficulty to the Education Officer, Welfare & Equality Officer, or college services such as the Senior Tutor.
- Can co-ordinate services such as course hoodies, social events (with the help of the Ents Officer), and whatever else comes up!

### 1.132 School Convenors

Each class sits within [one of Trinity's 24 schools](#), and every school has a TCDSU School Convenor. They make sure that Class Reps in their schoolwork together to fix issues that affect all their courses, e.g. timetabling, assessment protocols. TCDSU School Convenors represent you at School Executive meetings where staff make decisions about how their school runs lectures, assignments, exams, etc. Some schools also run School Committee meetings that Class Reps can attend.

### 1.133 Faculty Convenors

Each School sits within of the [three Trinity Faculties](#):

- AHSS (Arts, Humanities, and Social Science)
- STEM (Science, Technology, Engineering, Maths)
- HS (Health Science)

Every faculty has a Faculty Convenor and a Deputy Convenor who work together to coordinate their faculty's School Convenors and Class Reps. Faculty Assemblies are meetings of the respective Faculty Convenor/Deputy Convenor, School Convenors and Class Reps. They are used to resolve faculty-specific academic issues (placement, labs, fieldwork, etc.) and local issues (broken chairs, crammed classrooms, etc.)

The three TCDSU Faculty Convenors also represent your interests at University Council, which they attend with the TCDSU Education Officer.

Further Information on the TCDSU student representation structures is available at the [TCDSU](#).



## 1.14 Careers Information

As a Trinity College Dublin student, you have access to information, support and guidance from a professional team of expert Careers Consultants throughout your time at Trinity. The support they can offer you includes:

- **Trinity Employability and Employment Guide**

This guide sets out how Trinity supports your development and prepares you for your career ahead. [Please see here for more information.](#)

- **Careers Service Guide**

The definitive guide to career planning for Trinity students. Read it online or download the pdf.

[Read the Careers Service Guide online](#)

[Download the Careers Service Guide \(pdf\)](#)

- **MyCareer online careers portal**

My Career is the online portal which connects you with your Careers Service. Log on and personalise your profile to keep up to date with the latest events and vacancies of interest.

Through MyCareer you can:

- Search and apply for opportunities - vacancies and competitions
- Search for postgraduate courses and funding opportunities
- View and book a place at employer and Careers Service events
- Submit your career queries to the Careers Service team
- Book a Next Step appointment with your Careers Consultant

### **“Next Step” career guidance appointments**

This is a confidential, impartial and non-directive meeting with a qualified careers consultant with responsibility for your course, who will support and guide you in planning the next step in your career.

MyCareer. [Read more about these appointments here.](#)

- **Attend a workshop**

To find out about scheduled class workshops visit the events page on MyCareer

[MyCareer - Events](#)

- **CV and LinkedIn profile clinic**

In these clinics you can **reserve a bookable slot using MyCareer**.

A team of PhD students, who are fully trained CV Reviewers, offer a weekly clinic to review your CV, cover letter or LinkedIn profile. This is a 15-minute meeting with a CV Reviewer who will review *one* document and give you feedback. This service is ideal if you want a quick general review of the layout and content of one of these documents and tips on how to target your CV for specific roles. **Usage is restricted to once a month during busy periods.**

- **Online clinics for students**, are held on **MS Teams**, you **will not** receive a meeting link in advance. Please have MS Teams open with your document ready to share, and we will contact you at the appointment time.

[View session times on MyCareer](#)

- **Practice interviews**

The Careers Service offers students the following options to practice interviews:

[Practice interviews](#)

- **Assessment Centre**

Visit the Pathways tab on MyCareer to start preparing and practising at the [Virtual Assessment Centre](#).

- **Careers Fairs**

Employer Fairs are tailored to specific industries, and you are welcome to attend any fair of interest to you.

- Business, Finance and Consulting Fair
- Law Fair
- Computing and Technology Fair
- Science and Engineering Fair
- Summer Internships Fair

## 2. GENERAL INFORMATION

### 2.1 Emergency Procedure

In the event of an emergency, **dial Security Services on Extension 1999**

Security Services provide a 24-hour service to the College community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone Extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

It is also recommended that students download the [Safe Zone app](#) to access alerts for closures in inclement weather, etc.

### 2.2 Health and Safety Statements

Trinity College Dublin has a duty of care to all staff, students, contractors and visitors under the Safety Health and Welfare at Work Act, 2005 and must comply with its requirements and those detailed in specific regulations enacted under its umbrella. Please click [HERE](#) to view College Safety Statement.

### 2.3 Data Protection

Please note that due to data protection requirements, staff in the School of Social Work and Social Policy cannot discuss individual students with parents/ guardians or other family members without the permission of the student.

Trinity College Dublin considers students, even if they have not yet reached 18 years, to have the maturity to give consent for the use of their data. In normal circumstances, Trinity will not disclose personal data to parents, guardians or other representatives of a student

without the student's consent. Trinity's preference is to receive written consent by way of email from the student if they are happy for their personal data to be disclosed to a third party. In the absence of consent Trinity will not release any personal details including details of a student's registration, attendance, results, fee payments etc.

Trinity College Dublin uses personal data relating to students for a variety of purposes. College is careful to comply within their obligations under data protection laws. You can find further information on how College obtains, use and disclose student data via the following site [Data Protection for Student Data](#)

## **2.4 Explanation of ECTS Weighting**

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. Within Undergraduate courses 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations. Within Postgraduate courses, 1 credit represents 25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

For more information and ECTS documentation, see the [EU Commission website](#).

## **2.5 College Policies and Procedures**

The full listing of College Academic Policies can be found at:

- [All Academic Policies](#)

## **2.6 Student Complaints Procedure**

The purpose of the formal Student Complaints Procedure is to ensure that legitimate student complaints are investigated in a transparent, fair and timely manner with a view to reaching a resolution in a clear, fair and timely manner. The guiding principles are:

- To provide students with a clear framework in which to raise complaints.
- To respect all the individuals involved in a complaint.
- To comply with legal and statutory frameworks.
- To support improvements through regular reporting and review of issues raised.

Further information can be found [HERE](#).

## **2.7 Dignity and Respect Policy**

Trinity College is committed to promoting a positive environment where everyone is treated with dignity and respect, where work and study is free from bullying, or any form of harassment. Everyone within the College community has a responsibility to behave in a respectful way by respecting the dignity of others and participate in creating appositive culture for work and study. Any form of bullying or harassment is unacceptable, any breaches will not be tolerated.

Please click [HERE](#) to view our full Dignity and Respect Policy.

## 2.8 Equality Policy

Trinity College is committed to the promotion of equality for staff, students, and visitors in all aspects of its activity. Trinity continues to develop procedures and practices which do not discriminate against the protected grounds of the [Employment and Equal Status Acts](#), and endeavours to remove any barriers to full participation in Trinity life.

Please click [HERE](#) to view our full Dignity and Respect Policy.

### 3. ACADEMIC WRITING

#### 3.1 The Use and Referencing of Generative AI

*Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and reference GenAI](#). From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.*

#### 3.2 School of Social Work and Social Policy on Generative AI

Generative Artificial Intelligence (GenAI) refers to artificial intelligence systems capable of generating new content, ideas, or data that mimic human-like creativity. It uses deep learning algorithms to produce outputs ranging from text and images to music and code, based on patterns it learns from vast datasets. GenAI uses large language models to analyse and understand the structure of the data it's trained on, enabling the generation of novel content. Examples include ChatGPT, Google Bard, CoPilot, Grammarly and Notion.

The University recognises that GenAI offers new opportunities for teaching, learning, assessment and research. It also recognises that these technologies present challenges and risks, including to academic integrity, ethics, student learning, privacy, impartiality, intellectual property and sustainability.

The purpose of this policy is to outline the core principles of the School of Social Work and Social Policy's approach to student use of GenAI. This policy compliments the College level policy on GenAI while considering the unique needs and demands of our School.



### **Encouraging the development of GenAI literacy**

In line with College policy, the School is committed to supporting the opportunity for students and staff to become GenAI literate and fluent, thereby helping them to navigate and respond to the challenges and risks of GenAI in order to harness the potential of GenAI to enhance teaching, learning, assessment and research – and to be prepared for future challenges as these technologies evolve.

### **Appreciating what GenAI is and is not good for**

Within a research context there are some tasks which GenAI is particularly useful for. For example, generating statistical code or as an aid when brainstorming questions to ask participants in a survey or interview.

GenAI may be useful when undertaking discursive writing such as an essay but only when used with discretion and understood as an assistive tool.

For a research literature review for a Capstone, Masters or PhD dissertation it is advisable to use GenAI sparingly, if at all. It may be useful as a way to check grammar and spelling and may sometimes be used to generate ideas but the deep knowledge of the literature that comes from systematic searching, independent reading and the exertion involved in shaping it into your final review are important parts of the research process and will play an important role in deciding the aims and value of your research.

Using GenAI is not recommended for reflective writing, which is often deeply personal and requires use of self, or for applied case study analysis (both very relevant for our School).

### **Understanding the limitations of GenAI**

A crucial part of GenAI literacy is understanding the risks and limitations of these technologies, particularly when used for academic purposes.

While GenAI tools can generate very eloquent, convincing text, they do not store facts and knowledge, rather they generate outputs based on probabilities. Thus, GenAI is prone to making factual errors (called ‘hallucinations’) which are nonetheless very convincingly

presented. This is where academic/professional judgement and domain expertise are very important. If you are using GenAI, you need to double check the information it is giving you as it will present information which is simply not true. Therefore, it is crucial for any user to fact-check any output from a GenAI tool. Bear in mind that your module coordinator will be a domain expert and hence very likely to spot non-existent or miscited sources.

As well as factual errors users should be aware that GenAI tools can exhibit bias as a result of bias embedded in its training data. GenAI does not engage in systematic and rigorous evaluation of research evidence and should not be used as a substitute.

GenAI has proven to be a very effective tool for exploring information, suggesting activities or plans appropriate to a problem or task, or generating ideas or materials through interactive dialogue.

### **Ensuring that GenAI use does not impede student learning**

Inappropriate use of GenAI can impede student progress in terms of acquiring the Trinity education graduate attributes (independent thinking, effective communication, responsible action, and continuous development) and achieving the learning outcomes of any given module. For their own benefit, it is strongly recommended that students follow the advice of module leads about when to use and not use GenAI tools.

### **Ensuring that GenAI use complies with academic integrity**

Aligned with the [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research \(2024\)](#), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and referencing GenAI](#). From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work (i.e. fails to acknowledge and appropriately cite the use of GenAI), it is considered plagiarism, which is defined as academic misconduct in accordance with College [Academic Integrity Policy](#).

Note any long verbatim quotation (e.g. more than one paragraph), even with citation, may be considered inappropriate or poor practice in student assessment documents and publications.

### **Awareness of ethical issues in the use of GenAI**

The use of GenAI tools can have important ethical implications which users should be aware of.

The training and use of GenAI systems consume significant amounts of energy and resources, leading to sustainability concerns.

Many GenAI tools are trained on vast amounts of data gleaned from a wide variety of sources. However, the training of such tools is not transparent and the exact extent of their training data and sources remains unknown. Some major GenAI providers have been sued for copyright infringement.

Some GenAI tools that have been trained on material on the open web are likely to have ingested protected personal data, copyright-protected content, copyright-infringing content, misinformation, disinformation, hate speech, defamation, and all manner of other unlawful content. Additionally, some GenAI tools harvest information from user prompts including contextual information from users' interaction with GenAI tools, leading to privacy and intellectual property concerns. GenAI tools vary in regard to the extent of these concerns.

### **Avoiding unlawful ways of using GenAI**

Given the nature of the work of the School of Social Work and Social Policy it is very important that all staff and students understand the ways in which GenAI can be used unlawfully. For students this is important both for their time in College and in employment afterwards.

Most GenAI tools harvest inputs and use interactions with users for their systems development. Therefore personal, private or sensitive information about colleagues, students or clients / service users should never be used as part of inputs, prompts, queries, instructions and other interactions when using GenAI tools. Even where sharing such private information is not necessarily unlawful, it is against College regulations.

Student work (submitted assessments and contributions) are considered private information, and are not allowed to be uploaded into a third-party GenAI tool for any reason. Similarly, content which is confidential in Trinity or confidential to your user's studies or work (research, teaching or administrative) or for which you do not own the copyright, or which is not publicly available, should not be used in creating inputs, prompts, queries, instructions, contextual information, and other interactions for GenAI.

### **Using GenAI appropriately on work placement**

Students on placement outside of the university should familiarise themselves with and always adhere to policies on the use of GenAI in their host organisations.

When preparing placement related coursework, students should never, for any reason, input confidential service user information including, names, locations, case notes or any identifying information into any GenAI tool.

### **RESOURCES:**

Trinity's Generative Artificial Intelligence (GenAI) Hub

[https://www.tcd.ie/academicpractice/resources/generative\\_ai/](https://www.tcd.ie/academicpractice/resources/generative_ai/)

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research

<https://www.tcd.ie/academicpractice/assets/pdf/college-statement-on-genai.pdf>

TCD library guide on using GenAI

<https://libguides.tcd.ie/gen-ai>

College statement on academic integrity

<https://www.tcd.ie/about/policies/academic-policies/academic-integrity/>

UNESCO (2023) Guidance for Generative AI in Education and Research.

<https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>

### 3.3 Academic Integrity and Referencing Guide

#### 3.31 Plagiarism

If you copy another student's coursework, engage someone to write your work, quote material from any published or electronic source without acknowledgement, or extensively paraphrase such material without acknowledgement, you have committed plagiarism.

The College's definition of plagiarism and specification of its consequences can be viewed here <https://libguides.tcd.ie/academic-integrity>. These webpages are designed to help you to understand what plagiarism is and to employ the principles of academic integrity so as to avoid plagiarising. They also set out the regulations in Trinity relating to plagiarism offences and how they are dealt with. The College Calendar defines plagiarism, gives examples of the kinds of actions that are deemed to constitute plagiarism, and elaborates on the procedures for dealing with plagiarism cases. It is essential that you read the Calendar entry that is relevant to you as an undergraduate or postgraduate student. You should also look at the **matrix** that explains the different levels of plagiarism and how they are dealt with.

The webpages also contain materials and advice on citation styles <https://libguides.tcd.ie/plagiarism/citation-styles> which are used to reference properly. You should familiarise yourself with the content of these pages. Your course handbook may also contain specific examples of referencing conventions in your discipline.

All students must complete the Ready Steady Write plagiarism tutorial <https://libguides.tcd.ie/plagiarism/ready-steady-write> and sign a declaration when submitting course work, confirming that you understand what plagiarism is and have completed the tutorial. If you read the information on plagiarism, complete the tutorial and still have difficulty understanding what plagiarism is and how to avoid it, please seek advice from your College tutor, your Course Directors or from Student Learning Development.

### 3.32 Plagiarism Declaration

All Social Policy students must complete an Assessment Submission Cover Sheet with every piece of assessment they are submitting for marking. No students' assessments will be graded until an Assessment Submission Cover Sheet is received. This Cover Sheet confirms that the student has read, and understands the College rules and regulations around Plagiarism, Academic Integrity and the College statement on Artificial Intelligence and Generative AI in Teaching and Learning.

Our 2025 / 2026 Cover Sheet can be found [HERE](#).

### 3.33 Academic Misconduct

Academic misconduct includes offences such as plagiarism, collusion, falsification and cheating in any undergraduate or postgraduate assessment or assignment.

In cases of suspected academic misconduct, the module coordinator completes the [Academic Integrity Form](#). The form calculates an **Indicative Score** according to the severity of the suspected offence. The score determines the recommended consequences.

#### 3.331 Determining Levels and Consequences

▼	<b>Level 1</b> Poor Academic Practice/Conduct Indicative Score: (1–200)
▼	<b>Level 2</b> Academic Misconduct (Minor) Indicative Score: (201–350)
▼	<b>Level 3</b> Academic Misconduct (Major) Indicative Score: (351–500)
▼	<b>Level 4</b> Academic Misconduct (Severe) Indicative Score: (501 +)

Level	Points Range	Consequences
Level 1 (poor academic practice/conduct)	1 - 200	<p><b>Mandatory academic integrity training is required</b></p> <p>The outcome is recorded on SITS by the module coordinator to inform any future instances of concern. This record will not appear on the student's transcript.</p> <p>The student is given the option to accept a referencing penalty or correct the work. If they choose to correct the work, all elements identified as poor academic practice must be amended. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work must be reassessed. The mark for the component/ assessment/examination may or may not be reduced as decided by the Director of Teaching and Learning (Undergraduate or Postgraduate).</p>

Level	Points Range	Consequences
Level 2 Academic Misconduct (Minor)	201 - 350	<p><b>Mandatory academic integrity training is required</b></p> <p>The outcome is recorded on SITS by the module coordinator to inform any future instances of concern. This record will not appear on the student's transcript.</p> <p>The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed. In the case of examinations, the work must be reassessed. The component/assessment/ examination mark will be reduced or capped at the pass mark as decided by the Director of Teaching and Learning (Undergraduate or Postgraduate). and might not be confirmed until the reassessment Court of Examiners.</p>



Level	Points Range	Consequences
Level 3 Academic Misconduct (Major)	351 - 500	<p><b>Mandatory academic integrity training is required</b></p> <p>The outcome is recorded on SITS by the module coordinator to inform any future instances of concern.</p> <p>The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners.</p>

Level	Points Range	Consequences
Level 4 Academic Misconduct (Severe)	501 +	<p>Case referred directly to the Junior Dean.</p> <p>Information on the sanctions in cases which are brought before the Junior Dean's Office can be found at <a href="https://www.tcd.ie/Junior_Dean/student-discipline/">https://www.tcd.ie/Junior_Dean/student-discipline/</a>.</p>

Please click here for:

- [Frequently Asked Questions](#) on Academic Integrity.

### **Reference/Source**

[Calendar Part II, B: General Regulations & Information, 'Academic Integrity'](#)

[Statement of Principles on Integrity](#)

[Academic Integrity Policy](#)

[Library Guides - Academic Integrity](#)

### 3.4 Research Ethics

Trinity Colleges vision is to engage in research with the quality, intensity, depth, diversity, and openness that leads to fundamental breakthroughs and new understandings.

The School of Social Work and Social Policy hosts a vibrant and creative research community. Perhaps our most distinctive feature is the close connection to 'real world' issues, as represented by the policy and practice spheres in Irish society.

As a global university Trinity seeks to bring an international perspective to the solving of problems, and this is a hallmark of research within the School where research carried out with colleagues internationally helps illuminate the issues in an Irish context, whilst reciprocally, research carried out in Ireland informs policy and practice in other nations.

The span of research interests reflects both policy and practice dimensions but also captures the trajectory across the life-course, with research into childhood issues, through adulthood, with particular focus here on addiction, disability and mental health, and into older age, with research on grand-parenting completing the circle to childhood research.

#### 3.41 Research Ethics: School of Social Work and Social Policy

The ethical principles for research carried out in the name of Trinity College are:

- Respect for the individual participant or population
- Beneficence and the absence of Maleficence - Research should have the maximum benefit with minimal harm
- Justice - All research subjects should be treated fairly and equally

All individuals involved in research in the School have a role to play in facilitating and making sure that research is conducted ethically and in line with these principles.

Ethical approval from [the Research Ethics Committee](#) is required by all staff, postgraduate and undergraduate students of the School of Social Work and Social Policy before any field work involving human participants can commence.

Primary responsibility for the ethical conduct of research studies rests with the Principal Investigator(s) or Student Supervisor.

#### **Reference/Source**

College Policy on Good Research Practice [HERE](#).

College Ethics Policy [HERE](#).

## **4. GENERAL EXAM RULES AND REGULATIONS**

See College Calendar for more details <https://www.tcd.ie/calendar/undergraduate-studies/>

### **4.1 Fitness to Study**

The University is committed to supporting and responding to student needs, seeking to ensure a positive student experience, and promoting opportunities for students to develop to their full potential. The primary purpose of the Fitness to Study policy is to support students by identifying concerns and putting in place actions and supports, where possible, to help the student continue in College. For further details see [https://www.tcd.ie/dean\\_students/Fitness-to-Study/](https://www.tcd.ie/dean_students/Fitness-to-Study/)

### **4.2 Examination Regulations – General**

This section supplements examination information available in the University calendar <http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>.

In the event of conflict or inconsistency between the General Regulations and information provided in this handbook, the College General Regulations prevail. In addition, specific guidance on individual modules is provided in relevant descriptors. Sitting Examinations/Submitting Assessments. Students are required to take the annual examinations and submit assessments for all modules for which they are registered unless specially exempted by permission from the Senior Lecturer.

### 4.3 Attendance at Classes

Students are required to attend classes in all modules. A student is deemed *non-satisfactory* in a term when more than a third of required work/attendance in that term is missed. Any student who is deemed *non-satisfactory* in each of the two terms may, in accordance with the regulations laid down by the University Council, be refused permission to take examinations and assessments in that year. To be allowed to complete assessment for the year a student must have paid the relevant College annual fees and must be in good standing.

### 4.4 Late Assessment Submission and Absence from Examinations

It is expected that all students submit assessments by the deadline communicated by the module coordinator and attend for all scheduled examinations. Students who consider that illness may prevent them from submitting assessments on time or attending an examination (or any part thereof) should consult their medical adviser. If a certificate is granted, the student is advised to contact their tutor immediately who will advise them on the course of action required. For illness: medical certificates must state that the student is unfit to sit examinations/ complete assessments and specify the date(s) of the illness and the date(s) on which the student is not fit to sit examinations/complete assessments. Medical certificates must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination. Assessment submitted after the deadline will be subject to a penalty.

### 4.5 Examination Timetables

Annual and Supplemental Examination timetables are generated by the Examinations Office, situated within the Academic Registry, and made available to students approximately three weeks before the commencement of examinations. Once available, a personalised examination timetable will be available to students via their student portal [my.tcd.ie](http://my.tcd.ie) under the 'My Exams' option menu. If you do not have access to the [my.tcd.ie](http://my.tcd.ie) student portal,

module timetables are available on the Examinations Office website. Students must ensure that they are available for examinations for the duration of the examination session. The onus lies with each student to establish the dates, times, and venues of examinations. No timetable or reminder will be sent to individual students by any office.

#### **4.6 Examination Venues**

Maps are available advising examination venues and their location within the College. See [www.tcd.ie/maps/](http://www.tcd.ie/maps/)

#### **4.7 Academic Progress**

The Court of Examiners confirm the marks for all students on the programme and award examination grades. It comprises all those teaching on the programme, including staff from outside the immediate Schools/Departments. Student may receive marks for work submitted during the year, all marks are provisional until confirmed by the Court of Examiners. All work is subject to review by an external examiner.

To rise with their class students must pass the relevant assessment. Each successful candidate is, according to merit, awarded one of three grades: first class honors, second class honors (with two divisions, first and second) and pass.

Students who are unsuccessful at the annual assessments are permitted to present themselves at the supplemental assessment. Supplemental assessment will normally be granted only to students who are considered to have made a serious attempt at the annual assessment. Students who are permitted to present work at the supplemental assessment should pay close attention to the deadline for submission of work or timing of supplemental examinations. They should contact the School and their tutor before the deadline if there is a problem meeting the supplemental requirements. Where a student has not made this contact before the supplemental Court of Examiners and does not pass, they run the risk of being excluded from the course.

## 4.8 Grading Conventions

The Court of Examiners determines the overall grade awarded to a particular student considering whatever other evidence of an academic nature is deemed appropriate.

### Grading Classifications

Individual assessments are graded using the following classifications.

Most modules will have a pass mark of 40. Below is the key to grades and results:

I = first class, 70% and above

II.1 = second class first division, 60-69%

II.2 = second class second division, 50-59%

III = third class, 40-49%

F1 = fail, 30-39%

F2 = fail, 0-29%

## 4.9 School of Social Work and Social Policy Marking Scale

### First class honors      I   70-100

First class honors in the School of Social Work and Social Policy are divided into grade bands which represent excellent, outstanding, and extraordinary performances.

*A first-class answer demonstrates a comprehensive and accurate answer to the question, which exhibits a detailed knowledge of the relevant material as well as a broad base of knowledge.*

*Theory and evidence will be well integrated, and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.*

## **70-76 EXCELLENT**

First class answers (excellent) demonstrate **a number of** the following criteria:

- comprehensiveness and accuracy.
- clarity of argument and quality of expression.
- excellent structure and organization.
- integration of a range of relevant materials.
- evidence of wide reading.
- critical evaluation.
- lacks errors of any significant kind.
- contains reasoned argument and comes to a logical conclusion.
- Need not demonstrate independence thinking or originality.

## **77-89 OUTSTANDING**

In addition to the above criteria, an outstanding answer will be consistently of a very high standard and will show some evidence of independence of judgement, originality or sound critical thinking.

## **90-100 EXTRAORDINARY**

In addition to the criteria above, an extraordinary answer will exhibit an exceptional level of performance. Answers at this level are of a standard significantly higher than is expected of an undergraduate student. It will show originality and a sophisticated insight into the subject matter.

---

An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability, and contain no major errors of omissions. Not necessarily excellent in any area.

- Upper second-class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:
- accurate and well-informed.
- comprehensive.
- well-organised and structured.
- evidence of reading.
- a sound grasp of basic principles.
- understanding of the relevant details.
- succinct and cogent presentation; and
- evaluation of material although these evaluations may be derivative.

One essential aspect of an upper second-class answer is that it must have completely dealt with the question asked by the examiner. In questions:

all the major issues and most of the minor issues must have been identified.

the application of basic principles must be accurate and comprehensive; and

there should be a conclusion that weighs up the pros and cons of the arguments.

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**Second Class. Second Division      II.2      50-59**

*A substantially correct answer which shows an understanding of the basic principles.*

Lower second-class answers display an acceptable level of competence, as indicated by the following qualities:

- generally accurate.
  - an adequate answer to the question based largely on textbooks and lecture notes.
  - clearly presentation; and
  - no real development of arguments.
- 

**Third Class Honors      III      40-49**

*A basic understanding of the main issues if not necessarily coherently or correctly presented.*

Third class answers demonstrate some knowledge of understanding of the general area, but a third-class answer tends to be weak in the following ways:

- descriptive only.
  - does not answer the question directly.
  - misses key points of information and interpretation.
  - contains serious inaccuracies.
  - sparse coverage of material; and
  - assertions not supported by argument or evidence.
- 

**Fail      F1      30-39**

Answers in the range usually contain some appropriate material (poorly organised) and some evidence that the student has attended lectures and done a bare minimum of reading. The characteristics of a fail grade include:

misunderstanding of basic material.

- failure to answer the question set.
- totally inadequate information; and
- incoherent presentation.

---

**Bad Fail      F2      0-29**

Answers in this range contain virtually no appropriate material and an inadequate understanding of basic concepts.

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**Overall Grade: General**

The following conventions apply to all years.

1. The overall mark (and associated grade) for a year is the weighted average of all module results, using the ECTS credit rating for the weighting of each module.
2. To rise with their year, a student must pass (>40%) all modules worth in total 60 credits or pass by compensation. To pass by compensation a student must have an overall arithmetic mean of 40+ and pass modules totaling 50 credits and get a mark of 35+ (Qualified Pass) in any failed module(s).
3. If a student has achieved both Fail and Qualified Pass marks in the Semester 1 and 2 assessments, they must present in the supplemental session for reassessment in the modules for which they obtained a Qualified Pass or Fail.
4. The marks of the assessments passed in the Semester 1 and 2 examinations are considered together with those obtained in the Supplemental assessments. The standard compensation rules apply to this combined set of results.
5. In the case of students who have been given permission to withdraw from or defer all or part of the annual assessments and to sit a supplemental assessment in that year, the overall result in the Autumn will be graded.
6. In the case of students who are reassessed in Semester 1 or Semester 2, the overall result in the autumn will be graded. Two attempts at the assessment will be recorded on Transcripts of Results.

#### **4.10 Publication of Results**

Publication of results take place on dates as specified and agreed by the Course Committee and are advised by the Course Administrator. Results are published to the Student Portal **my.tcd.ie**.

#### **4.11 Re-checks**

Having received information about their final results at the court of examiners in Trinity term and having discussed these and their performance with the Director of Teaching and Learning (Undergraduate) or the head of discipline and/or the appropriate staff, students may ask that their results be reconsidered if they have reason to believe: (a) that the grade is incorrect because of an error in calculation of results; (b) that the examination paper or other assessment specific to the student's course contained questions on subjects which were not part of the course prescribed for the examination or other assessment; or (c) that bias was shown by an examiner in marking. See section 68 of the calendar for further information <https://www.tcd.ie/calendar/undergraduate-studies/complete-part-II.pdf>

#### **4.12 Appeals**

Students may appeal a decision of the Court of Examiners. Please see section 69 and 70 for further details <https://www.tcd.ie/calendar/undergraduate-studies/complete-part-II.pdf>

#### **4.13 Transcripts**

An academic transcript is a detailed record of your studies at Trinity College Dublin. It confirms your course of study, the period of registration, the modules that have been taken, and the number of credits and grades achieved. When you have graduated, the transcript will also include your degree result.

Current or former Trinity Joint Honours students may require documentation or transcripts

from time to time for the purpose of applications to further education, employment or other reasons.

It is important to note that requests for these documents cannot be made via third parties, such as a parent or prospective employer, without the written consent of the person named on the transcript or documentation.

It is also important to note that there may be a processing timeframe associated with your request and you should plan on making requests a minimum of 2-3 weeks ahead of time.

#### **4.14 Course Expectations**

Reliability, punctuality, participation, peer support and respect for colleagues are not only expectations of employers and colleagues in work settings but are also our expectations of students on this programme. Time management and organisational skills are also important and students are expected to develop and demonstrate these skills throughout their studies. The following are therefore course requirements:

##### **4.141 Attendance**

Attendance at lectures, tutorials and other teaching inputs is a vital component of a holistic approach to education and professional development.

##### **4.142 Participation**

It is well established in educational research that members of a group learn a great deal from their peers. Participation in group discussions, sharing experiences, being proactive and taking responsibility for your own learning will enhance both your own and your class-group's learning. Peer Support and Respect Along with academic staff, every student shares the responsibility to help create a supportive and respectful learning environment. This involves accepting that there will be different learning needs in every group, allowing peers to contribute and treating colleagues and lecturers with respect. Moreover, our student cohort includes students from diverse backgrounds and so in fostering a supportive and

respectful learning environment, use of discriminatory language in the contexts of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, membership of the Travelling Community or socioeconomic status and/or otherwise discriminatory behaviour is deemed as not acceptable.

#### **4.143 Deadlines for Assignments**

Students must observe all published deadline dates, which are final and have the status of examination dates. It is not acceptable to submit course work beyond the deadline without the permission of the examiner and course work submitted beyond the final deadline may be penalised. The examiner in consultation with the Module Lead Coordinator will make the final decision on such sanctions.

All assignments for modules with a prefix of SS must be submitted to Blackboard Ultra as per instructions under the 'submission of Coursework' section below. Non-submission of coursework and absence from examinations Students must complete and submit the assessment components specified for the modules that constitute their programme of study. This includes the submission of continuous assessment and attendance at examinations and other tests. Students who are experiencing difficulties that are affecting their ability to complete their assessment components should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available in Trinity.

Depending on the specific details of a case, options can range from a request for a short extension from a module coordinator to a formal request for a deferral made to the Senior Lecturer. Where the difficulties are serious, a student may need to make a Student Case, through their Tutor, to the Senior Lecturer. During teaching terms, requests for permission to defer to the reassessment period should be made through the Student Cases process. A valid medical certificate should be forwarded to the School within 3 days of the missed exam or assignment deadline.

#### **4.144 Word Count**

Where a maximum and minimum word count is provided students may receive a 5% penalty on the overall assignment mark if their word count is not within this range or the assignment may be returned to the student for a resubmission and capped at a mark of 40%. Requests for extensions where they involve illness extenuating family circumstances and bereavements must come from your College Tutor and must be requested in advance of the deadline.

#### **4.145 Student's Expectations of Staff**

Likewise, the staff of the School have a role to play in maintaining a rewarding and ethical learning and working environment, and should include the following:

- Providing an enriching learning environment which is stimulating, challenging and involves students as active participants in teaching and learning.
- Linking theory / research to real world /practice situations.
- Supporting practice – education links.
- Providing timely, fair, and constructive responses to students' work.
- Rewarding effort and encouraging students to achieve their potential.
- Being accessible to students and responsive to their concerns and feedback.
- Combining support for students in difficulty with fairness to other students.
- Transparency about rules and procedures.
- Returning individual feedback on assessed coursework no later than twenty working days after the assessment submission deadline or agreed extension. In cases where this is not logistically possible, or academically appropriate, the lecturer will inform the class in advance and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay.

#### **4.146 Online Student Code of Conduct**

As a student in Trinity College, you are expected to behave appropriately when communicating and interacting with colleagues and staff. This expectation applies to all

students, including those completing their courses via a blended model. That is, through online and face to face methods. While the standards set out below will not be onerous for most students, those who exhibit inappropriate behaviours when interacting with colleagues and staff are liable to face disciplinary measures. Dignity and Respect Policy- [Dignity and Respect Policy - Dignity, Respect, and Consent Service - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/dignity-respect-policy)

#### **4.147 Netiquette**

Netiquette is a term coined to describe the commonly accepted norms and behaviours used when communicating in online environments. At one level, the same rules of regular communication apply when communicating online. By adopting the same respectful manner that you would expect in all communications, you are unlikely to encounter many issues. That said, it should be recognised that the online environment lacks the face-to-face element of regular discussions and interactions, where people can rely on body language and tone of voice to capture the full meaning. In the online environment, without these visual cues, miscommunications and misunderstandings can occur and some extra care when interacting can be warranted. Netiquette has slowly developed into an informal standard that helps transmit tone and emphasis when online and helps to address many of these communication issues. Keeping the few simple rules of netiquette in mind will help ensure that what you say will be better understood by those listening and reading.

- Typing in 'all caps' (all upper-case letters) denotes anger when communicating online. A message delivered in all caps is likely to be read as if sent in an aggressive tone. When possible, refrain from using all caps, even when emphasising certain words in sentences (italics may be used as an alternative for emphasis).
- Emoticons, also known as emojis, are commonly used in online communication to transmit the tone in which the message was sent. Emoticons/emojis can take the form of a series of characters or be little images of faces which aid in the transmission of the sender's facial expression when communicating. For example: 'I got a great result in my first assignment. Yay! J' 'I am unable to attend this evening

due to work commitments, sorry. :(‘ These can be more useful than it first ensures messages are received in the spirit in which they were sent.

- Be careful when using irony and sarcasm online. This can be easily misinterpreted by those receiving your message. 4. Conduct debates and discussions in a respectful manner. Do not attempt to provoke personal debates and remember that it is better to reply when calm should you ever feel provoked. If you feel angry it is often best to take a moment to think about what you are posting online. Keep all messages on the topic and aim never to get personal. Healthy disagreement can be highly informative and lead to key learning but be constructive in any criticism you give and always aim to be respectful.
  - Other tips for effective online communication Some tips for engaging with other students online to have a healthy and engaging online classroom experience include:
  - Turn on your microphone and camera during online sessions – this helps students to connect, helps the lecturer to get feedback and shape the session accordingly, and will enrich your learning experience.
  - Participate! Interact with other students and do not just ‘lurk’ in the background. This helps create a community of learners and allows you to better get to know your class. This will be especially useful in terms of support as you progress through your course.
  - Thank other students for their comments. Be mindful of the time and effort that has gone into posting comments.
  - Acknowledge other students before disagreeing with them.
  - Help other students. Some students may not have as much experience in communicating online.
  - Comment using your own perspective (i.e. It is my opinion) rather than being dogmatic (‘it is a fact that’).
  - Quote other messages when replying to them. This helps other students follow the thread of conversation.
  - Stay on topic. Do not post irrelevant links, comments, or pictures.



- Read all the comments in the discussion before replying. This helps avoid the same questions or comments being repeated.
- Write full sentences with correct spelling and grammar when communicating with other students and lecturers.
- Remember that online comments will shape how other students and lecturers will perceive you. Think about what you are going to post before submitting.

#### **4.148 Privacy Considerations**

Considerations of privacy are critical when completing your course online. Remember the permanence of online communications. It is for that reason and your own protection that we employ a strict line on privacy and anonymity. It is best practice to anonymise all those who you.

#### **4.149 Trinity College Academic Policies and Procedures**

All Trinity College Academic Policies and Procedures can be found at:

<http://www.tcd.ie/teaching-learning/academic-policies/>

## 5. GENERAL PROGRAMME INFORMATION

### 5.1 Important Contact Details

Head Of School	Email Address	Building / Office	Office Hours
Dr Catherine Conlon	<a href="mailto:conlonce@tcd.ie">conlonce@tcd.ie</a>	3rd Floor Arts Building Office	Please email for appointment.

Course Director	Email Address	Building / Office	Office Hours
Dr Philip Curry	<a href="mailto:pcurry@tcd.ie">pcurry@tcd.ie</a>	3rd Floor Arts Building Office	Please email for appointment.

Director of Undergraduate Teaching and Learning	Email Address	Building / Office	Office Hours
Dr Julie Byrne	<a href="mailto:byrnej18@tcd.ie">byrnej18@tcd.ie</a>	3rd Floor Arts Building Office	Please email for appointment.

Course Administrator	Email Address	Building / Office	Office Hours
Ms Michelle Moore	<a href="mailto:moorem11@tcd.ie">moorem11@tcd.ie</a>	3rd Floor Arts Building Office No 3063	Office: Mon & Thurs 9am – 4pm Online: Tues & Weds 9am - 4pm Friday – Off

### 5.2 Summary of Key Dates for 2025 / 2026

Throughout this handbook important dates will be noted for students. The following is a summary of these key dates for the academic year 2025/2026 for Junior and Senior Fresh Social Policy Joint Honours Students. These dates are subject to change; however, any changes will be communicated to students via course lectures, the course administrator, or the college website. It is important that all students regularly check their @tcd.ie email and Blackboard for any potential updates.

## 5.3 Academic Calendar 2025/2026

(Please note this calendar is subject to change – for the most up to date information please click [HERE](#))

Trinity College Dublin	Academic Year Calendar 2025/26	The University of Dublin		
Academic Calendar Week	Week beginning	2025/26 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	25-Aug-25	Reassessment 2024/25- Semesters 1 & 2		4-Michaelmas Term begins/Semester 1 begins
2	01-Sep-25	Marking/Results		
3	08-Sep-25	Marking/Results and Orientation (PG, Visiting, Erasmus)		
4	15-Sep-25	Teaching and Learning	Orientation (IF UG)	4-Michaelmas teaching term begins
5	22-Sep-25	Teaching and Learning	Teaching and Learning	
6	29-Sep-25	Teaching and Learning	Teaching and Learning	
7	06-Oct-25	Teaching and Learning	Teaching and Learning	
8	13-Oct-25	Teaching and Learning	Teaching and Learning	
9	20-Oct-25	Teaching and Learning	Teaching and Learning	
10	27-Oct-25	Study/Review (Monday, Public Holiday)	Study/Review (Monday, Public Holiday)	
11	03-Nov-25	Teaching and Learning	Teaching and Learning	
12	10-Nov-25	Teaching and Learning	Teaching and Learning	
13	17-Nov-25	Teaching and Learning	Teaching and Learning	
14	24-Nov-25	Teaching and Learning	Teaching and Learning	
15	01-Dec-25	Teaching and Learning	Teaching and Learning	
16	08-Dec-25	Revision / Assessment*	Revision / Assessment*	4-Michaelmas Term ends Sunday 14 December 2025/Semester 1 ends
17	15-Dec-25	Assessment*	Assessment*	
18	22-Dec-25	Assessment* / Christmas	Assessment* / Christmas	
19	29-Dec-25	Christmas Period – College closed 28 December 2025 to 3 January 2026 inclusive	Christmas Period – College closed 28 December 2025 to 3 January 2026 inclusive	
20	05-Jan-26	Foundation Scholarship Examinations	Foundation Scholarship Examinations	
21	12-Jan-26	Marking***	Marking***	4-Hilary Term begins/Semester 2 begins
22	19-Jan-26	Teaching and Learning	Teaching and Learning	4-Hilary teaching term begins
23	26-Jan-26	Teaching and Learning	Teaching and Learning	
24	02-Feb-26	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	09-Feb-26	Teaching and Learning	Teaching and Learning	
26	16-Feb-26	Teaching and Learning	Teaching and Learning	
27	23-Feb-26	Teaching and Learning	Teaching and Learning	
28	02-Mar-26	Study/Review	Study/Review	
29	09-Mar-26	Teaching and Learning	Teaching and Learning	
30	16-Mar-26	Teaching and Learning (Tuesday, Public Holiday)	Teaching and Learning (Tuesday, Public Holiday)	
31	23-Mar-26	Teaching and Learning	Teaching and Learning	
32	30-Mar-26	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	
33	06-Apr-26	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	
34	13-Apr-26	Revision	Revision	4-Hilary Term ends Sunday 11 April 2026
35	20-Apr-26	Trinity Week (Monday, Trinity Monday) / Assessment**	Trinity Week (Monday, Trinity Monday) / Assessment**	4-Trinity Term begins
36	27-Apr-26	Assessment**	Assessment**	
37	04-May-26	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
38	11-May-26	Marking/Results	Marking/Results	
39	18-May-26	Marking/Results	Marking/Results	
40	25-May-26	Research	Research	4-Trinity Term ends Sunday 31 May 2026/Semester 2 ends
41	01-Jun-26	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	08-Jun-26	Research	Research	
43	15-Jun-26	Research	Research	
44	22-Jun-26	Research	Research	
45	29-Jun-26	Research	Research	
46	06-Jul-26	Research	Research	
47	13-Jul-26	Research	Research	
48	20-Jul-26	Research	Research	
49	27-Jul-26	Research	Research	
50	03-Aug-26	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
51	10-Aug-26	Research	Research	
52	17-Aug-26	Research	Research	
53	24-Aug-26	Reassessment 2025/26- Semesters 1 & 2	Reassessment 2025/26- Semesters 1 & 2	
* Semester 1 assessment session: December 21 to 22, 2025 inclusive (No assessment after Dec 22nd)				
** Semester 2 assessment session: April 21 to May 1, 2026 inclusive				
*** Marking of Semester 1 assessments will continue into January and early February. Provisional Semester 1 results will be made available to students during the week commencing February 9, 2026				

## 5.4 Course Governance

The course is governed by the Social Policy Joint Honours Course Committee which is a sub-committee of the School of Social Work and Social Policy. Membership of the Course Committee includes the Course Directors (Chairs), Course Administrator (Secretary), Module Co-Ordinator's from the course, a Student Representative and the Director of Undergraduate Teaching and Learning.

Early in Semester 1 we will be in touch with each year group to invite you to nominate a Student Representative for the year. We greatly appreciate the contribution of our Student Representatives on our Course Committee to allow us to hear students' issues and concerns and how we can respond. (**Ref Section 3.1 above**)

## 5.5 Module Choice Registration

It is the responsibility of each student to ensure that they take sufficient modules, which together accumulate **60 ECTS** during an academic year.

## 5.6 Module Timetables

Timetables are published on student portals <https://my.tcd.ie/> . Once a student is registered, they can view their timetable on their student portal. The onus is on students to check their timetable at regular intervals to identify any changes to venues or lecture times. Pay attention to the *weeks* listed in each timetabled slot and check the first column of the academic year calendar above to find the date for the corresponding calendar week. Some tutorials will happen at two weekly intervals, for example, or may not start until after you have completed one full week of lectures.

## 5.7 My.tcd.ie - Checking Your Personal Student Record

My.tcd.ie allows students to view their own central record containing all relevant information about the programme for which they are registered, including details of assigned tutors. To access the system students' will need their College username and network password. To access my.tcd.ie go to the College local home page <https://www.tcd.ie/local/> and select my.tcd.ie. If the personal student information is incorrect, students should contact the Academic Registry (via email – [academic.registry@tcd.ie](mailto:academic.registry@tcd.ie)) providing a full name and student ID number. If a timetable module is listed incorrectly, students should contact their Course administrator.

## 5.8 Email

All email correspondence from the Course Administrator and Directors will be sent to TCD email addresses only. Students should check their email on a regular basis. When emailing TCD staff, students should always include their TCD Student ID Number.

## 5.9 Blackboard Ultra

Blackboard is the College online learning environment where lecturers will provide access to learning materials, resources, activities and assignments. The use of Blackboard varies from module to module and individual lecturers will explain how they use Blackboard and what tasks students are expected to complete for each module. It is essential that all students familiarize themselves with Blackboard early in their studies and seek advice if experiencing difficulties. To access a module on Blackboard students must be registered to the module. Blackboard can be accessed via <https://tcd.blackboard.com/webapps/login/>

## 5.10 Course Transfer Procedures

Should students wish to consider a transfer out of their current programme and into another course of study, they should consult <https://www.tcd.ie/study/apply/making-an-application/undergraduate/>. Students may apply to transfer through their tutor or directly to the office of the Senior Lecturer for permission to transfer to another course.

## 5.11 Erasmus/Study Abroad Exchanges

Students will have the opportunity to **apply in Senior Fresh Year (second year)** to study abroad as part of their Joint Honours Programme.

Students may be permitted to satisfy the requirements of their year, in whole or in part, by studying abroad under an approved ERASMUS exchange or other exchange programme approved by the Vice-President for Global Engagement with the assessment at the host university counting as part of the student's academic record in college.

The maximum period of study is one academic year, and the minimum period is three months. Arrangements governing specific exchange programmes are made by the relevant School.

If you are thinking about studying abroad in your third year of studies, we recommend that you start **PLANNING NOW!**



## 5.12 Progression – End of Junior Fresh Year, Year 1

### **Note (1) Trinity Electives:**

Trinity Electives are standalone modules that will give you the opportunity to broaden your knowledge beyond your own discipline. As a student, you can choose from a range of exciting modules that allow you to engage with Trinity's ground-breaking research, to experience diverse languages and cultures, and to consider how we can address key societal challenges. Each Trinity Elective has been designed specifically to help you develop the Trinity Graduate Attributes. Find out more at: [www.tcd.ie/trinity-electives](http://www.tcd.ie/trinity-electives)

### **Note (2): Open Modules (OM):**

Open Modules Open Modules are modules that are taught as part of other programmes but are complementary and related to your own programme of study. Choosing Open Modules will allow you to broaden your perspective on your core discipline(s) through exposure to knowledge, skills and ways of thinking associated with related fields. Open Modules will provide you with a wealth of opportunities to enrich the study of your core curriculum and to develop the Trinity Graduate attributes.

## **Junior Fresh - First Year in 2025 / 2026**

### **Preparing for Year 2 2026 / 2027**

In the 1st year of Trinity Joint Honours programmes, students' study two subjects equally at 30 credits (ECTS) each. For the 2nd year of your programme you will select one of three available pathways:

#### **Joint Honours Pathway:**

To continue studying both subjects at 20 credits (ECTS) each and to take up 20 credits (ECTS) of Trinity Electives and Open Modules. This is usually referred to as the SF Joint Honours Pathway and students who choose this pathway will proceed towards obtaining an award in both of their subjects.

### Major with a Minor Pathway:

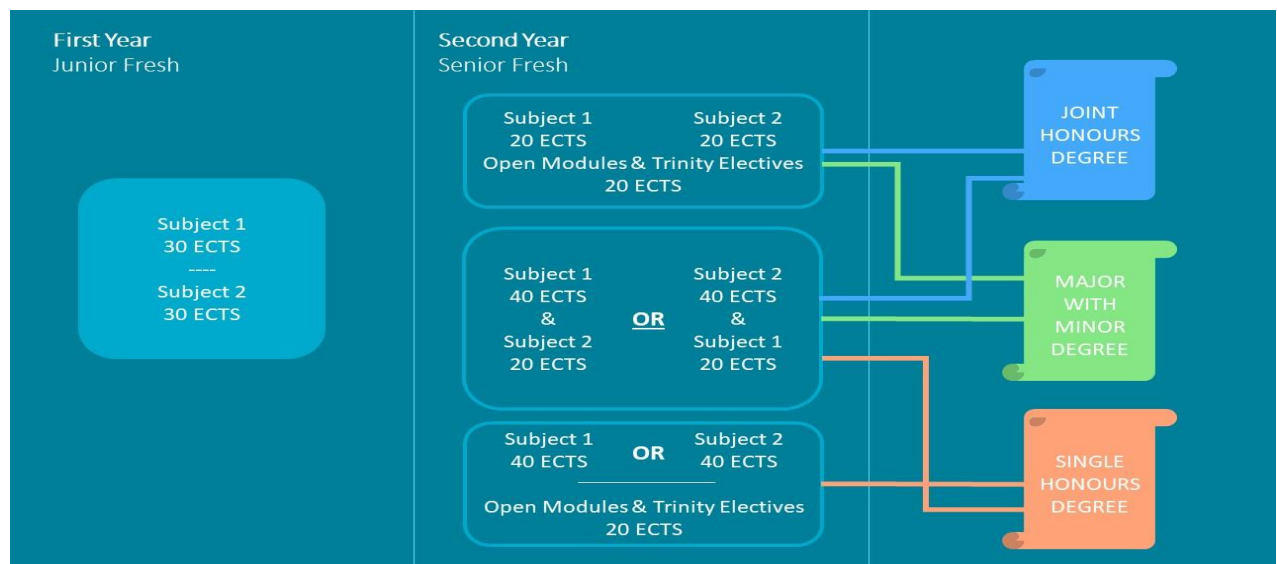
To continue studying both subjects, studying 40 credits (ECTS) in one of the subjects and 20 credits (ECTS) in the second subject. This is usually referred to as the SF Major with Minor Pathway.

### Single Honour Pathway:

To only continue studying one of the subjects undertaken in 1st year and to take up 20 credits (ECTS) of Trinity Electives and Open Modules. This is usually referred to as the SF Single Honours Pathway. *It is not possible to take Social Policy as a Single Honour.*

**It is important to note the following about pathway selection for Year 2:**

- The pathway you choose can impact the award you will be able to graduate with, as per the image below.
- If doing Major/Minor in Year 2 but think you might like to consider a Single Honour in Year 3, you need to be doing 40 credits in your Major Subject in Year 2.





## 5.13 Progression – End of Senior Fresh Year, Year 2

### Senior Fresh - First Year in 2025 / 2026

#### **Preparing for Year 3 2026 / 2027**

As part of registration for your second (SF) year of your Trinity Joint Honours programme, you chose a pathway for your studies and may have also engaged in choosing specific modules to undertake. After you complete and pass your second-year examinations, you will be able to finalise your final degree award pathway **and will follow this pathway for the third and fourth years of your study** - it will not be possible to change your pathway between third and fourth year. Please note that the degree pathway available to you will depend upon the pathway you took in your SF year.

#### **Joint Honours Degree Pathway:**

- This pathway is available to students on the Joint Honours Pathway or the Major with Minor Pathway in SF Year.
- In this pathway you will take 30 ECTS in each of your Joint Honours subjects. Then in Senior Sophister you will take 20 ECTS in each of your Joint Honours subjects and a 20 ECTS capstone project in one of your subjects.
- You should be aware that some subjects have module pre-requisites that you will be required to fulfil to complete a Capstone project in that subject.

#### **Major with Minor Degree Pathways:**

- These pathways are available to students that took the Joint Honours Pathway or the Major with Minor Pathway in SF Year. There are two pathways in the Sophister years to a Major with Minor degree.
- If you choose this pathway, you will need to indicate which subject is your Major subject and which subject is your Minor subject.
- You should be aware that some subjects have module pre-requisites that you will be required to fulfil to complete a Capstone project in that subject.
- Major with Minor Pathway – Continue studying your minor in Year 4 (Option A)
- On this pathway in Year 3 you will undertake 40 ECTS in your Major Subject and 20 ECTS in your Minor subject. Then in Year 4 you will undertake 20 ECTS in each of

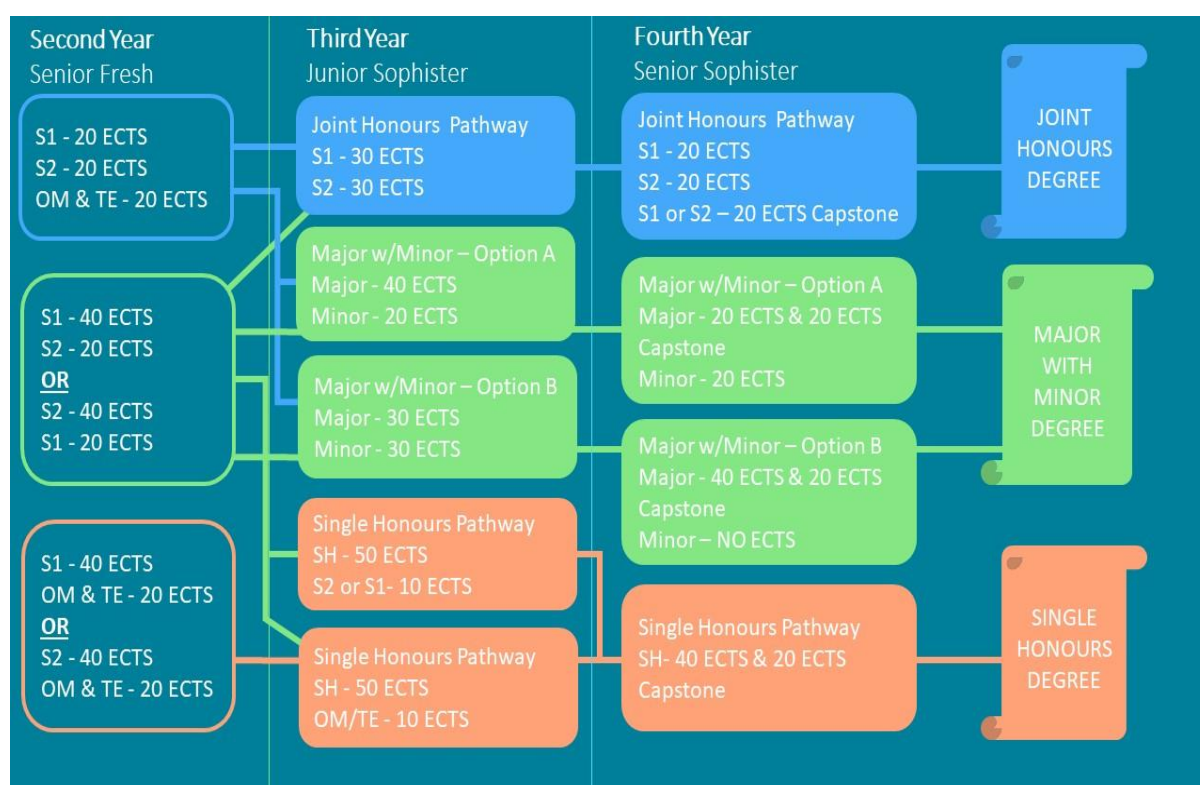
your Major and Minor subject and complete your 20 ECTS Capstone in your Major subject.

- Major with Minor Pathway – Finish studying the Minor in Year 3 (Option B). On this pathway in Year 3 you will study 30 ECTS in both your Major and Minor subject in Year 3. Then in Year 4 you will undertake 40 ECTS in your Major subject and complete your 20 ECTS Capstone in your Major subject.

Please see pathway selection diagram on the next page.

More information can be found at: Pathway Options for Trinity Joint Honours. Rising JS-

Please see most recent slides from the [Information Session February 2024](#)



### 5.14 CAPSTONE Project

The Capstone project in Social Policy provides you with an opportunity to apply the knowledge and skills you have acquired, as a student of social policy, to a piece of original research presented in a written dissertation or thesis.

If you decide to do a CAPSTONE in Social Policy, you will be required to conduct independent policy research and analysis under the guidance of a Supervisor in the School of Social Work and Social Policy.

Pre-requisites and co-requisites for undertaking a CAPSTONE Project in Social Policy are outlined in The School of Social Work and Social Policy CAPSTONE Handbook 2025 / 2026, located [HERE](#).

**Joint Honour, Junior Sophister students 2025 / 2026 will be invited to choose their CAPSTONE subject for Senior Sophister year in January 2026. The due date, and details of the application process will be provided by The Joint Honours Office late in Semester 1 of 2025 / 2026.**

## 5.15 Trinity Foundation Scholarship

Students in 2nd year are provided with the opportunity to put themselves forward for Foundation Scholarship. Foundation Scholarship is a Trinity institution with a long history and significant prestige. Some of our greatest alumni – such as Edmund Burke, Samuel Beckett, and Mary Robinson – were Scholars or 'Schols'. Students in their second year may opt to take Foundation examination.

Senior Fresh students who are considering putting themselves forward for the Trinity Foundation Scholarship should be mindful that the assessment standard is extremely high requiring a considerable degree of additional study and a higher order of critical engagement with social policy concepts and theories than is generally expected of a second-year student of social policy.

Scholarship or 'Schol' exams are typically held in January. Students who achieve an overall first-class honours result (70% or above) in these examinations and meet other specific examination requirements are elected as Scholars on Trinity Monday.

A scholarship is tenured for five years, during which time the Scholar is entitled to free Trinity accommodation, their evening meal free of charge at Commons, a waiver of their tuition fees or student contribution (non-EU students' fees are reduced by the value of EU fees), and a small annual stipend. Scholars are also entitled to use the post-nominal letters "sch." after their name.

Trinity Joint Honours students interested in applying for Foundation Scholarship in the Academic Year 2025/2026 should be aware that students on Trinity Joint Honours programmes will be required to take **4 examinations** and the pathway they have chosen for their studies in SF year will influence the structure of their Foundation Scholarship Examinations.

***Students on the Joint Honours pathway will take two examinations in each of their subjects.***

Students on the ***Major with Minor pathway will choose one of two exam structures*** available as outlined in [Foundation Scholarship 2024-25 - Trinity Joint Honours](#) - Major with Minor Pathways- the examination codes necessary for completing the application form are also [available here..](#)

## 5.151 Prizes and Medals

The College Calendar provides a list of all college-wide **prizes** available to students of Trinity, and the courses, and their students, to which the various prizes apply to [prizes-and-other-awards.pdf \(tcd.ie\)](https://www.tcd.ie/prizes-and-other-awards.pdf)

### Anthony Coughlan Prize

This prize was founded in 1999 by a gift from Anthony Coughlan. It is awarded annually on the recommendation of the court of examiners, to the Senior Sophister student who obtains the highest academic grade or marks in the moderatorship examination in Trinity Joint Honours Sociology & Social Policy, provided sufficient merit is shown. Value €200.

## 5.16 Programme Attributes, Learning Outcomes and Structure

### 5.161 Graduate Attributes

The Trinity Graduate Attributes represent the qualities, skills, and behaviours that you will have the opportunity to develop as a Trinity student over your entire university experience, in other words, not only in the classroom, but also through engagement in co- and extra-curricular activities (such as summer work placements, internships, or volunteering).

***The four Trinity Graduate Attributes are:***

To Think Independently

To Act Responsibly

To Develop Continuously

To Communicate Effectively



### 5.162 Why are the Graduate Attributes important?

The Trinity Graduate Attributes will enhance your personal, professional, and intellectual development. They will also help to prepare you for lifelong learning and for the challenges of living and working in an increasingly complex and changing world.

The Graduate Attributes will enhance your employability. Whilst your degree remains

fundamental, also being able to demonstrate these Graduate Attributes will help you to differentiate yourself as they encapsulate the kinds of transversal skills and abilities, which employers are looking for.

How will I develop these Graduate Attributes?

Many of the Graduate Attributes are 'slow learned', in other words, you will develop them over the four or five years of your programme of study. They are embedded in the curriculum and in assessments, for example, giving presentations and engaging in group work.

You will also develop them through the co-curricular and extra-curricular activities. If you help to run a club or society you will be improving your leadership skills, or if you play a sport, you are building your communication and team-work skills.

### **5.163 Social Policy Joint Honours Programme Learning Outcomes**

On successful completion of the course as a major subject, students should be able to:

<b>LO1.</b> Critically analyse the process of social policy formation through the lens of relevant social science disciplines.
<b>LO2.</b> Apply knowledge in key social policy domains.
<b>LO3.</b> Reflect on and critically appraise major social policy challenges.
<b>LO4.</b> Reflect upon the ethical implications of different social policies and approaches to policy.
<b>LO5.</b> Analyse social policy at national and international levels.
<b>LO6.</b> Conduct independent social research.
<b>LO7.</b> Identify the wide variety of social policy related career paths and the skills required to pursue them.
<b>LO8.</b> Communicate effectively using written, oral, and digital means.
<b>LO9.</b> Appreciate the contribution that different social science disciplines have to offer to the understanding of social policy.
<b>LO10.</b> Investigate the process of policy making beyond the scope of the taught programme.

### 5.164 Feedback and Evaluation

Evaluation of courses and their constituent modules is an important component of College's commitment towards improving the quality of teaching and the support of learning. To this end, all undergraduate modules are evaluated on a yearly basis using an online survey. The survey is anonymous, and the results are used in reviewing and improving aspects of each module and its delivery. We particularly want to hear what students think was good about a module and what needs to be improved.

All results for each survey are collated and made available to the lecturer who taught the module, the Head of School, the School's Director Undergraduate Teaching and Learning and the School Manager. Teaching Assistants receive their feedback through communication with the course lecturer. Student feedback forms an important part of the evaluation and review process.

*Survey's will be sent to all Joint Honours students at the beginning of Week 13 and Week 31. Class Time will be allocated during these weeks to students to complete these surveys. We value all students' opinions, and we encourage you all to use this time and submit your feedback.*

## 6. TEACHING AND LEARNING

### 6.1 Social Policy Teaching Staff 2025/2026

Year 2025 / 2026	Module Code	Module Name / Module Descriptor	Course Lecturers / Biography	Email Address
<b>Semester 1</b>				
Junior Fresh	SSU11051 / SSU11061	<a href="#">Introduction to Social Policy Concepts</a>	<a href="#">Dr Louise Caffrey</a>	<a href="mailto:louise.caffrey@tcd.ie">louise.caffrey@tcd.ie</a>
Junior Fresh	SSU11071	<a href="#">Accessing and Reviewing Literature</a>	<a href="#">Dr Lynne Cahill</a>	<a href="mailto:lycahill@tcd.ie">lycahill@tcd.ie</a>
<b>Semester 2</b>				
Junior Fresh	<a href="#">SSU11012/</a> <a href="#">SSU11022</a>	<a href="#">Poverty, Welfare and Justice</a>	<a href="#">Dr Joe Whelan</a>	<a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a>
Junior Fresh	SSU11092	<a href="#">Critical Analysis and Argument Development</a>	<a href="#">Dr Louise Caffrey</a>	<a href="mailto:louise.caffrey@tcd.ie">louise.caffrey@tcd.ie</a>
<b>Semester 1</b>				
Senior Fresh	SSU22212 / SSU22222	<a href="#">Qualitative Methods for Social Policy</a>	<a href="#">Dr Kasia Wodniak</a>	<a href="mailto:kwodniak@tcd.ie">kwodniak@tcd.ie</a>
Senior Fresh	SSU22161 / SSU22171	<a href="#">Labour Market Activation Policies</a>	<a href="#">Dr Carla Petautschnig Arancibia</a>	<a href="mailto:cpetauts@tcd.ie">cpetauts@tcd.ie</a>
<b>Semester 2</b>				
Senior Fresh	SSU22172 / SSU22182	<a href="#">Policy Issues in Human Services</a>	<a href="#">Dr Julie Byrne</a>	<a href="mailto:byrnej18@tcd.ie">byrnej18@tcd.ie</a>
Senior Fresh	SSU22191 / SSU22291	<a href="#">Social Policy in Action</a>	<a href="#">Dr Catherine Conlon</a> <a href="#">Mike Allen</a> <a href="#">Dr Carla Petautschnig Arancibia</a>	<a href="mailto:conlonce@tcd.ie">conlonce@tcd.ie</a> <a href="mailto:miallen@tcd.ie">miallen@tcd.ie</a>
<b>Semester 1</b>				
Junior Sophister	SSU33011 / SSU33022	<a href="#">Youth and Society</a>	<a href="#">Dr Paula Mayock</a>	<a href="mailto:pmayock@tcd.ie">pmayock@tcd.ie</a>
Junior Sophister	SSU34002 / SSU34012	<a href="#">Ageing and Intergenerational Relations</a>	<a href="#">Dr Catherine Elliott O' Dare</a>	<a href="mailto:elliott@tcd.ie">elliott@tcd.ie</a>
<b>Semester 2</b>				
Junior Sophister	SSU33802 / SSU33702	<a href="#">Global Social Policy</a>	<a href="#">Prof. Nicola Carr</a>	<a href="mailto:ncarr@tcd.ie">ncarr@tcd.ie</a>
Junior Sophister	SSU34052 / SSU34042	<a href="#">Quantitative Methods for Social Policy</a>	<a href="#">Dr Philip Curry</a>	<a href="mailto:pcurry@tcd.ie">pcurry@tcd.ie</a>
<b>Semester 1</b>				
Senior Sophister	SSU44031 / SSU44021	<a href="#">Eco Social Policy</a>	<a href="#">Dr Joe Whelan</a>	<a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a>
Senior Sophister	SSU44162 / SSU44152	<a href="#">Disability and Human Rights Global Perspectives</a>	<a href="#">Ann Swift</a>	<a href="mailto:aswift@tcd.ie">aswift@tcd.ie</a>
<b>Semester 2</b>				
Senior Sophister	SSU44112 / SSU44102	<a href="#">Crime and Justice – Theories, Responses and Contemporary Debates</a>	<a href="#">Prof. Nicola Carr</a>	<a href="mailto:ncarr@tcd.ie">ncarr@tcd.ie</a>
Senior Sophister	SSU44202 /SSU44192	<a href="#">Social Citizenship for the 21st Century</a>	<a href="#">Prof. Virpi Timonen</a>	<a href="mailto:timonenv@tcd.ie">timonenv@tcd.ie</a>



Modules highlighted in Green have weekly tutorials. Students taking these modules will automatically be assigned to a tutorial group. If you are taking these modules but have no tutorial time on your timetable, please contact Michelle Moore, at [moorem11@tcd.ie](mailto:moorem11@tcd.ie), as soon as possible. **NOTE:** Tutorials begin in Week 3 of Term 1.

## 6.2 JUNIOR FRESH, Social Policy, Module Selection

Students take **30 ECTs Credits in Social Policy** and **30 ECTs in their other honour subject**. - 15 ECTs in Michaelmas (Semester 1) per honour subject and 15 ECTs in Hilary (Semester 2) per honour subject.

***Our Social Policy Junior Fresh Modules (Year 1) for 2025 / 2026 are:***

Term	Module Code	Module Name	ECT's
Michaelmas	SSU11051	Introduction to Social Policy Concepts	10
Michaelmas	SSU11071	Accessing and Reviewing Literature	5
Term	Module Code	Module Name	ECT's
Hilary	SSU11022	Poverty, Welfare and Justice	10
Hilary	SSU11092	Critical Analysis & Argument Development	5

### 6.21 Assessment Timetable, JUNIOR FRESH 2025 / 2026

**UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN  
ON OR BEFORE 12 NOON ON THEIR DUE DATE.**

JUNIOR FRESH				
SEMESTER 1, Michaelmas Term 2025 / 2026	MODILE CODE	ECTs	ASSIGNMENT 2025 / 2026	WEEK + DUE DATE
<b>Introduction to Social Policy Concepts</b>	SSU11061	5	Presentation (10 %)	<i>Weeks 6 - 9 and Weeks 11 - 15</i>
			Essay, 1,500 Words (90%)	<i>Week 17. Tuesday 16<sup>th</sup> December at 12 noon</i>
<b>Introduction to Social Policy Concepts</b>	SSU11051	10	Presentation (10 %)	<i>Weeks 6 - 9 and Weeks 11 - 15</i>
			Article Analysis, 1000 Words (30 %)	<i>Week 10. Friday 31<sup>st</sup> October at 3pm</i>
			Essay, 1,800 Words (60%)	<i>Week 17. Tuesday 16<sup>th</sup> December at 12 noon</i>
<b>Accessing and Reviewing Literature</b>	SSU11071	5	Identify a Search Topic (10%)	<i>Week 8. Weds 15.10.25</i>
	SSU11071	5	Develop and Implement a Search Strategy (30%)	<i>Week 11. Weds 05.11.25</i>
	SSU11071	5	Group Presentation on a Social Policy Topic (10%)	<i>Week 14. Weds 26.11.25</i>
	SSU11071	5	Literature Review (50%)	<i>Week 16. Fri 15.12.25</i>

**UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN  
ON OR BEFORE 12 NOON ON THEIR DUE DATE.**

JUNIOR FRESH				
SEMESTER 2, Hilary Term 2025 / 2026	MODULE CODE	ECTs	ASSIGNMENT 2025 / 2026	WEEK + DUE DATE
<i>Poverty, Welfare and Justice</i>	SSU11022	5	1,000 Word Essay (100%)	<b>WEEK 35. Mon 20.04.25</b>
<i>Poverty, Welfare and Justice</i>	SSU11012	10	1,500 Word Essay (100%)	<b>WEEK 35. Mon 20.04.25</b>
<i>Critical Analysis and Argument Development</i>	SSU11092	5	1,500 Word Essay (90%)	<b>WEEK 34, Fri 17.04.25</b>
	SSU11092	5	Written responses to 5 learning tasks (10%)	<b>WEEK 34, Fri 17.04.25</b>

### 6.3 SENIOR FRESH, Social Policy, Module Selection

*Our Social Policy SENIOR FRESH Modules (Year 2) for 2025 / 2026 are:*

Term	Module Code	Module Name	ECT's
Michaelmas / Semester 1	SSU22161	Labour Market Activation Policies	5
Michaelmas / Semester 1	SSU22171	Labour Market Activation Policies	10
Michaelmas / Semester 1	SSU22191	Introduction to Social Policy in Action through Housing and Homelessness	5
Michaelmas / Semester 1	SSU22291	Introduction to Social Policy in Action through Housing and Homelessness	10
Term	Module Code	Module Name	ECT's
Hilary / Semester 2	SSU22172	Policy Issues in Human Services	5
Hilary / Semester 2	SSU22182	Policy Issues in Human Services	10
Hilary / Semester 2	SSU22212	Qualitative Methods for Social Policy	5
Hilary / Semester 2	SSU22222	Qualitative Methods for Social Policy	10

### JOINT HONOURS PATHWAY - SOCIAL POLICY, SENIOR FRESH Module Selection

Students take **20 ECTs Credits in Social Policy** and **20 ECTs in their other honour subject.** –  
AND 20 ECTs in Open Modules. 10 ECTs Michaelmas (Semester 1) per honour subject and 10 ECTs in Hilary (Semester 2) per honour subject.

### SOCIAL POLICY MAJOR SENIOR FRESH Module Selection

Students take all Social Policy modules at 10 ECTs (40 ECTs over the academic year, 20 ECTs per Semester).

### 6.31 Assessment Timetable, SENIOR FRESH 2025 / 2026

**UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN  
ON OR BEFORE 12 NOON ON THEIR DUE DATE.**

SENIOR FRESH				
SEMESTER 1, Michaelmas Term 2025 / 2026	MODULE CODE	ECTs	ASSIGNMENT 2025 / 2026	WEEK + DUE DATE
<i>Introduction to Social Policy in Action through Housing and Homelessness</i>	SSU22191	5	Journal / Discussion Board 800 Words (20%)	<a href="#">WK 11 Fri 07.11.25</a>
			2,500-word End of Term Essay (80%)	<a href="#">WK 15 Fri 05.12.25</a>
<i>Introduction to Social Policy in Action through Housing and Homelessness</i>	SSU22291	10	Group Presentation (20%)	<a href="#">WK 11 &amp; WK 12</a>
			3,500-word End of Term Essay (80%)	<a href="#">WK 15 Fri 05.12.25</a>
<i>Labour Market Activation Policies</i>	SSU22161	5	Case Study Analysis 1,300 Words (30%)	<a href="#">WK 9 Thurs 23.10.25</a>
	SSU22161	5	Essay 2,300 Words (70%)	<a href="#">WK 16. Mon 08.12.25</a>
<i>Labour Market Activation Policies</i>	SSU22171	10	Case Study Analysis 1,500 Words (30%)	<a href="#">WK 9 Thurs 23.10.25</a>
	SSU22171	10	Essay 2,500 Words (70%)	<a href="#">WK 16. Mon 08.12.25</a>

**UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN  
ON OR BEFORE 12 NOON ON THEIR DUE DATE.**

<b>SENIOR FRESH</b>				
<b>SEMESTER 2, Hilary Term 2025 / 2026</b>	<b>MODILE CODE</b>	<b>ECTs</b>	<b>ASSIGNMENT 2025 / 2026</b>	<b>WEEK + DUE DATE</b>
<i><b>Policy Issues in Human Services</b></i>	SSU22172	5	Case Analysis (70%)	<i><b>WEEK 29. Mon 09.03.26</b></i>
			Interactive Presentations Group In Class (30%)	<i><b>Final Slide Upload WEEK. 33. Fri 10.04.26</b></i>
<i><b>Policy Issues in Human Services</b></i>	SSU22182	10	Case Analysis (35%)	<i><b>WEEK 29. Mon 09.03.26</b></i>
			Interactive Presentations Group In Class (15%)	<i><b>Final Slide Upload WEEK. 33. Fri 10.04.26</b></i>
			Journal (50%)	<i><b>WEEK. 35. Thurs 23.04.26</b></i>
<i><b>Qualitative Methods for Social Policy</b></i>	SSU22212	5	Policy process Journal 500-word written assignment (30%)	<i><b>WEEK 26. Thurs 19.02.26</b></i>
			Research exercise - Mock Interview (10%)	<i><b>WEEK 30. Thurs 19.03.26</b></i>
			1500-word written assignment (60%)	<i><b>WEEK 35. Mon 20.04.26</b></i>
<i><b>Qualitative Methods for Social Policy</b></i>	SSU22222	10	Policy process Journal 700-word written assignment (30%)	<i><b>WEEK 26. Thurs 19.02.26</b></i>
			Research exercise - Mock Interview (10%)	<i><b>WEEK 30. Thurs 19.03.26</b></i>
			2000-word written assignment (60%)	<i><b>WEEK 35. Mon 20.04.26</b></i>

## 6.4 JUNIOR SOPHISTER, Social Policy, Module Selection

*Our Social Policy Junior Sophister Modules (Year 3) for 2025 / 2026 are:*

Term	Module Code	Module Name	ECT's
Michaelmas	SSU33011	Youth and Society	5
Michaelmas	SSU33022	Youth and Society	10
Michaelmas	SSU34002	Ageing and Intergenerational Relations	5
Michaelmas	SSU34012	Ageing and Intergenerational Relations	10
Term	Module Code	Module Name	ECT's
Hilary	SSU33802	Global Social Policy	5
Hilary	SSU33702	Global Social Policy	10
Hilary	SSU34052	Quantitative Methods for Social Policy	5
Hilary	SSU34042	Quantitative Methods for Social Policy	10

### JOINT HONOURS PATHWAY - SOCIAL POLICY, JUNIOR SOPHISTER Module Selection

*Students take **30 ECTs Credits in Social Policy** and **30 ECTs in their other honour subject**. - 15 ECTs in Michaelmas (Semester 1) per honour subject and 15 ECTs in Hilary (Semester 2) per honour subject.*

### SOCIAL POLICY MAJOR (OPTION A) JUNIOR SOPHISTER Module Selection

*Students take **40 ECTs Credits in Social Policy** and **20 ECTs in their other honour subject**. – spread evenly across both Semesters.*

### SOCIAL POLICY MAJOR (OPTION B) JUNIOR SOPHISTER Module Selection

*Students take **30 ECTs Credits in Social Policy** and **30 ECTs in their other honour subject**. - 15 ECTs in Michaelmas (Semester 1) per honour subject and 15 ECTs in Hilary (Semester 2) per honour subject.*

## 6.41 Assessment Timetable, JUNIOR SOPHISTER 2025 / 2026

**UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN  
ON OR BEFORE 12 NOON ON THEIR DUE DATE.**

JUNIOR SOPHISTER				
SEMESTER 1, Michaelmas Term 2025 / 2026	MODILE CODE	ECTs	ASSIGNMENT 2025 / 2026	WEEK + DUE DATE
<i>Youth and Society</i>	SSU33011	5	400 Word Written Commentary (20%)	<i>Week 11. Fri 07.11.25 @ 5.00 pm</i>
			End of Term Essay (80%)	<i>Week 17. Mon 15.12.25 @ 5.00 pm</i>
<i>Youth and Society</i>	SSU33022	10	Presentation (30%)	<i>Week 11. Tues 04.11.25 / In-class Presentations</i>
			2,500 Word End of Term Essay (70%)	<i>Week 17. Mon 15.12.25 @ 5.00 pm</i>
<i>Ageing and Intergenerational Relations</i>	SSU34002	5	Blog Post Number 1 (150 Words) (10%)	<i>Week 6. Fri 03.10.25 @ 9.00pm</i>
	SSU34002	5	Blog Post Number 2 (150 Words) (10%)	<i>Week 10. Fri 31.10.25 @ 9.00pm</i>
	SSU34002	5	1,000 – 1,500 Words Policy Analysis Assignment (80%)	<i>Week 17. Weds 17.12.25 @9.00pm</i>
<i>Ageing and Intergenerational Relations</i>	SSU34012	10	Blog Post Number 1 (250 Words) (10%)	<i>Week 6. Fri 03.10.25 @ 9.00pm</i>
	SSU34012	10	Blog Post Number 2 (250 Words) (10%)	<i>Week 10. Fri 31.10.25 @ 9.00pm</i>
	SSU34012	10	2,000 - 2,500 Policy Analysis Assignment (80%)	<i>Week 17. Weds 17.12.25 @9.00pm</i>

**UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN  
ON OR BEFORE 12 NOON ON THEIR DUE DATE.**

JUNIOR SOPHISTER				
SEMESTER 2, Hilary Term 2025 / 2026	MODILE CODE	ECTs	ASSIGNMENT 2025 / 2026	WEEK + DUE DATE
<i>Global Social Policy</i>	SSU33802	5	Group Presentation (30%)	<i>Week 27. Fri 27.02.26</i>
	SSU33802	5	2,000 Word Essay (70%)	<i>Week 35. Mon 20.04.26</i>
<i>Global Social Policy</i>	SSU33702	10	Group Presentation (30%)	<i>Week 27. Fri 27.02.26</i>
	SSU33702	10	3,000 Word Essay (70%)	<i>Week 35. Mon 20.04.26</i>
<i>Quantitative Methods for Social Policy</i>	SSU34052	5	Data source. Locate a dataset and identify appropriate research questions. (20%)	<i>Week 28, Fri 06.03.26</i>
	SSU34052	5	Data Analysis exercise. 1,200-word data analysis of a provided real-world dataset. (80%)	<i>Week 33. Fri 10.04.26</i>
<i>Quantitative Methods for Social Policy</i>	SSU34042	10	Data source. Locate a dataset and identify appropriate research questions. (20%)	<i>Week 28, Fri 06.03.26</i>
	SSU34042	10	Data Analysis exercise. 2,000-word data analysis of a provided real-world dataset. (80%)	<i>Week 33. Fri 10.04.26</i>



## 6.5 SENIOR SOPHISTER, Social Policy, Module Selection

*Our Social Policy Senior Sophister Modules (Year 4) for 2025 / 2026 are:*

Term	Module Code	Module Name	ECT's
Michaelmas	SSU44031	Eco Social Policy	5
Michaelmas	SSU44021	Eco Social Policy	10
Michaelmas	SSU44162	Disability and Human Rights: Global Perspectives	5
Michaelmas	SSU44152	Disability and Human Rights: Global Perspectives	10
Term	Module Code	Module Name	ECT's
Hilary	SSU44112	Crime and Justice – Theories, Responses and Contemporary Debates	5
Hilary	SSU44102	Crime and Justice – Theories, Responses and Contemporary Debates	10
Hilary	SSU44202	Social Citizenship for the 21st Century	5
Hilary	SSU44192	Social Citizenship for the 21st Century	10
Hilary	SSU44000	CAPSTONE DISSERTATION SUBMISSION	20

### JOINT HONOURS PATHWAY - SOCIAL POLICY, SENIOR SOPHISTER Module Selection

*Students take **20 ECTs Credits in Social Policy** and **20 ECTs in their other honour subject**. - 20 ECTs in Michaelmas (Semester 1) per honour subject and 20 ECTs in Hilary (Semester 2) per honour subject and then their CAPSTONE in their chosen honour subject.*

### SOCIAL POLICY MAJOR (OPTION A) SENIOR SOPHISTER Module Selection

*Students take **20 ECTs Credits in Social Policy** and **20 ECTs in their other honour subject**. - 10 ECTs in Michaelmas (Semester 1) per honour subject and 10 ECTs in Hilary (Semester 2) per honour subject, and the student completes their CAPSTONE in Social Policy 20 ECTs*

### SOCIAL POLICY MAJOR (OPTION B) SENIOR SOPHISTER Module Selection

*Students take **40 ECTs Credits in Social Policy** - 20 ECTs in Michaelmas (Semester 1) and 20 ECTs in Hilary (Semester 2) and the student completes their CAPSTONE in Social Policy 20 ECTs*

## 6.51 Assessment Timetable, SENIOR SOPHISTER 2025 / 2026

**UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN  
ON OR BEFORE 12 NOON ON THEIR DUE DATE.**

SENIOR SOPHISTER				
SEMESTER 1, Michaelmas Term 2025 / 2026	MODILE CODE	ECTs	ASSIGNMENT 2025 / 2026	WEEK + DUE DATE
<i>Eco Social Policy</i>	SSU44031	5	Portfolio (Responses 1, 2 and 3) 100%	<b>WEEK 16. Mon 08.12.25</b>
<i>Eco Social Policy</i>	SSU44021	10	Discussion Blog No 1 (10%)	<b>WEEK 7. Subject to Change</b>
			Discussion Blog No 2 (10%)	<b>WEEK 11. Subject to Change</b>
			Portfolio (Responses 1, 2 and 3) 80%	<b>WEEK 16 Mon 08.12.25</b>
<i>Disability and Human Rights: Global Perspectives</i>	SSU44162	5	Individual essay OR individual project – PLAN (20 %)	<b>WEEK 9. Fri 24.10.25</b>
			Individual essay <b>OR</b> individual project – FINAL SUBMISSION (60%)	<b>WEEK 15. Mon 01.12.25</b>
			Group project – presentation and a record of each individual student's contribution to the group (20%)	<b>WEEK 17. Mon 15.12.25</b>
<i>Disability and Human Rights: Global Perspectives</i>	SSU44152	10	Individual essay OR individual project – PLAN (20 %)	<b>WEEK 9. Fri 24.10.25</b>
			Individual essay <b>OR</b> individual project – FINAL SUBMISSION (60%)	<b>WEEK 15. Mon 01.12.25</b>
			Group project – presentation and a record of each individual student's contribution to the group (20%)	<b>WEEK 17. Mon 15.12.25</b>

**UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN  
ON OR BEFORE 12 NOON ON THEIR DUE DATE.**

<b>SENIOR SOPHISTER</b>				
SEMESTER 2, Hilary Term 2025 / 2026	MODULE CODE	ECTs	ASSIGNMENT 2025 / 2026	WEEK + DUE DATE
<b><i>Crime and Justice – Theories, Responses and Contemporary Debates</i></b>	SSU44112	5	Discussion Blog No 1 (20%)	<b><i>Week 26. Fri 20.02.26</i></b>
			End of Term Essay – 2,000 Words (80%)	<b><i>Week 35. Mon 20.04.26</i></b>
<b><i>Crime and Justice – Theories, Responses and Contemporary Debates</i></b>	SSU44102	10	Discussion Blog No 1 (20%)	<b><i>Week 26. Fri 20.02.26</i></b>
			End of Term Essay – 3,000 Words (80%)	<b><i>Week 35. Mon 20.04.26</i></b>
<b><i>Social Citizenship for the 21st Century</i></b>	SSU44202	5	<b>Journal entry 1,</b> 1,250 - 1,500-word entry on chosen topic area (50% )	<b><i>WEEK 27 Wed 25.02.26</i></b>
	SSU44202	5	<b>Journal entry 2,</b> 1,250 - 1,500-word entry on chosen topic area (50%)	<b><i>WEEK 35 Wed 22.04.26</i></b>
<b><i>Social Citizenship for the 21st Century</i></b>	SSU44192	10	<b>Journal entry 1,</b> 1000 - 1,500-word entry on chosen topic area	<b><i>WEEK 25 Wed 11.02.26</i></b>
	SSU44192	10	<b>Journal entry 2,</b> 1000 - 1,500-word entry on chosen topic area	<b><i>WEEK 27 Wed 25.02.26</i></b>
	SSU44192	10	<b>Journal entry 3,</b> 1000 - 1,500-word entry on chosen topic area	<b><i>WEEK 33 Tues 07.04.26</i></b>
	SSU44192	10	<b>Journal entry 4</b> Roundtable Disc 2,000 – 2,500-word summative reflection on key points from roundtable discussion. (40%)	<b><i>WEEK 35 Wed 22.04.26</i></b>

*Note (1): Students who must sit re-assessments (Supplementals) will receive an email from the Course Administrator at the beginning of June'25 with Assessment Details and Deadlines.*

*Note (2): Any changes to the assessment details above will be communicated to students via their module lecturer and Blackboard.*

## 7. APPENDIXES

### APPENDIX I. Module Descriptors

#### 1.1 Junior Fresh Module Descriptors 2025 / 2026

##### 1.11 Introduction to Social Policy Concepts, (SSU11061), 5 ECTS

<b>Module Code</b>	<b>SSU11061</b>
<b>Module Name</b>	Introduction to Social Policy Concepts
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Junior Fresh, Semester 1, 2025 / 2026
<b>Module Coordinator</b>	Dr Louise Caffrey.
<b>Module Lecturers</b>	Dr Louise Caffrey. Dr Julie Byrne, Prof. Virpi Timonen
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none"><li>1. Define and explain the concept and remit of social policy, including its contested goals, key areas and relevance to society.</li><li>2. Describe the evolution of the welfare state and the key historical developments influencing its varied organisation.</li><li>3. Identify and compare how political ideologies influence social policy goals, design and delivery.</li><li>4. Explain Esping-Andersen's Three Worlds of Welfare Capitalism and apply the model to categorise welfare systems globally.</li><li>5. Describe key theoretical perspectives in relation to the following concepts: social rights, freedom, equality and justice, and identify how varying perspectives on these concepts influence policy.</li></ol>
<b>Module Content</b>	<p>This module provides an essential introduction to the field of social policy, exploring how societies address human needs, promote well-being, and respond to inequality. Students will examine key historical developments, core principles such as rights, justice, equality, and freedom, and major theoretical and ideological approaches to welfare. Through a focus on real-world examples, students will gain foundational understanding of how welfare states operate and evolve. The course also considers current and future challenges facing social policy in a global context.</p> <p>Module aims:</p>

- To introduce students to the key concepts, values, and issues in social policy.
- To explore the historical and ideological foundations of welfare systems.
- To examine key social principles, including, social rights, freedom, equality, and justice, in relation to policy.
- To develop students' ability to engage critically with social policy debates and systems.

### Teaching and Learning Methods<sup>1</sup>

Lectures and interactive tutorials will be used to support students to develop the learning outcomes. Students will be expected to engage with weekly readings, lecturers and tutorials throughout the duration of the module.

### Assessment Details<sup>2</sup> Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description 5 ECTS	LO Addressed	ECTS % of total	Submission due date
Presentation	Tutorial presentation on assigned reading	LO1 – LO5	10%	<i>Weeks 6-9 and 11-15 as per college calendar</i>
Essay	1500-word essay	LO4, LO5	90%	<b>Week 17. Tuesday 16<sup>th</sup> December at 12 noon</b>

<sup>1</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>2</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

## Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Article summary and analysis	Written summary and analysis of an article	LO1 – LO5	10%
Essay	1500-word essay	LO4, LO5	90%

All supplemental assessments must be resubmitted during the college supplemental examination period.

## Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines ( <a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a> )?	<input checked="" type="checkbox"/>
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design	
<ul style="list-style-type: none"> <li>This module includes multiple assessment types, both oral and written</li> <li>The module incorporates multiple teaching methods including lectures and small group tutorial discussion</li> </ul>	

<b>Indicative Reading List (approx. 4-5 titles)</b>	<ul style="list-style-type: none"> <li>• Alcock, P., Haux, T., May, M. and Wright, S. (2016) <i>The Students Companion to Social Policy</i>. Chichester: Wiley</li> <li>• Considine, M., and Dukelow, F., (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2<sup>nd</sup> Edition. Bristol: Policy Press</li> <li>• Dean, H. (2012) <i>Social Policy</i> (2<sup>nd</sup> Edition). Cambridge: Polity.</li> <li>• Esping-Andersen, G. (1990). <i>The Three Worlds of Welfare Capitalism</i>. Polity Press.</li> <li>• Timonen, T (2024) <i>Social Policy: The Quest for Freedom, Equality and Justice</i>. Polity Press</li> </ul>
<b>Module Pre-requisite</b>	None
<b>Module Co-requisite</b>	None
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No.

### 1.11 Introduction to Social Policy Concepts, (SSU11051), 10 ECTS

<b>Module Code</b>	<b>SSU11051</b>
<b>Module Name</b>	Introduction to Social Policy Concepts
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Junior Fresh, Semester 1, 2025 / 2026
<b>Module Coordinator</b>	Dr Louise Caffrey.
<b>Module Lecturers</b>	Dr Louise Caffrey. Dr Julie Byrne, Prof. Virpi Timonen
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none"><li>6. Define and explain the concept and remit of social policy, including its contested goals, key areas and relevance to society.</li><li>7. Describe the evolution of the welfare state and the key historical developments influencing its varied organisation.</li><li>8. Identify and compare how political ideologies influence social policy goals, design and delivery.</li><li>9. Explain Esping-Andersen's Three Worlds of Welfare Capitalism and apply the model to categorise welfare systems globally.</li><li>10. Describe key theoretical perspectives in relation to the following concepts: social rights, freedom, equality and justice, and identify how varying perspectives on these concepts influence policy.</li></ol>
<b>Module Content</b>	<p>This module provides an essential introduction to the field of social policy, exploring how societies address human needs, promote well-being, and respond to inequality. Students will examine key historical developments, core principles such as rights, justice, equality, and freedom, and major theoretical and ideological approaches to welfare. Through a focus on real-world examples, students will gain foundational understanding of how welfare states operate and evolve. The course also considers current and future challenges facing social policy in a global context.</p> <p>Module aims:</p> <ul style="list-style-type: none"><li>• To introduce students to the key concepts, values, and issues in social policy.</li><li>• To explore the historical and ideological foundations of welfare systems.</li><li>• To examine key social principles, including, social rights, freedom, equality, and justice, in relation to policy.</li></ul>



- To develop students' ability to engage critically with social policy debates and systems.

### Teaching and Learning Methods<sup>3</sup>

Lectures and interactive tutorials will be used to support students to develop the learning outcomes. Students will be expected to engage with weekly readings, lecturers and tutorials throughout the duration of the module.

### Assessment Details<sup>4</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description 10 ECTS	LO Addressed	ECTS % of total	Submission due date
Presentation	Tutorial presentation on assigned reading	LO1 – LO5	10%	<b>Weeks 6-9 and 11-15 as per college calendar</b>
Article Analysis	1000-word assignment analysing a newspaper article	LO1, LO2, LO3	30%	<b>Week 10. Friday 31<sup>st</sup> October at 3pm (end of reading week)</b>
Essay	1800-word essay	LO4, LO5	60%	<b>Week 17. Tuesday 16<sup>th</sup> December at 12 noon</b>

<sup>3</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>4</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

### Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Recorded presentation	Presentation on newspaper article addressing questions set	LO1 – LO5	10%
Article Analysis	700–800-word assignment analysing a newspaper article	LO1, LO2, LO3	30%
Essay	1800-word essay	LO4, LO5,	60%

All supplemental assessments must be resubmitted during the college supplemental examination period.

### Inclusive Curriculum

	<b>PLEASE TICK</b>
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines ( <a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a> )?	<input checked="" type="checkbox"/>
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>

	<p>4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</p> <ul style="list-style-type: none"> <li>• This module includes multiple assessment types, both oral and written</li> <li>• The module incorporates multiple teaching methods including lectures and small group tutorial discussion</li> </ul>
<b>Indicative Reading List (approx. 4-5 titles)</b>	<ul style="list-style-type: none"> <li>• Alcock, P., Haux, T., May, M. and Wright, S. (2016) <i>The Students Companion to Social Policy</i>. Chichester: Wiley</li> <li>• Considine, M., and Dukelow, F., (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2<sup>nd</sup> Edition. Bristol: Policy Press</li> <li>• Dean, H. (2012) <i>Social Policy</i> (2<sup>nd</sup> Edition). Cambridge: Polity.</li> <li>• Esping-Andersen, G. (1990). <i>The Three Worlds of Welfare Capitalism</i>. Polity Press.</li> <li>• Timonen, T (2024) <i>Social Policy: The Quest for Freedom, Equality and Justice</i>. Polity Press</li> </ul>
<b>Module Pre-requisite</b>	None
<b>Module Co-requisite</b>	None
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No

### 1.12 Accessing and Reviewing Literature, (SSU11071), 5 ECTS

Module Code	<b>SSU11071</b>
Module Name	Accessing and Reviewing Literature
ECTS credit weighting	<b>5 ECTS</b>
Semester taught	Junior Fresh, Semester 1, 2025 / 2026
Module Coordinator/s	Dr Lynne Cahill
<a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a>	<p><b><i>On successful completion of this module, students should be able to:</i></b></p> <p>Design and Execute Advanced Search Strategies</p> <ul style="list-style-type: none"><li>• Demonstrate proficiency in identifying keywords, synonyms, controlled vocabularies, and applying Boolean operators, truncation, and field-specific filters to retrieve high-quality literature.</li><li>• Graduate Attributes: Information Literacy, Critical Thinking</li></ul> <p>Tutorials and database in class practical's</p> <ul style="list-style-type: none"><li>• Introduction to database searching</li><li>• Graduate Attributes: Information Literacy, Organisation skills, enhanced search capacities.</li></ul> <p>Manage and Organise References Effectively</p> <ul style="list-style-type: none"><li>• Utilise leading reference management tools (e.g., EndNote) to import, deduplicate, annotate, categorize, and cite literature seamlessly in academic writing.</li><li>• Graduate Attributes: Digital Literacy, Organisation skills</li></ul> <p>Document and Reproduce Search Protocols</p> <ul style="list-style-type: none"><li>• Record detailed search logs, construct reproducible search strings to ensure transparency and replicability of literature reviews.</li><li>• Graduate Attributes: research integrity, attention to details</li></ul> <p>Collaborate with Information Specialists</p> <ul style="list-style-type: none"><li>• Engage effectively with subject librarians to refine search strategies.</li><li>• Graduate Attributes: Communication, Teamwork</li></ul> <p>Peer Learning and Group Work</p>

	<ul style="list-style-type: none"> <li>• Collaborative tasks such as co-developing search strategies, appraising academic articles, managing group roles and dynamics, and presentation skills</li> <li>• Graduate Attributes: Communication, Teamwork, Presentation skills</li> </ul> <p>Mini literature review</p> <ul style="list-style-type: none"> <li>• Develop academic writing skills, understanding of plagiarism, critical review of academic literature, thematic analysis of sources</li> <li>• Graduate Attributes: Writing skills, thematic analysis, critical analysis</li> </ul>
<b>Module Content</b>	<p>This module empowers students to systematically discover, access, and critically appraise scholarly literature across disciplines. Through hands-on practice with major bibliographic databases and open-access repositories, students will develop advanced search strategies using keywords, controlled vocabularies, Boolean logic, and field-specific filters. The course covers efficient management of citations and full texts using leading reference tools, as well as documentation of reproducible search protocols. By module completion, learners will be able to design rigorous literature searches, write up an analysis of findings, and set up automated alerts to stay current with emerging research.</p>
<b>Teaching and Learning Methods<sup>5</sup></b>	<p>Lectures, demonstrations, in-class practical's and presentations to apply the theory in this module.</p> <p>We will be using Informal cooperative learning groups as part of the module. These are small, temporary, ad-hoc groups of two to four students who work together for brief periods (typically one or two classes), to answer questions, respond to prompts posed by the lecturer and present their output. Working in these groups will help you to develop your group work skills which are important in both college and work.</p> <p><b>Contact Hours and Indicative Student Workload</b></p> <p>For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest:</p> <ul style="list-style-type: none"> <li>• Lecture attendance and participation: 18 hours</li> <li>• Time spent on further recommended reading and other resources such as videos, instructional guides: 25 hours.</li> <li>• Practicing search skills in databases 12 hours</li> <li>• Independent sourcing &amp; reading of relevant materials to prepare for assessment: 25 hours.</li> <li>• Drafting and finalising written assessments: 25 hours</li> </ul>

<sup>5</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

Each of these assessment components is deliberately sequenced and designed to build the core skills any social policy researcher needs from question formulation through critical synthesis and presentation. Here's the pedagogical rationale for each:

### 1. Social policy research topic & search terms

- **Skill focus:** Research question formulation; operationalising concepts.
- **Why it matters:** Before you can find and evaluate evidence, you must be clear on what you're looking for. Narrowing a broad theme (e.g. "welfare reform") into a precise question (e.g. "How have conditional cash transfers impacted child health in Brazil?") and then deriving the right keywords (e.g. "conditional cash transfer," "child health," "Brazil," "impact evaluation") trains you to think critically about scope, relevance and precision in scholarly searches.

### 2. Search strategy

- **Skill focus:** Systematic database querying; Boolean logic; auditing and refining.
- **Why it matters:** Simply plugging terms into Google Scholar isn't enough for a comprehensive review. You need to understand how to combine keywords, apply filters (date, geography, study design), select the right databases (e.g. ProQuest Social Science Premium, Scopus), document your search steps, and ensure reproducibility. This component fosters information literacy and methodological transparency.

### 3. In-class group presentation

- **Skill focus:** Collaborative synthesis; oral communication; audience engagement.
- **Why it matters:** Social policy research often happens in teams and must be communicated to diverse stakeholders, academic peers, policymakers, community groups. Working in small groups simulates real-world research teams, hones your ability to divide tasks (e.g. literature synthesis vs. slide design), and develops presentation skills (storyboarding, slide clarity, Q&A handling).

#### 4. Mini literature review

- **Skill focus:** Critical appraisal; synthesis writing; source evaluation.
- **Why it matters:** Identifying high-quality studies is only half the battle, you must also interpret findings, note methodological strengths/weaknesses, and weave disparate results into a coherent narrative. Writing a concise review on your four best sources practices the core scholarly skill of summarising evidence, identifying gaps, and positioning your own future research questions.

#### Assessment Details<sup>6</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
<b>Social policy research topic and search terms</b> <b>DUE: Week 8. Weds 15.10.25</b>	Identify a research topic/ question and associated search terms.	Construct and identify appropriate search terms to support literature search and enquiry into a specified topic.	10%
<b>Search strategy</b> <b>DUE: Week 11. Weds 05.11.25</b>	Develop and implement a search strategy on any Social Policy topic	Develop academic search capabilities and competencies.  Assess ability to construct advanced searches.	30%
<b>In class group presentation</b> <b>DUE: Week 14. Weds 26.11.25</b>	Group presentation on a social policy topic	Develop teamwork, communication, and presentation skills.	10%

<sup>6</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

<b>Mini literature review</b> <b>DUE: Week 16. Fri 15.12.25</b>	Taking four of the best quality sources identified in the literature search exercise, write a literature review.	Develop evidence informed decision making and writing.	50%
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## Re-Assessment Details

**AS PER THE ORIGINAL ASSESSMENT ABOVE.**

## Inclusive Curriculum

	<b>PLEASE TICK</b>
5. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
6. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines ( <a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a> )?	<input checked="" type="checkbox"/>
7. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
8. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design  <i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i>	
<b>Flexible pathways for demonstrating learning:</b> Group presentation and written mini-review, allow students to showcase their understanding of the module in different formats. <b>Multiple means of engagement:</b> Research topics and case studies span	



diverse contexts (urban/rural, high-income/low-income countries, various policy domains) and include voices from marginalised communities. This helps every student see themselves reflected in the material and appreciate a broad range of social policy experiences.

**Indicative Reading List  
(approx. 4-5 titles)**

- Ridley, Diana. (2012) *The Literature Review. A step-by-step guide for students.* (2nd ed.) London: Sage Publications Ltd.
- Gallagher, A., O'Connor, C., & Visser, F. (2023). *Uisce faoi Thalamh: An investigation into the online mis- and disinformation ecosystem in Ireland* (Report 1 of 3: Summary report). Institute for Strategic Dialogue.  
<https://www.isdglobal.org/wp-content/uploads/...pdf>
- Avoiding Plagiarism <https://libguides.tcd.ie/plagiarism>
- Handbook of Academic Writing  
[https://libguides.tcd.ie/ld.php?content\\_id=15747502](https://libguides.tcd.ie/ld.php?content_id=15747502)  
Student Learning and Development Resources - <https://student-learning.tcd.ie/>
- Aveyard, H., (2014) *Doing a Literature Review in Health and Social Care: A Practical Guide.* (3rd. ed.) Open University Press.

**Module Pre-requisite**

**Module Co-requisite**

**Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.**

### 1.13 Poverty, Welfare and Justice, (SSU11012) 5 ECTS

Module Code	SSU11012
Module Name	Poverty, Welfare and Justice
ECTS credit weighting	5 ECTS
Semester taught	Semester 2, Junior Fresh, 2025 / 2026
Module Coordinator/s	Dr Joe Whelan
<a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a>	<p><i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i></p> <ul style="list-style-type: none"><li>• Think independently and demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective.</li><li>• Act responsibly and demonstrate an understanding of how poverty is measured domestically and internationally.</li><li>• Act responsibly and show an understanding of poverty in a global context.</li><li>• Demonstrate an appreciation of the lived experience of poverty.</li><li>• Demonstrate knowledge of the historical development of welfare states as a response to poverty.</li><li>• Develop continuously and demonstrate an understanding of different models of welfare state, what they offer and the ideologies that they are underpinned by.</li><li>• Demonstrate an appreciation of the lived experiences of persons claiming and receiving welfare.</li><li>• Demonstrate an understanding of the concept of redistributive justice.</li><li>• Communicate effectively and be able to articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.</li></ul>
Module Content	<p>Underpinned by the idea of the right to a 'basic minimum', welfare states are a major feature of many societies. Ostensibly a major role of the welfare state is to ensure redistributive justice, alleviate poverty and de-commodify basic needs from reliance on the labour market. Yet poverty as a global and local phenomenon persists. Over the course of this module, and focusing on both Irish and international examples, students will explore the concepts of poverty, welfare and justice and examine how they are related. The module begins with a</p>

focus on poverty, taking in histories, definitions, international comparisons and lived experiences. From here the focus shifts to welfare states as response to poverty by focusing on historical welfare state development, comparing welfare state models and exploring how welfare recipients experience the welfare state. The final part of the module will explore the concept of justice, focusing on the concept redistributive justice in-particular while also examining the role of welfare states in promoting environmental and ecological justice. The content in this module will be sociological, philosophical and policy-based and students will have the flexibility to take up one or more of these approaches when responding to the essay prompt. Learning for this module is encouraged using a variety of methods such as small group discussion to engage students in the topics and in-class exercises using online tools such as *Slido*, *Padlet* or *Mentimeter*. Music and art will also be employed to help explore and unpack key sociological, philosophical and policy-based concepts. PowerPoint presentations will be uploaded to Blackboard on a weekly basis as the module progresses and readings will be identified ahead of class and uploaded where available.

#### Teaching and Learning Methods<sup>7</sup>

2 hours of Lectures per week; in-class discussions and exercises; assigned readings; site visits and guest lectures.

#### Assessment Details<sup>8</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module coordinators consider

Assessment Component	Assessment Description	LO Addressed	% of total
Essay	A 1000-word Essay	1-5	100 %
<u><b>Submission Due:</b></u> <b>Week 35.</b> <b>Mon 20.04.25</b>			

<sup>7</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>8</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

assessment types used across the year to ensure varied assessment methods.

**Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Essay	A 1000-word	1-5	100 %

**Inclusive Curriculum**

	<b>PLEASE TICK</b>
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines ( <a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a> )?	<input checked="" type="checkbox"/>
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design  <i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <u>Universal Design for Learning - AHEAD</u> for more information and guidance, and <u>Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</u> for insights from Trinity students)</i>	

**This module integrates principles of inclusivity and accessibility in a number of keyways.**

#### **In class learning**

Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem-solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes.

#### **Further study**

Alongside further reading, alternative study materials are made available to students weekly, and this includes podcasts, video clips and summaries.

#### **Indicative Reading List (approx. 4-5 titles)**

- Powell, F. (2017) *The political economy of the Irish welfare state: Church, state and capital*. Bristol: Policy Press.
- Dukelow, F. and Considine, M. (2017) *Irish Social Policy: A critical introduction*. Bristol: Policy Press.
- Lister, R. (2021) *Poverty 2nd edition*. Cambridge: Polity.
- Greve, B. (2020) *Poverty: The basics*. London: Routledge.
- Whelan, J. (2023) *Hidden Voices: Lived experiences in the Irish welfare space*. Bristol: Policy Press.

### 1.13 Poverty, Welfare and Justice, (SSU11022) 10 ECTS

Module Code	<b>SSU11022</b>
Module Name	<b>Poverty, Welfare and Justice</b>
ECTS credit weighting	<b>10 ECTS</b>
Semester taught	Semester 2, Junior Fresh, 2025 / 2026
Module Coordinator/s	Dr Joe Whelan
<a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a>	<p><b><i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i></b></p> <ul style="list-style-type: none"><li>• Think independently and demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective.</li><li>• Act responsibly and demonstrate an understanding of how poverty is measured domestically and internationally.</li><li>• Act responsibly and show an understanding of poverty in a global context.</li><li>• Demonstrate an appreciation of the lived experience of poverty.</li><li>• Demonstrate knowledge of the historical development of welfare states as a response to poverty.</li><li>• Develop continuously and demonstrate an understanding of different models of welfare state, what they offer and the ideologies that they are underpinned by.</li><li>• Demonstrate an appreciation of the lived experiences of persons claiming and receiving welfare.</li><li>• Demonstrate an understanding of the concept of redistributive justice.</li><li>• Communicate effectively and be able to articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.</li></ul>
Module Content	<p>Underpinned by the idea of the right to a 'basic minimum', welfare states are a major feature of many societies. Ostensibly a major role of the welfare state is to ensure redistributive justice, alleviate poverty and de-commodify basic needs from reliance on the labour market. Yet poverty as a global and local phenomenon persists. Over the course of this module, and focusing on both Irish and international examples, students will explore the concepts of poverty, welfare and justice and examine how they are related. The module begins with a focus on poverty, taking in histories, definitions, international comparisons and</p>

lived experiences. From here the focus shifts to welfare states as response to poverty by focusing on historical welfare state development, comparing welfare state models and exploring how welfare recipients experience the welfare state. The final part of the module will explore the concept of justice, focusing on the concept redistributive justice in-particular while also examining the role of welfare states in promoting environmental and ecological justice. The content in this module will be sociological, philosophical and policy-based and students will have the flexibility to take up one or more of these approaches when responding to the essay prompt. Learning for this module is encouraged using a variety of methods such as small group discussion to engage students in the topics and in-class exercises using online tools such as *Slido*, *Padlet* or *Mentimeter*. Music and art will also be employed to help explore and unpack key sociological, philosophical and policy-based concepts. PowerPoint presentations will be uploaded to Blackboard on a weekly basis as the module progresses and readings will be identified ahead of class and uploaded where available.

#### Teaching and Learning Methods<sup>9</sup>

2 hours of Lectures per week; in-class discussions and exercises; assigned readings; site visits and guest lectures.

#### Assessment

##### Details<sup>10</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module coordinators consider

Assessment Component	Assessment Description	LO Addressed	% of total
Essay <u><a href="#">Submission Due:</a></u> <b>Week 35.</b> <b>Mon 20.04.25</b>	A 1500 Essay.	1-5	100 %

<sup>9</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>10</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

assessment types used across the year to ensure varied assessment methods.

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Essay	A 1500 Essay.	1-5	100 %

Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i></p>	
<p><b>This module integrates principles of inclusivity and accessibility in a number of key ways.</b></p> <p><b>In class learning</b> Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes.</p> <p><b>Further study</b> Alongside further reading, alternative study materials are made available to</p>	



students weekly, and this includes podcasts, video clips and summaries.

**Indicative Reading  
List  
(approx. 4-5 titles)**

- Powell, F. (2017) *The political economy of the Irish welfare state: Church, state and capital*. Bristol: Policy Press.
- Dukelow, F. and Considine, M. (2017) *Irish Social Policy: A critical introduction*. Bristol: Policy Press.
- Lister, R. (2021) *Poverty 2nd edition*. Cambridge: Polity.
- Greve, B. (2020) *Poverty: The basics*. London: Routledge.
- Whelan, J. (2023) *Hidden Voices: Lived experiences in the Irish welfare space*. Bristol: Policy Press.

## 1.14 Critical Analysis and Argument Development, (SSU11092), 5 ECTS

<b>Module Code</b>	<b>SSU11092</b>
<b>Module Name</b>	Critical Analysis and Argument Development
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Junior Fresh, Semester 2, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Louise Caffrey
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p><b><i>On successful completion of this module, students should be able to:</i></b></p> <ul style="list-style-type: none"> <li>• Recall definitions of key concepts including critical analysis, academic argument and theoretical framework (LO1)</li> <li>• Identify competing perspectives on social policy issues (LO2)</li> <li>• Identify cognitive biases and adopt strategies to address these (LO3)</li> <li>• Critically evaluate competing explanations using an evidence-informed approach (LO4)</li> <li>• Develop balanced arguments on social policy issues (LO5)</li> <li>• Recall knowledge on key social policy debates including, the changing context of work, activation policy, universal basic income and the gender pay gap (LO6)</li> </ul>
<b>Module Content</b>	<p>This module aims to develop students' core social policy skills, including critical analysis, argument development and the use of an evidence-informed approach. The module introduces students to current social policy issues and debates, and students are challenged to practice and develop the skills they have learnt by engaging critically with these topics. Students are supported to critically appraise how explanations of and solutions to social issues may be influenced by analysis of evidence and competing perspectives.</p> <p>The module includes the following core topics:</p> <ul style="list-style-type: none"> <li>• Defining critical analysis</li> <li>• Cognitive biases and errors in reasoning</li> <li>• Structuring arguments</li> <li>• Assessing and using evidence</li> <li>• The gender pay gap</li> <li>• The changing context of work</li> </ul>

- Active Labour Market Policies

Universal Basic Income

## Teaching and Learning Methods<sup>11</sup>

Lectures, written interactive learning tasks, active engagement in lectures.

Guidelines for student inputs to the module are detailed below and represent the minimum number of hours that students are expected to invest in this module:

Lecture attendance and participation: 20 hours

Reviewing instructional material (assigned readings and notes): 20 hours

Time spent on further recommended reading: 25 hours

Weekly written responses to learning tasks (including reading): 25

Independent sourcing and reading of relevant supplementary material to prepare for assessment: 15 hours

Drafting and finalizing written essay for written assessment: 25 hours

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<sup>11</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

**Assessment Details<sup>12</sup>**

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
<b><i>Learning Tasks</i></b> <b><i>DUE: Week 34, Fri 17<sup>TH</sup> April</i></b>	1 x written response to 5 learning tasks completed throughout the term	LO1- LO6	10 %
<b><i>Essay</i></b> <b><i>DUE: Week 34, Fri 17<sup>TH</sup> April</i></b>	1500 Word Essay	LO2- LO6	90 %

**Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Learning Tasks	1 x written response to 5 learning tasks.	LO1- LO5	10 %
Essay	1500 Word Essay	LO2- LO5	90 %

<sup>12</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

Inclusive Curriculum		PLEASE TICK
	5. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
	6. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines ( <a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a> )?	<input checked="" type="checkbox"/>
	7. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
	8. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design A variety of learning materials are providing, including written materials and some podcasts, where appropriate. Content is assessed via a variety of methods; a longer essay and shorter continuous assessments, that should be completed weekly to build students understanding and learning.	

Indicative Reading List (approx. 4-5 titles)	<p>Cottrell, S. (2011). <a href="#">Critical thinking skills: Developing effective analysis and argument</a>. Basingstoke Palgrave Macmillan.</p> <p>Greetham, B. (2013). <a href="#">How to write better essays</a>. London: Palgrave Macmillan.</p> <p>Kahneman, D. (2011). <i>Thinking, fast and slow</i>. London: Penguin</p> <p>Paul, R. &amp; Elder, L. <a href="#">The Miniature Guide to Critical Thinking</a>. The Foundation for Critical Thinking. Available</p>
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at: [https://www.criticalthinking.org/files/Concepts\\_Tools.pdf](https://www.criticalthinking.org/files/Concepts_Tools.pdf)  
 Vosoughi, S., Roy, D., & Aral, S. (2018). [The spread of true and false news online](#). *Science*, 359(6380), 1146-1151. doi:10.1126/science.aap9559

**Module Pre-requisite** N/A

**Module Co-requisite** N/A

**Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.** N/A

## 1.2 Senior Fresh Module Descriptors 2025 / 2026

### 1.21 Labour Market Activation Policies, (SSU22161), 5 ECTS

Module Code	SSU22161
Module Name	Labour Market Policies
ECTS credit weighting	5 ECTS
Semester taught	Senior Fresh, Semester 1, 2025 / 2026
Module Coordinator/s	Dr. Carla Petautschnig
Module Learning Outcomes with embedded Graduate Attributes	<p><b><i>On completion of this module, students should be able to:</i></b></p> <p>LO1 Critically analyse the interconnections between paid work, unemployment and social inclusion, considering historical trajectories and the theoretical approaches and ideological drivers underpinning these relations.</p> <p>LO2 Critically analyse the role of labour market policies with special focus on activation policies and welfare activation reforms in Europe and beyond.</p> <p>LO3 Compare the processes of activation reforms in selected countries and understand the particularities of the Irish case.</p> <p>LO4 Analyse empirical findings discussing labour market inequalities and precarisation in a global perspective.</p> <p>LO5 Reflect on the ethical challenges underlying the debates about the future of work.</p>
Module Content	<p>This module analyses the complex relationship between work/unemployment, social policies, inclusion and rights to understand, for example, why paid employment has been considered the dominant way of citizens contributing to society, how working lives and policies have been organised around these principles, what unemployment means for individuals and society, and how these notions are challenged by the current transformation of work, among other aspects. The module examines why and how countries have shifted towards activation policies, the related welfare reforms and the adoption of marketisation and digitalisation as policy features. The module focuses on the Irish case and assumes a comparative perspective, reviewing cases from different countries/welfare regimes. Specific dimensions, such as labour market inequalities and the precarization of labour, are discussed in relation to particular groups and demographics.</p>

## Teaching and Learning Methods

The module is delivered through weekly lectures. Students are expected to engage in advance with the materials assigned for each lecture/topic and participate in class discussions. Materials and recommended readings are provided to expand on topics of interest after each class. Assignment preparation requires students to conduct independent research and source relevant publications.

## Assessment Details

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Case analysis <b>DUE: WK 9 Thurs 23.10.25</b>	1,300 words analysis of a policy/country case	1-3	30%
Essay <b>DUE: WK 16. Mon 08.12.25</b>	2,300 words excluding references.	1-5	70%

## Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Case analysis	1,300 words analysis of a policy/country case	1,3	30%
Essay	2,300 words excluding references	1-5	70%



<b>Inclusive Curriculum</b>		<b>PLEASE TICK</b>
	<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <ol style="list-style-type: none"> <li>The module includes a diverse profile of authors representing different positions, demographics and approaches, with a global perspective.</li> <li>Module materials consider various means of representation such as readings, podcasts and videos. Slides follow accessibility principles.</li> </ol>	
<b>Indicative Reading List (approx. 4-5 titles)</b>	<p>Eleveld, A., Kampen, T. and Arts, J. (eds) (2020) Welfare to work in contemporary European welfare states. Bristol: Policy Press.</p> <p>Dwyer, P. (Ed.) (2019) Dealing with welfare conditionality: implementation and effects. Bristol: University Press.</p> <p>Lødemel, I. and Heather Trickey (2001) 'An offer you can't refuse': workfare in international perspective. Bristol: Policy Press.</p> <p>McGann, M. (2023) The marketisation of welfare-to-work in Ireland: governing activation at the street-level. Bristol: University Press.</p> <p>Murphy, M. and Dukelow, F. (2016) Irish welfare state in the twenty-first century: challenges and change. Palgrave Macmillan.</p>	
<b>Module Pre-requisite</b>		
<b>Module Co-requisite</b>		

**Are other  
Schools/Departments  
involved in the  
delivery of this  
module? If yes,  
please provide  
details.**

## 1.21 Labour Market Activation Policies, (SSU22171), 10 ECTS

<b>Module Code</b>	<b>SSU22171</b>
<b>Module Name</b>	Labour Market Policies
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Senior Fresh, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Dr. Carla Petautschnig
<b>Module Learning Outcomes with embedded Graduate Attributes</b>	<p><b><i>On completion of this module, students should be able to:</i></b></p> <p>LO1 Critically analyse the interconnections between paid work, unemployment and social inclusion, considering the theoretical approaches and ideological drivers underpinning these relations.</p> <p>LO2 Critically analyse the role of labour market policies with special focus on activation policies and welfare activation reforms in Europe and beyond.</p> <p>LO3 Compare the processes of activation reforms in selected countries and understand the particularities of the Irish case.</p> <p>LO4 Analyse empirical findings discussing labour market inequalities and precarisation in a global perspective.</p> <p>LO5 Reflect on the ethical challenges underlying the debates about the future of work.</p>
<b>Module Content</b>	<p>This module analyses the complex relationship between work/unemployment, social policies, inclusion and rights to understand, for example, why paid employment has been considered the dominant way of citizens contributing to society, how working lives and policies have been organised around these principles, what unemployment means for individuals and society, and how these notions are challenged by the current transformation of work, among other aspects. The module examines why and how countries have shifted towards activation policies, the related welfare reforms and the adoption of marketisation and digitalisation as policy features. The module focuses on the Irish case and also assumes a comparative perspective, reviewing cases from different countries/welfare regimes. Specific topics, such as labour market inequalities and the precarization of labour, are discussed in relation to particular groups and demographics.</p>

## Teaching and Learning Methods

The module is delivered through weekly lectures. Students are expected to engage in advance with the materials assigned for each lecture/topic and participate in class discussions. Materials and recommended readings are provided to expand on topics of interest after each class. Assignment preparation requires students to conduct independent research and source relevant publications.

## Assessment Details

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
1. Case analysis <b>DUE: WK 9 Thurs 23.10.25</b>	1,500 words analysis of a policy/country case	1-3	30%
2. Essay <b>DUE: WK 16. Mon 08.12.25</b>	2,500 words excluding references	1-5	70%

## Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Case analysis	1,500 words analysis of a policy/country case	1,3	30%
Essay	2,500 words excluding references	1-5	70%

Inclusive Curriculum		PLEASE TICK
	<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	☑
	<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	☑
	<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	☑
	<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p>3) The module includes a diverse profile of authors representing different positions, demographics and approaches, with a global perspective.</p> <p>4) Module materials consider various means of representation such as readings, podcasts and videos. Slides follow accessibility principles.</p>	
<b>Indicative Reading List</b> <b>(approx. 4-5 titles)</b>	<p>Eleveld, A., Kampen, T. and Arts, J. (eds) (2020) Welfare to work in contemporary European welfare states. Bristol: Policy Press.</p> <p>Dwyer, P. (Ed.) (2019) Dealing with welfare conditionality: implementation and effects. Bristol: University Press.</p> <p>Lødemel, I. and Heather Trickey (2001) 'An offer you can't refuse': workfare in international perspective. Bristol: Policy Press.</p> <p>McGann, M. (2023) The marketisation of welfare-to-work in Ireland: governing activation at the street-level. Bristol: University Press.</p> <p>Murphy, M. and Dukelow, F. (2016) Irish welfare state in the twenty-first century: challenges and change. Palgrave Macmillan.</p>	

**Module Pre-requisite**

**Module Co-requisite**

**Are other  
Schools/Departments  
involved in the  
delivery of this  
module? If yes,  
please provide  
details.**

## 1.22 Social Policy in Action (Through Housing and Homelessness), (SSU22191), 5 ECTS

<b>Module Code</b>	<b>SSU22191</b>
<b>Module Name</b>	Social Policy In Action Through Lens of Housing and Homelessness Policy
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Senior Fresh, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Carla Petautschnig, Dr Catherine Conlon and Mr Mike Allen (Focus Ireland)
<a href="#">Module Learning Outcomes</a> with <a href="#">embedded Graduate Attributes</a>	<p><b>On successful completion of this module, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Delineate the key stages involved in the policy making process</li> <li>2. Apply key models and frameworks to analyse the policy making process/stages.</li> <li>3. Explain how key stages in the policy making process feature in Housing and Homeless Policy.</li> <li>4. Independently analyse other specific policy initiatives to identify specific elements involved in each policy making stage featuring within that initiative.</li> <li>5. Assess how adequately frameworks offered within policy science capture policy action through case study on Housing and Homelessness.</li> <li>6. Use the conventions of essay writing to explain the stages model of policy making illustrated with reference to applied policy examples.</li> </ol>
<b>Module Content</b>	<p>This module aims to give students an insight into basic frameworks and models to systematically analyse the process of policy making which they can then apply to specific policy issues as part of a group project and an individual essay. The module uses the case study of Housing and Homeless Policy contributed by Mr Mike Allen of Community Partners, Focus Ireland.</p> <p>This module looks at social policy <i>in action</i>. It considers how social policy is devised and implemented, asking: how do issues come onto the agenda? Who are key policy actors? How do principles and ideologies encountered in the first semester feature in policy responses? What are the key national and supra-national</p>

institutions framing policy, and how is policy reviewed and evaluated? Students gain an insight into models for analysing the policy making process. They are provided with a case study on housing and homeless policy by a leading policy actor in this area. Policy approaches and instruments in place within the Irish, EU and select international contexts addressing housing and homelessness will be presented to which students can apply the analytical models introduced.

The module focuses specifically on policy on housing and homelessness as an empirical lens through which to understand these frameworks in Action. Adjunct Professor Mike Allen, Director of Advocacy for Focus Ireland joins the module team to teach on understandings, insights and experience of researching and advocating for policy addressing homelessness and delivering housing. This unique insight from Practice will bring the policy science frameworks to life through a policy topic that is highly topical in Ireland and throughout Global North welfare states.

This module will equip students for deeper exploration of further specific policy issues and debates as they progress in their study of social policy

### **Teaching and Learning Methods<sup>13</sup>**

Lectures, tutorials, practical classes involving students analysing a policy initiative in groups

Guidelines for student inputs to the module are detailed below and represent the minimum number of hours that students are expected to invest:

Large group lectures attendance and participation: 20 hours

Small group tutorial attendance and participation: 10 hours

Time spent reviewing instructional material (notes & assigned readings): 40 hours

Time spent on further recommended reading: 40 hours

Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 40

Researching current social policy issues to inform class discussion and written assessment: 30

Preparation of policy blog post for assessment: 10 hours

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<sup>13</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



Drafting and finalising writing of essay for written assessment: 40 hours  
TOTAL: 230

#### Assessment Details<sup>14</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Journal Entry (Submitted after reading week). <i>Due Date:</i> <i>Week 11. Fri</i> <i>07.11.25, @12 NOON</i>	800-word analysis of a self-selected policy initiative using frameworks from the module	1, 2, 4, 5, 6	20%
End of term Essay <i>Due Date:</i> <i>Week 15. Fri</i> <i>05.12.25, @12 NOON</i>	2,500-word essay analysing and assessing policy initiatives relating to housing and homelessness	1, 2, 3, 4, 5, 6	80%

#### Re-Assessment Details

Same As Original Assessment.

<sup>14</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

## Inclusive Curriculum

	PLEASE TICK
9. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
10. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines ( <a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a> )?	<input checked="" type="checkbox"/>
11. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
<p>12. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</p> <p><i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i></p>	
<ul style="list-style-type: none"> <li>Power point presentations, videos and other materials that are shared with students will be reviewed for accessibility with reference to <a href="#">Accessibility Tips - Equality, Diversity and Inclusion   Trinity College Dublin</a>.</li> </ul>	

	<ul style="list-style-type: none"> <li>• BlackBoard Ally will be used to assess how accessible all course materials are.</li> <li>• Lecture notes in the form of Power point presentations will be posted on Blackboard up to one hour before lectures.</li> <li>• Mentimeter will be used to allow student post questions in an accessible way during lectures and to make suggestions e.g. ‘Please Slow Down’; ‘Please Revise topic X from last week’. We will ensure that all students are familiar with the Platform at the outset of the module by having a demonstration session in Lecture 1.</li> <li>• Students will be invited to provide feedback on how the module is delivered through a mid-module survey.</li> </ul>
<b>Indicative Reading List</b> <b>(approx. 4-5 titles)</b>	<ul style="list-style-type: none"> <li>• Alcock, P., Haux, T., May, M. and Wright, S. (2016) <i>The Students Companion to Social Policy</i>. Chichester: Wiley.</li> <li>• Boaz, H. Davies, A. Fraser, and S. Nutley (2019) <i>What Works Now?: Evidence-Informed Policy and Practice</i>. Bristol: Policy Press.</li> <li>• Considine, M., and Dukelow, F., (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2<sup>nd</sup> Edition. Bristol: Policy Press.</li> <li>• Dean, H. (2012) <i>Social Policy</i> (2<sup>nd</sup> Edition). Cambridge: Polity.</li> <li>• Dwyer, P., and Shaw, S. (2014) <i>An Introduction to Social Policy</i>. London: Sage.</li> <li>• Howlett, M. and Ramesh, M. (2003) <i>Studying Public Policy. Policy Cycles and Policy Subsystems</i> (2<sup>nd</sup> Edition). Oxford University Press.</li> <li>• Kennedy, P. (2013) <i>Key Themes in Social Policy</i>. London: Routledge.</li> <li>• McCashin, A (2019) <i>Continuity and Change in the Welfare State</i>. Cham: Palgrave Macmillan.</li> <li>• O’Sullivan, E. (2020). <i>Reimagining homelessness</i>. Bristol: Policy Press</li> </ul>
<b>Module Pre-requisite</b>	None
<b>Module Co-requisite</b>	None

**Are other  
Schools/Departments  
involved in the  
delivery of this  
module? If yes,  
please provide  
details.**

No

## 1.22 Social Policy in Action (Through Housing and Homelessness), (SSU22191), 10 ECTS

<b>Module Code</b>	<b>SSU22291</b>
<b>Module Name</b>	Social Policy In Action Through Lens of Housing and Homelessness Policy
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Senior Fresh, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Carla Petautschnig, Dr Catherine Conlon and Mr Mike Allen (Focus Ireland)
<a href="#">Module Learning Outcomes</a> with <a href="#">embedded Graduate Attributes</a>	<p><b>On successful completion of this module, students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Delineate the key stages involved in the policy making process.</li> <li>• Apply key models and frameworks to analyse the policy making process/stages.</li> <li>• Explain how key stages in the policy making process feature in Housing and Homeless Policy.</li> <li>• Independently analyse other specific policy initiatives to identify specific elements involved in each policy making stage featuring within that initiative.</li> <li>• Assess how adequately frameworks offered within policy science capture policy action through case study on Housing and Homelessness.</li> <li>• Work as part of a group to develop an integrated, coherent presentation and contribute to oral delivery in class</li> <li>• Use the conventions of essay writing to explain the stages model of policy making illustrated with reference to applied policy examples.</li> </ul>
<b>Module Content</b>	<p>This module aims to give students an insight into basic frameworks and models to systematically analyse the process of policy making which they can then apply to specific policy issues as part of a group project and an individual essay. The module uses the case study of Housing and Homeless Policy contributed by Mr Mike Allen of Community Partners, Focus Ireland.</p> <p>This module looks at social policy <i>in action</i>. It considers how social policy is devised and implemented, asking: how do issues come onto the agenda? Who are key policy actors? How do principles and ideologies encountered in the first semester feature in policy responses? What are the key national and supra-national</p>

institutions framing policy, and how is policy reviewed and evaluated? Students gain an insight into models for analysing the policy making process. They are introduced to a range of current social policy issues and instruments in place within the Irish, EU or international context to which they can apply these analytical frameworks in lectures, tutorials and readings.

The module focuses specifically on policy on housing and homelessness as an empirical lens through which to understand these frameworks in Action. Adjunct Professor Mike Allen, Director of Advocacy for Focus Ireland joins the module team to teach on understandings, insights and experience of researching and advocating for policy addressing homelessness and delivering housing. This unique insight from Practice will bring the policy science frameworks to life through a policy topic that is highly topical in Ireland and throughout Global North welfare states.

Alongside two lecture hours per week, students will participate in a one-hour tutorials where students will discuss and think with the materials in lectures. Students will come together in a group project to analyse a policy initiative or instrument of their choice through frameworks introduced in the module. Students will present their analysis in the tutorial classroom prompting peer discussion and learning. This work will be assessed for 20% of assessment of the module.

This module will equip students for deeper exploration of specific policy issues and debates as they progress in their study of social policy and experience of applying a framework for policy analysis to a policy area of their choice.

The final component of assessment (80%) will involve students writing an individual essay where they apply the framework for analysis introduced in the module, or a component of it, to a policy area to do their own independent analysis of social policy in action.

### **Teaching and Learning**

For this module, the guidelines for student inputs are as follows - these represent the advised number of hours that students are expected to invest:

Class (lecture & tutorial) attendance and participation: 32 hours

Time spent reviewing instructional material (notes & assigned readings): 30 hours

Time spent on further recommended reading: 60 hours

**Methods<sup>15</sup>**

Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 60 hours

Researching current social policy issues to inform class presentation and written assessment: 40 hours

Drafting and finalising writing of semester long project for written assessment: 50 hours

TOTAL: 272 hours

**Assessment Details<sup>16</sup>**

Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Group project and presentation on analysis of selected policy instrument (in class after Reading week) <i>Due Date: Weeks 11 and 12 During Tutorials</i>	Students will come together in tutorials to undertake a group project analysing a policy initiative or instrument of their choice through frameworks introduced in the module. Students will present their analysis in the classroom prompting peer discussion and learning.	1, 2, 3, 5	20%
End of term Essay <i>Due Date: Week 15. Fri 05.12.25 @12 NOON</i>	3,500-word essay analysing and assessing policy initiatives relating to	1, 2, 3, 4, 6, 7	80%

<sup>15</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>16</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

Re-Assessment Details		housing and homelessness		
	Assessment Component	Assessment Description	LO Addressed	% of total
	Individual Presentation / video to be submitted.	Individual Presentation / video to be submitted.	1, 2, 3, 5	20%
	Essay	3,500-word essay analysing and assessing policy initiatives relating to housing and homelessness	1, 2, 3, 4, 6, 7	80%



## Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i></p>	
<ul style="list-style-type: none"> <li>Power point presentations, videos and other materials that are shared with students will be reviewed for accessibility with reference to <a href="#">Accessibility Tips - Equality, Diversity and Inclusion   Trinity College Dublin</a>.</li> </ul>	

- BlackBoard Ally will be used to assess how accessible all course materials are.
- Lecture notes in the form of Power point presentations will be posted on Blackboard up to one hour before lectures.
- Mentimeter will be used to allow student post questions in an accessible way during lectures and to make suggestions e.g. 'Please Slow Down'; 'Please Revise topic X from last week'. We will ensure that all students are familiar with the Platform at the outset of the module by having a demonstration session in Lecture 1.
- Students will be invited to provide feedback on how the module is delivered through a mid-module survey

**Indicative Reading List**  
(approx. 4-5 titles)

- Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley.
- Boaz, H. Davies, A. Fraser, and S. Nutley (2019) *What Works Now?: Evidence-Informed Policy and Practice*. Bristol: Policy Press.
- Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction*. 2<sup>nd</sup> Edition. Bristol: Policy Press.
- Dean, H. (2012) *Social Policy* (2<sup>nd</sup> Edition). Cambridge: Polity.
- Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy*. London: Sage.
- Howlett, M. and Ramesh, M. (2003) *Studying Public Policy. Policy Cycles and Policy Subsystems* (2<sup>nd</sup> Edition). Oxford University Press.
- Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.
- McCashin, A (2019) *Continuity and Change in the Welfare State*. Cham: Palgrave Macmillan.
- O'Sullivan, E. (2020). *Reimagining homelessness*. Bristol: Policy Press

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<b>Module Pre-requisite</b>	None
<b>Module Co-requisite</b>	None
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No

### 1.23 Policy Issues in Human Services (SSU22172), 5 ECTS

Module Code	SSU22172
Module Name	Policy Issues in Human Services
ECTS credit weighting	5 ECTS
Semester taught	Senior Fresh, Semester 2, 2025 / 2026
Module Coordinator/s	Dr Julie Byrne
<a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a>	<p><b>On successful completion of this module, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Analyse the distinctive features of human services and human service organisations, their contexts and the role of human services in social policy.</li> <li>2. Recognise the interplay between public policy and social policy using the human service setting to explore policy relationships.</li> <li>3. Critically evaluate the impact of a public policy on human services and the potential impact on social policy goal achievement.</li> <li>4. Contribute to a research informed, citizen assembly style discussion on policy.</li> </ol>
Module Content	<ul style="list-style-type: none"> <li>• Features of human services, human service organisations and contexts</li> <li>• Role of human services in social policy implementation</li> <li>• The two policies –public policy and social policy <ul style="list-style-type: none"> <li>○ Remit, goals and nature</li> <li>○ Relationship and interplay in human services setting</li> </ul> </li> <li>• Analysing public policy impact on human services –two examples <ul style="list-style-type: none"> <li>○ Digitalisation and use of technology in human services</li> <li>○ Regulation in human services</li> </ul> </li> <li>• Identifying policy impact <ul style="list-style-type: none"> <li>○ Research and the role of GenAI tools</li> <li>○ Voice and the role of citizen assemblies</li> </ul> </li> </ul> <p>Note: While this module has no pre-requisites, it builds on students’ foundational knowledge of the remit and goals of social policy. Where students do not have this grounding in social policy, they will be signposted to resources to help them orient themselves to the foundational knowledge associated with this field of study.</p>

## Teaching and Learning Methods<sup>17</sup>

Weekly lectures with supporting readings will be used to understand and evaluate concepts, theory, empirical research and for large group discussion of key policy issues and interconnections central to LO1, LO2, LO3. The *Case Analysis* assessment will assess these learning outcomes and provide input for the assessment of LO4. Towards the end of the term, we use part of the lecture time for research informed, *Interactive Presentation* assessments of LO4. These are group based, citizen assembly style discussions on policy designed to enhance group work skills and enhance understanding of policy issues through exploration of diverse perspectives.

## Assessment Details<sup>18</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
<i>Case Analysis</i> [Individual] <b>DUE: WK 29.</b> <b>Mon 09.03.26 @12.00 Noon</b>	Analyse the features of a specific human service organisation and its role in social policy implementation. Research and critically evaluate the impact of a public policy on stakeholders of this type of HSO.	LO1 – LO3	70%
<i>Interactive Presentation</i> [Group] In class w/c March 23, 30 April 6 Slide upload <b>DUE: by WK 33.</b> <b>Fri 10.04.26 @ 12 Noon</b>	Contribute to a research informed policy discussion in citizen assembly format.	LO4	30%

<sup>17</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>18</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

<b>Re-Assessment Details</b>	Assessment Component	Assessment Description	LO Addressed	% of total
	<i>Case Analysis</i>	As for annual session.	LO1 – LO3	70%
	<i>Recorded Presentation</i>	As for annual session, with individual recorded presentation and uploaded slides	LO4	30%

### Inclusive Curriculum

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul>	
<ul style="list-style-type: none"> <li>Learning outcomes are discussed at the start of the module and connected explicitly to each section of the curriculum and assessment to support the direction and organisation of student learning.</li> <li>The module utilises a clear Blackboard structure with distinct sections for module information, slides by week, learning resources by week, seminar questions etc along with detailed assessment information including a discussion forum Q&amp;A. This facilitates student navigation and orientation across the term.</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Announcements are used throughout the term to alert students to important tasks and deadlines and to signpost relevant information or support services.</li> <li>○ To facilitate active learners, the module uses the setting of familiar human service organisations such as schools, hospitals, and universities for the application of policy concepts and theory. Diverse examples of human service organisations, across different countries are used in examples.</li> <li>○ Online 'drop-in' meetings are available to students to facilitate those with caring responsibilities, those who need to study from home or whose work or commuting schedules would clash with in person office hours.</li> <li>○ Student feedback on the delivery of the modules is sought after a few weeks rather than at the end so that adjustments to learning methods and content can be made in response to student needs and preferences.</li> </ul>
<b>Indicative Reading List (approx. 4-5 titles)</b>	<p>Cairney, P. (2020) <u>Understanding public policy: theories and issues</u>, 2<sup>nd</sup> edition, e-book, London: Red Globe Press.</p> <p>Ellison, N. and Haux, T. (editors) (2020) <u>Handbook on Society and Social Policy</u>, Cheltenham: Edward Elgar Publishing.</p> <p>Bochel, C. and Bochel, H. (2018) <u>Making and Implementing Public Policy: Key Concepts and Issues</u>, New York: Springer Nature, Palgrave Macmillan Education.</p> <p>Brody, R. &amp; Nair, M. (2014) <u>Effectively Managing and Leading Human Service Organizations</u>, 4th edition, Los Angeles: Sage.</p> <p>Alcock, P., Haux, T., May, M. and Wright, S. (2016) <u>The Students Companion to Social Policy</u>. Chichester: Wiley.</p>
<b>Module Pre-requisite</b>	N/A
<b>Module Co-requisite</b>	N/A
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No

### 1.23 Policy Issues in Human Services (SSU22182), 10 ECTS

Module Code	SSU22182
Module Name	Policy Issues in Human Services
ECTS credit weighting	10 ECTS
Semester taught	Senior Fresh, Semester 2, 2025 / 2026
Module Coordinator/s	Dr Julie Byrne
<a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a>	<p><b>On successful completion of this module, students should be able to:</b></p> <ol style="list-style-type: none"> <li>Analyse the distinctive features of human services and human service organisations, their contexts and the role of human services in social policy.</li> <li>Recognise the interplay between public policy and social policy using the human service setting to explore policy relationships.</li> <li>Critically evaluate the impact of a public policy on human services and the potential impact on social policy goal achievement.</li> <li>Contribute to a research informed, citizen assembly style discussion on policy.</li> <li>Apply use of generative artificial intelligence (GenAI) tools to policy research.</li> <li>Critically reflect on the role of GenAI tools in policy research.</li> </ol>
Module Content	<ul style="list-style-type: none"> <li>Features of human services, human service organisations and contexts</li> <li>Role of human services in social policy implementation</li> <li>The two policies –public policy and social policy <ul style="list-style-type: none"> <li>Remit, goals and nature</li> <li>Relationship and interplay in human services setting</li> </ul> </li> <li>Analysing public policy impact on human services –two examples <ul style="list-style-type: none"> <li>Digitalisation and use of technology in human services</li> <li>Regulation in human services</li> </ul> </li> <li>Identifying policy impact <ul style="list-style-type: none"> <li>Research and the role of GenAI tools</li> <li>Voice and the role of citizen assemblies</li> </ul> </li> </ul> <p>Note: While this module has no pre-requisites, it builds on students’ foundational knowledge of the remit and goals of social policy. Where students do not have this grounding in social policy, they will be signposted to resources to help them orient themselves to the foundational knowledge associated with this field of study.</p>



## Teaching and Learning Methods<sup>19</sup>

Weekly lectures with supporting readings will be used to understand and evaluate concepts, theory, empirical research and for large group discussion of key policy issues and interconnections central to LO1, LO2, LO3. The *Case Analysis* assessment will assess these learning outcomes and provide input for the assessment of LO4. Towards the end of the term, we use part of the lecture time for research informed, *Interactive Presentation* assessments of LO4. These are group based, citizen assembly style discussions on policy designed to enhance group work skills and enhance understanding of policy issues through exploration of diverse perspectives. Students taking module SSU22182 will undertake research for seminars throughout the term drawing on the use and evaluation of a new tool for policy research – Generative Artificial Intelligence. Students in this module will undertake research for seminars using GenAI tools, keeping a Journal to record their use of these tools and reflections on their role in policy research. This *Journal* is the final assessment for students on SSU22182 and assesses LO5 and LO6.

## Assessment Details<sup>20</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
<i>Case Analysis</i> [Individual] <b>DUE: WK 29.</b> <b>Mon 09.03.26 @12.00 Noon</b>	Analyse the features of a specific human service organisation and its role in social policy implementation. Research and critically evaluate the impact of a public policy on stakeholders of this type of HSO.	LO1 – LO3	35%
<i>Interactive Presentation</i> [Group] <b>DUE: by WK 33.</b> <b>Fri 10.04.26 @ 12.00 Noon</b>	Contribute to a research informed policy discussion in citizen assembly format.	LO4	15%
<i>Journal</i> [Individual] <b>Due: Wk. 35.</b> <b>Thurs 23.04.25 @ 12.00 Noon.</b>	Record and critically reflect on GenAI use in policy impact research, analysis and decision making, supporting weekly seminar engagement	LO5, LO6	50%

<sup>19</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>20</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

## Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
<i>Case Analysis</i>	As for annual session.	LO1 – LO3	35%
<i>Recorded Presentation</i>	As for annual session, with individual recorded presentation and uploaded slides	LO4	15%
Journal	As for annual session	LO5, LO6	50%

## Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design               <ul style="list-style-type: none"> <li>Learning outcomes are discussed at the start of the module and connected explicitly to each section of the curriculum and assessment to support the direction and organisation of student learning.</li> <li>The module utilises a clear Blackboard structure with distinct sections for module information, slides by week, learning resources by week, seminar questions etc along with detailed assessment information including a discussion forum Q&amp;A. This facilitates student navigation and orientation across the term.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ Announcements are used throughout the term to alert students to important tasks and deadlines and to signpost relevant information or support services.</li> <li>○ To facilitate active learners, the module uses the setting of familiar human service organisations such as schools, hospitals, and universities for the application of policy concepts and theory. Diverse examples of human service organisations, across different countries are used in examples.</li> <li>○ Online ‘drop-in’ meetings are available to students to facilitate those with caring responsibilities, those who need to study from home or whose work or commuting schedules would clash with in person office hours.</li> <li>○ Student feedback on the delivery of the modules is sought after a few weeks rather than at the end so that adjustments to learning methods and content can be made in response to student needs and preferences.</li> </ul>
<b>Indicative Reading List (approx. 4-5 titles)</b>	<p>Cairney, P. (2020) <u>Understanding public policy: theories and issues</u>, 2<sup>nd</sup> edition, e-book, London: Red Globe Press.</p> <p>Ellison, N. and Haux, T. (editors) (2020) <u>Handbook on Society and Social Policy</u>, Cheltenham: Edward Elgar Publishing.</p> <p>Bochel, C. and Bochel, H. (2018) <u>Making and Implementing Public Policy: Key Concepts and Issues</u>, New York: Springer Nature, Palgrave Macmillan Education.</p> <p>Brody, R. &amp; Nair, M. (2014) <u>Effectively Managing and Leading Human Service Organizations</u>, 4th edition, Los Angeles: Sage.</p> <p>Alcock, P., Haux, T., May, M. and Wright, S. (2016) <u>The Students Companion to Social Policy</u>, Chichester: Wiley</p>
<b>Module Pre-requisite</b>	N/A
<b>Module Co-requisite</b>	N/A
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No

### 1.24 Qualitative Methods for Social Policy, (SSU22212) 5 ECTS

<b>Module Code</b>	<b>SSU22212</b>
<b>Module Name</b>	Qualitative Research Methods for Social Policy
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Senior Fresh, Semester 2, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Kasia Wodniak
<a href="#">Module Learning Outcomes</a> with <a href="#">embedded Graduate Attributes</a>	<p>On completion of the <i>Qualitative Research Methods for Social Policy</i> module students will be able to:</p> <p>LO1: Assess how adequately frameworks offered within policy science capture policy action through selected national and international qualitative policy research case studies.</p> <p>LO2: Think critically and analytically about what it means for research to be policy-engaged</p> <p>LO3: Demonstrate entry level skills in qualitative research methods for policy research, including primary, secondary and applied research.</p> <p>LO4: Develop the core skills required to undertake basic design of qualitative research for policy relevance and how to use research to address policy-relevant questions and problems.</p>
<b>Module Content</b>	<p>This module is concerned with qualitative research methods that are commonly applied to social policy research. Policy-engaged enquiry is both linear and non-linear reflecting the complexity of the policy making process. Qualitative empirical research as well as mixed-method research and systematic reviews of the international evidence are frequently employed by social policy researchers to support the development of new policy or to attempt to solve a policy problem. The module will provide entry level skills in qualitative methods drawing on case study examples demonstrating these methods in policy</p>

research.

Module aims:

- Introduce social policy students to qualitative research practice in policy studies.
- Relate theories of social policy formulation, implementation and evaluation to applied policy research designs.
- Familiarise students with existing data-sets and repositories holding qualitative data relevant to policy research.
- To develop entry level skills in qualitative research and evidence synthesis methods.
- Equip students with skills to attend to ethical issues arising in qualitative research for policy.

### Teaching and Learning Methods<sup>21</sup>

Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.

[Teaching strategies](#)

[Assessment design](#)

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<sup>21</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

**Assessment Details<sup>22</sup>**

Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Research for policy engagement assignment <b>Due:</b> <b>Week 35. Mon Apr 20th</b>	1500-word written assignment	1-4	60%
Policy process journal <b>Due:</b> <b>Week 26. Thurs Feb 19th</b>	500-word written assignment	1	30%
Research exercise <b>Due:</b> <b>Week 30. Thurs Mar 19th</b>	Mock interview	2, 3, 4	10%

<sup>22</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

**Re-Assessment  
Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Research for policy engagement assignment	1500-word written assignment	1-4	60%
Policy process journal	500-word written assignment	1	30%
Research exercise	Mock interview	2, 3, 4	10%

**Inclusive Curriculum**

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by</li> </ul>	<input checked="" type="checkbox"/>

acknowledgement of the homogenous context of the discipline/topic?	
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p>This module provides a variety of assessment methods, namely essays, blogs and practical exercises.</p> <p>This module uses a variety of teaching formats that include lectures, group discussions and multimedia presentations.</p> <p>The module's teaching materials are made available on Blackboard in formats that are accessible before a class.</p>	

**Indicative Reading List**  
(approx. 4-5 titles)

- Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley.
- Eszter Hargittai (2021) *Research Exposed : How Empirical Social Science Gets Done in the Digital Age*. New York: Columbia University Press. Available at: <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2458751> (Accessed: 23 January 2024).
- Creswell, J., Creswell, D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, 6<sup>th</sup> Edition.
- Bardach E. (2005). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd ed.). Washington, DC: CQ Press.
- Einbinder, S. (2010). Policy analysis. In *The Handbook of Social Work Research Methods* ( Second Edition ed., pp. 527-546). SAGE Publications, Inc.,



<https://doi.org/10.4135/9781544364902>

- Jennifer Browne, Brian Coffey, Kay Cook, Sarah Meiklejohn, Claire Palermo, A guide to policy analysis as a research method, *Health Promotion International*, Volume 34, Issue 5, October 2019, Pages 1032–1044, <https://doi.org/10.1093/heapro/day052>

**Module Pre-requisite**

**Module Co-requisite**

**Are other  
Schools/Departments  
involved in the  
delivery of this  
module? If yes,  
please provide  
details.**

### 1.24 Qualitative Methods for Social Policy, (SSU22222), 10 ECTS

<b>Module Code</b>	<b>SSU22222</b>
<b>Module Name</b>	Qualitative Research Methods for Social Policy
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Senior Fresh, Semester 2, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Kasia Wodniak
<a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a>	<p>On completion of the <i>Qualitative Research Methods for Social Policy</i> module students will be able to:</p> <p>LO1: Assess how adequately frameworks offered within policy science capture policy action through selected national and international qualitative policy research case studies.</p> <p>LO2: Think critically and analytically about what it means for research to be policy-engaged.</p> <p>LO3: Demonstrate entry level skills in qualitative research methods for policy research, including primary, secondary and applied research.</p> <p>LO4: Develop the core skills required to undertake basic design of qualitative research for policy relevance and how to use research to address policy-relevant questions and problems.</p>
<b>Module Content</b>	<p>This module is concerned with qualitative research methods that are commonly applied to social policy research. Policy-engaged enquiry is both linear and sometimes non-linear reflecting the complexity of the policy making process. Qualitative empirical research as well as mixed-method research and systematic reviews of the international evidence are frequently employed by social policy researchers to support the development of new policy or to attempt to solve a policy problem. The module will provide entry level skills in qualitative methods drawing on case study examples demonstrating these methods in policy research.</p>

Module aims:

- Introduce social policy students to qualitative research practice in policy studies.
- Relate theories of social policy formulation, implementation and evaluation to applied policy research designs.
- Familiarise students with existing data-sets and repositories holding qualitative data relevant to policy research.
- To develop entry level skills in qualitative research and evidence synthesis methods.
- Equip students with skills to attend to ethical issues arising in qualitative research for policy.

**Teaching and Learning  
Methods<sup>23</sup>**

Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.

[Teaching strategies](#)

[Assessment design](#)

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<sup>23</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

**Assessment Details<sup>24</sup>**

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Research for policy engagement assignment.	2000-word written assignment	1-4	60%
<b>Due:</b> <b>Week 35. Mon Apr 20th</b>			
Policy process journal	700-word written assignment	1	30%
<b>Due:</b> <b>Week 26. Thurs Feb 19th</b>			
Research exercise	Mock interview	2, 3, 4	10%
<b>Due:</b> <b>Week 30. Thurs Mar 19th</b>			

<sup>24</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

**Re-Assessment  
Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Research for policy engagement assignment	2000-word written assignment	1-4	60%
Policy process journal	700-word written assignment	1	30%
Research exercise	Mock interview	2, 3, 4	10%

**Inclusive Curriculum**

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul>	

This module provides a variety of assessment methods, namely essays, blogs and practical exercises.

This module uses a variety of teaching formats that include lectures, group discussions and multimedia presentations.

The module's teaching materials are made available on Blackboard in formats that are accessible before a class.

**Indicative Reading  
List  
(approx. 4-5 titles)**

- Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley.
- Eszter Hargittai (2021) *Research Exposed : How Empirical Social Science Gets Done in the Digital Age*. New York: Columbia University Press. Available at: <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2458751> (Accessed: 23 January 2024).
- Creswell, J., Creswell, D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, 6<sup>th</sup> Edition.
- Bardach E. (2005). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd ed.). Washington, DC: CQ Press.
- Einbinder, S. (2010). Policy analysis. In *The Handbook of Social Work Research Methods* ( Second Edition ed., pp. 527-546). SAGE Publications, Inc., <https://doi.org/10.4135/9781544364902>
- Jennifer Browne, Brian Coffey, Kay Cook, Sarah Meiklejohn, Claire Palermo, A guide to policy analysis as a research method, *Health Promotion International*, Volume 34, Issue 5, October 2019, Pages 1032–1044, <https://doi.org/10.1093/heapro/day052>

**Module Pre-requisite**

**Module Co-requisite**

**Are other  
Schools/Departments  
involved in the  
delivery of this  
module? If yes,  
please provide  
details.**

## 1.3 Junior Sophister Module Descriptors 2025 / 2026

### 1.31 Youth & Society, (SSU33011), 5 ECTS

<b>Module Code</b>	<b>SSU33011</b>
<b>Module Name</b>	Youth & Society
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Junior Sophister, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Associate Professor Paula Mayock
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p><b><i>On completion of the module students should:</i></b></p> <ul style="list-style-type: none"> <li>• Have knowledge of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time and critical understanding of these conceptualisations.</li> <li>• Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience.</li> <li>• Have the knowledge to critically assess popular discourses and dominant debates on young people.</li> <li>• Understand how social inequalities impact the life experiences and life chances of young people in general and marginalised youth, in particular.</li> <li>• Have worked as part of a group to develop an evidence-based, comprehensive presentation and contribute to the oral delivery of the presentation.</li> <li>• Have written a comprehensively researched 2,500 word essay on a topic directly related to one of areas covered in the module.</li> </ul>
<b>Module Content</b>	<p>This module is interdisciplinary and draws on research linked to Youth Studies, Sociology, Criminology, Psychology and Social Policy. The core aim is to provide students with an in-depth, research-based understanding of youth, adolescence, and emerging adulthood. The module interrogates key theoretical approaches to understanding youth in society and considers a range of substantive issues and areas within contemporary research on both ‘mainstream’ and ‘marginalised’ youth. There is a strong focus on youth ‘at risk’, including young people who experience homelessness, care experienced youth, and young people who use drugs. Approaches to the study of youth are reviewed and the module examines how social and economic forces shape the lives and experiences of young people generally and marginalised youth, in particular.</p>



## Teaching and Learning Methods<sup>25</sup>

### [Teaching strategies](#)

Presentation of core teaching material in accessible format during lectures using PowerPoint slides and integrating YouTube videos, short Ted Talks and Case Studies.

Encourage the development of critical thinking skills through classroom and group-based discussion during lectures.

Classroom discussion of assigned readings.

‘Think, pair, share’ classroom-based exercises.

Independent research.

***For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:***

Class (lecture) attendance and participation: 26 hours

Time spent reviewing instructional material (notes & assigned readings): 28 hours

Time spent on further recommended reading and on independently sourcing and reading supplementary material to prepare for essay writing: 30 hours

Preparing 400-word commentary on a youth-related issue covered in the media: 6 hours

Drafting and finalising writing of 2,000-word essay for written assessment: 35 hours.

**Total 125 Hours**

### [Assessment design](#)

Students are assessed via two modalities: 1) 400-word Written Commentary (30%); 2) End-of-term Essay (70%)

The module’s teaching strategies and assessment design will support student learning and the development of critical thinking, which are essential to the completion of the 400-word Written Commentary and to preparing a well-evidenced end-of-term essay. Students are supported to achieve the module’s learning outcomes and to prepare their assignments through interactive teaching methods in the classroom and the range of resources and materials made available to them (in advance of lectures) via Blackboard.

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<sup>25</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

**Assessment Details<sup>26</sup>**

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Written Commentary <b>Due: Week 11</b> <b>Fri 07.11.25 @ 5.00 pm</b>	400-word written commentary on a youth-related media article	1, 2, 3, 4	30%
End-of-term Essay <b>Due: Week 17.</b> <b>Mon 15.12.25 @ 5.00 pm</b>	2,000-word End-of-term Essay	1, 2, 3, 4, 5	70%

**Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Written Commentary	400-word written commentary on a youth-related media article	1, 2, 3, 4	30%
Essay	2,000-word Essay	1, 2, 3, 4, 5	70%

<sup>26</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

## Inclusive Curriculum

	<b>PLEASE TICK</b>
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines ( <a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a> )?	<input checked="" type="checkbox"/>
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design (SEE BELOW)	
<p>The module's learning outcomes are outlined clearly and discussed in detail during the first lecture; they are reviewed half way through the module and again at the end of the module. Module assessment modalities are also set out clearly during the first lecture and revisited at regular intervals.</p> <p>All teaching material is uploaded to Blackboard in advance of each week's lecture to allow students to review content ahead of attending lectures. Blackboard content is structured according to weekly lecture content and corresponds clearly with the subject matter of each lecture. Additional learning supports (e.g. detailed reading lists to correspond with the content of each lecture, links to useful web sites) are provided weekly.</p> <p>Students are communicated with regularly via the Announcement function on Blackboard to inform them about relevant College-based learning support services and to remind them about upcoming requirements and deadlines. Module delivery is designed to support learning through the use of different types of media, including illustrations, visual imagery and video. Interactive web tools are used where available to communicate information. All audio-visual material used has captions.</p> <p>The module uses a number of assessment methods, including in-class group presentations and written assignments.</p> <p>When required and where possible, flexibility in time is offered to students to</p>	

	<p>complete assessments.</p> <p>Written feedback is provided to students on all assessment components of the module via Blackboard. Students can request individual meeting to get feedback. Written and verbal feedback aims to reinforce the positive features of their work and to provide constructive guidance on how to improve</p>
<b>Indicative Reading List (approx. 4-5 titles)</b>	<ul style="list-style-type: none"> <li>• Furlong, A. (2013) <i>Youth Studies: An Introduction</i>. Abingdon: Routledge. Shelfmark: PL-571-883</li> <li>• France, A. (2007) <i>Understanding Youth in Late Modernity</i>. Basingstoke: Palgrave Shelfmark: 301.43 P793</li> <li>• Cieslik, M. &amp; Simpson, D. (2013) <i>Key Concepts in Youth Studies</i>. London: Sage Shelfmark: HL-359-258 (The Library Basement); PB-251-813 (Santry Stacks)</li> <li>• Lalor, K., deRoiste, A. &amp; Devlin, M. (2007) <i>Young People in Contemporary Ireland</i>. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72</li> </ul> <p>** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **</p>
<b>Module Pre-requisite</b>	None
<b>Module Co-requisite</b>	None
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No

### 1.31 Youth & Society, (SSU33022), 10 ECTS

<b>Module Code</b>	<b>SSU33022</b>
<b>Module Name</b>	Youth & Society
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Junior Sophister, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Associate Professor Paula Mayock
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p><b><i>On completion of the module students should:</i></b></p> <ul style="list-style-type: none"><li>• Have knowledge of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time and critical understanding of these conceptualisations.</li><li>• Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience.</li><li>• Have the knowledge to critically assess popular discourses and dominant debates on young people.</li><li>• Understand how social inequalities impact the life experiences and life chances of young people in general and marginalised youth, in particular.</li><li>• Have worked as part of a group to develop an evidence-based, comprehensive presentation and contribute to the oral delivery of the presentation.</li><li>• Have written a comprehensively researched 2,500 word essay on a topic directly related to one of areas covered in the module.</li></ul>
<b>Module Content</b>	<p>This module is interdisciplinary and draws on research linked to Youth Studies, Sociology, Criminology, Psychology and Social Policy. The core aim is to provide students with an in-depth, research-based understanding of youth, adolescence, and emerging adulthood. The module interrogates key theoretical approaches to understanding youth in society and considers a range of substantive issues and areas within contemporary research on both ‘mainstream’ and ‘marginalised’ youth. There is a strong focus on youth ‘at risk’, including young people who experience homelessness, care experienced youth, and young people who use drugs. Approaches to the study of youth are reviewed and the module examines how social and economic forces shape the lives and experiences of young people generally and marginalised youth, in particular.</p>

## Teaching and Learning Methods<sup>27</sup>

### [Teaching strategies](#)

Presentation of core teaching material in accessible format during lectures using PowerPoint slides and integrating YouTube videos, short Ted Talks and Case Studies.

Encourage the development of critical thinking skills through classroom and group-based discussion during lectures.

Classroom discussion of assigned readings.

‘Think, pair, share’ classroom-based exercises.

Independent research.

***For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:***

Class (lecture) attendance and participation: 26 hours

Time spent reviewing instructional material (notes & assigned readings): 30 hours

Time spent on further recommended reading: 60 hours

Independent sourcing, reading and synthesising of relevant supplementary materials to prepare for assessment: 70 hours

Conducting research to inform class presentation and working with group members to prepare the presentation: 30 hours

Drafting and finalising 2,500-word essay for written assessment: 60 hours.

**Total: 276 Hours**

### [Assessment design](#)

Students are assessed via two modalities: 1) Group Presentation (30%); 2) End-of-term Essay (70%)

The module’s teaching strategies and assessment design will support student learning and the development of critical thinking, which are essential to the completion of the Group Presentation and to preparing a well-evidenced end-of-term essay. Students are supported to achieve the module’s learning outcomes and to prepare their assignments through interactive teaching methods in the classroom and the range of resources and materials made available to them (in advance of lectures) via Blackboard.

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<sup>27</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

**Assessment Details<sup>28</sup>**

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Presentation <b>Due: Week 11.</b> <b>Tues 04.11.25</b> <b>In-class Presentations</b>	Group Presentation during class	1, 2, 3, 4	30%
End-of-term Essay <b>Due: Week 17.</b> <b>Mon 15.12.25 @ 5.00 pm</b>	2,500-word End-of-term Essay	1, 2, 3, 4, 6	70%

**Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Written Commentary	800-word written commentary on a youth-related media article	1, 2, 3, 4	30%
Essay	2,500-word Essay	1, 2, 3, 4, 6	70%

<sup>28</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

## Inclusive Curriculum

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design (<i>SEE BELOW</i>)</li> </ul> <p>The module's learning outcomes are outlined clearly and discussed in detail during the first lecture; they are reviewed half way through the module and again at the end of the module. Module assessment modalities are also set out clearly during the first lecture and revisited at regular intervals.</p> <p>All teaching material is uploaded to Blackboard in advance of each week's lecture to allow students to review content ahead of attending lectures. Blackboard content is structured according to weekly lecture content and corresponds clearly with the subject matter of each lecture. Additional learning supports (e.g. detailed reading lists to correspond with the content of each lecture, links to useful web sites) are provided weekly.</p> <p>Students are communicated with regularly via the Announcement function on Blackboard to inform them about relevant College-based learning support services and to remind them about upcoming requirements and deadlines.</p> <p>Module delivery is designed to support learning through the use of different types of media, including illustrations, visual imagery and video. Interactive web tools are used where available to communicate information. All audio-visual material used has captions.</p> <p>The module uses a number of assessment methods, including in-class group presentations and written assignments.</p> <p>When required and where possible, flexibility in time is offered to students to</p>	



	<p>complete assessments.</p> <p>Written feedback is provided to students on all assessment components of the module via Blackboard. Students can request individual meeting to get feedback. Written and verbal feedback aims to reinforce the positive features of their work and to provide constructive guidance on how to improve</p>
<b>Indicative Reading List</b> <b>(approx. 4-5 titles)</b>	<ul style="list-style-type: none"> <li>• Furlong, A. (2013) <i>Youth Studies: An Introduction</i>. Abingdon: Routledge. Shelfmark: PL-571-883</li> <li>• France, A. (2007) <i>Understanding Youth in Late Modernity</i>. Basingstoke: Palgrave Shelfmark: 301.43 P793</li> <li>• Cieslik, M. &amp; Simpson, D. (2013) <i>Key Concepts in Youth Studies</i>. London: Sage Shelfmark: HL-359-258 (The Library Basement); PB-251-813 (Santry Stacks)</li> <li>• Lalor, K., deRoiste, A. &amp; Devlin, M. (2007) <i>Young People in Contemporary Ireland</i>. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72</li> </ul> <p>** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **</p>
<b>Module Pre-requisite</b>	None
<b>Module Co-requisite</b>	None
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No

### 1.32 Ageing and Intergenerational Relations, (SSU34002), 5 ECTS

<b>Module Code</b>	<b>SSU34002</b>
<b>Module Name</b>	Ageing and Intergenerational Relations
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Junior Sophister, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Catherine Elliott O'Dare
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p>LO1 Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people.</p> <p>LO2 Critically and reflectively engage with, and apply, the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies.</p> <p>LO3 Recognise, and reflect on, the diversity in the 'ways' of ageing for social groups, and the lived experiences, expectations, and outcomes in relation to health, care, finance, leisure, and work.</p> <p>LO4 Frame and critically analyse the concept of 'generations' and ageing and intergenerational relations in everyday life through engagement with empirical data and literature provided on Blackboard to understand how intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older and younger people.</p> <p>LO5 Demonstrate a critical understanding of the concept of age discrimination and exclusion, and the policy measures taken to counter age inequality in the workplace and society.</p>
<b>Module Content</b>	Evidence indicates that societies are ageing, with the World Health Organisation advising that between 2015 and 2050, the proportion of the world's population aged over sixty will nearly double from 12% to 22% (WHO, 2018). This module will provide students with an opportunity to explore and understand the implications of this demographic change. The module takes a critical, social gerontological approach to understanding how ageing and older age is socially constructed, portrayed, understood, and experienced in everyday life at the macro and micro level. Students will engage with theories of ageing, and

concepts such as intersectionality, inequality and ageism, the life course, generations, and intergenerational relations. The module content will encourage students to challenge stereotyping and to interrogate the diversity of 'ways' of ageing in contemporary societies.

Students will become conversant with theories, literature, and empirical evidence to critically analyse contemporary policy developments, nationally and internationally in relation to ageing. Finally, students will critically engage with the current international and national policy solutions designed to promote and achieve an equitable and inclusive society for all citizens as they age.

### **Teaching and Learning Methods<sup>29</sup>**

Two hours per week, in-person lectorials are scheduled. Students are encouraged to participate in peer-learning and in-class interactive exercises. Group discussions (4/5 students per group) form part of every lectorial as students are encouraged to learn from each other as they reflect on a question posed in class, designed to prompt understanding and creative solutions to social challenges in relation to ageing and intergenerational relations. Promoting and supporting a clear understanding, reflection and a critical mindset in engaging with lecture materials, class discussions/debates, the broad range of materials provided for them (and by students themselves) on Blackboard such as video clips, interviews, TV ads, podcasts, published media, along with academic materials, will assist the students in completing their assignments (reflective peer-reviewed blogs and a critical policy analysis) and meeting LO 1-5.

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<sup>29</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

**Assessment Details<sup>30</sup>**

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog 1 <i><u>Due Week 6 – Friday 3<sup>rd</sup> October @ 9.00pm</u></i>	150 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-3	10%
Reflective Blog 2 <i><u>Due Week 10 -Friday 31<sup>st</sup> October @9.00 pm</u></i>	150 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	10%
Policy Analysis <i><u>Due Week 17 – Wednesday 17<sup>th</sup> December @9.00pm</u></i>	1,000-1,500 words critical analysis on a chosen policy area using module materials- choice of three policy options	1-5	80%

**Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog <b><u>Due</u></b> Week 53: Week beginning 24 <sup>th</sup> August	300 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	10%
Reflective Blog <b><u>Due</u></b> Week 53: Week beginning 24 <sup>th</sup> August	300 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	10%
Policy Analysis <b><u>Due</u></b> Week 53: Week beginning 24 <sup>th</sup> August	1,000 -1,500 words critical analysis on a chosen policy area using module materials (choice of three options)	1-5	80%

<sup>30</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

## Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><i>Module content is presented in a variety of ways, recognising the diversity in learning styles in our student cohort, for example, each week videos, podcasts, media such as TV advertisements, along with academic journal articles and book chapters are provided to promote learning and engagement. Students are encouraged to share suitable resources that they identify as insightful, thus promoting student-led learning from our diverse student body.</i></p> <p><i>Continuous assessment (x2 peer reviewed blogs) based in the principles of reflective learning, allows students the freedom to demonstrate their own insights and understanding on course topics, and to view their fellow student's blogs recognising the value of peer learning and diversity (students learning from each other).</i></p> <p><i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i></p>	

<b>Indicative Reading List (approx. 4-5 titles)</b>	<p>Latest pertinent publications from journals incl, Ageing and Society, Canadian Journal of Ageing, Journal of Ageing Studies, Social Inclusion, Intergenerational relations.</p> <ul style="list-style-type: none"> <li>• Biggs, S. Hendricks, J. and Lowenstein, A (2020). Critical approaches to Social Gerontology. New York: Routledge.</li> <li>• Carney, G &amp; Nash, P (2020). Critical questions for Ageing Societies. Bristol: Policy Press.</li> <li>• Gendron, T (2022). Ageism unmasked. Exploring age bias and how to end it. UK: Steerforth.</li> <li>• Gullette, M. M (2017). Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press.</li> <li>• WHO (2023). Connecting generations: planning and implementing interventions for intergenerational contact. Geneva: World Health Organization;</li> </ul>
<b>Module Pre-requisite</b>	
<b>Module Co-requisite</b>	
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	<p>Guest lecturers such as academic researchers, policy experts, and NGO's are invited to lecture with students.</p>

### 1.32 Ageing and Intergenerational Relations, (SSU34012), 10 ECTS

<b>Module Code</b>	<b>SSU34012</b>
<b>Module Name</b>	Ageing and Intergenerational Relations
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Junior Sophister, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Catherine Elliott O'Dare
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p>LO1 Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people.</p> <p>LO2 Critically and reflectively engage with, and apply, the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies.</p> <p>LO3 Recognise, and reflect on, the diversity in the 'ways' of ageing for social groups, and the lived experiences, expectations, and outcomes in relation to health, care, finance, leisure, and work.</p> <p>LO4 Frame and critically analyse the concept of 'generations' and ageing and intergenerational relations in everyday life through engagement with empirical data and literature to understand how intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older and younger people.</p> <p>LO5 Demonstrate a broad critical understanding of the concept of age discrimination and exclusion, and the policy measures taken globally and nationally to counter age inequality in the workplace and society.</p>
<b>Module Content</b>	Evidence indicates that societies are ageing, with the World Health Organisation advising that between 2015 and 2050, the proportion of the world's population aged over sixty will nearly double from 12% to 22% (WHO, 2018). This module will provide students with an opportunity to explore and understand the implications of this demographic change. The module takes a critical, social gerontological approach to understanding how ageing and older age is socially constructed, portrayed, understood, and experienced in everyday life at the macro and micro level. Students will engage with theories of ageing, and concepts such as intersectionality, inequality and ageism, the life course,

generations, and intergenerational relations. The module content will encourage students to challenge stereotyping and to interrogate the diversity of 'ways' of ageing in contemporary societies.

Students will become conversant with theories, literature, and empirical evidence to critically analyse contemporary policy developments, nationally and internationally in relation to ageing. Finally, students will critically engage with the current international and national policy solutions designed to promote and achieve an equitable and inclusive society for all citizens as they age.

### **Teaching and Learning Methods**

Two hours per week, in-person lectorials are scheduled. Students are encouraged to participate in peer-learning and in-class interactive exercises. Group discussions (4/5 students per group) form part of every lectorial as students are encouraged to learn from each other as they reflect on a question posed in class, designed to prompt understanding and creative solutions to social challenges in relation to ageing and intergenerational relations. Promoting and supporting a clear understanding, reflection and a critical mindset in engaging with lecture materials, class discussions/debates, the broad range of materials provided for them (and by students themselves) on Blackboard such as video clips, interviews, TV ads, podcasts, published media, along with academic materials, will assist the students in completing their assignments (reflective peer-reviewed blogs and a critical policy analysis) and meeting LO 1-5.



**Assessment Details<sup>31</sup>**

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog 1 <i><u>Due Week 6 – Friday 3<sup>rd</sup> October @9.00pm</u></i>	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-3	10%
Reflective Blog 2 <i><u>Due Week 10 -Friday 31<sup>st</sup> October @9.00pm</u></i>	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	10%
Policy Analysis <i><u>Due Week 17 – Wednesday 17<sup>th</sup> December @9.00pm</u></i>	2,000-2,500 words critical analysis on a chosen policy area - choice of three policy options	1-5	80%

**Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog <b><u>Due</u></b> Week 53: Week beginning 24 <sup>th</sup> August	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-3	10%
Reflective Blog <b><u>Due</u></b> Week 53: Week beginning 24 <sup>th</sup> August	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-3	10%
Policy Analysis <b><u>Due</u></b> Week 53: Week beginning 24 <sup>th</sup> August	2,000-2,500 words critical analysis on a chosen policy area - choice of three policy options	1-5	80%

<sup>31</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

## Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><i>Module content is presented in a variety of ways, recognising the diversity in learning styles in our student cohort, for example, each week videos, podcasts, media such as TV advertisements, along with academic journal articles and book chapters are provided to promote learning and engagement. Students are encouraged to share suitable resources that they identify as insightful, thus promoting student-led learning from our diverse student body.</i></p> <p><i>Continuous assessment (x2 peer reviewed blogs) based in the principles of reflective learning, allows students the freedom to demonstrate their own insights and understanding on course topics, and to view their fellow student's blogs recognising the value of peer learning and diversity (students learning from each other).</i></p> <p><i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i></p>	

<b>Indicative Reading List (approx. 4-5 titles)</b>	<p>Latest pertinent publications from journals incl, Ageing and Society, Canadian Journal of Ageing, Journal of Ageing Studies, Social Inclusion, Intergenerational relations.</p> <ul style="list-style-type: none"> <li>• Biggs, S. Hendricks, J. and Lowenstein, A (2020). Critical approaches to Social Gerontology. New York: Routledge.</li> <li>• Carney, G &amp; Nash, P (2020). Critical questions for Ageing Societies. Bristol: Policy Press.</li> <li>• Gendron, T (2022). Ageism unmasked. Exploring age bias and how to end it. UK: Steerforth.</li> <li>• Gullette, M. M (2017). Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press.</li> <li>• WHO (2023). Connecting generations: planning and implementing interventions for intergenerational contact. Geneva: World Health Organization;</li> </ul>
<b>Module Pre-requisite</b>	
<b>Module Co-requisite</b>	
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	<p>Guest lecturers such as academic researchers, policy experts, and NGO's are invited to lecture with students.</p>

### 1.33 Global Social Policy (SSU33802), 5 ECTS.

Module Code	SSU33802
Module Name	Global Social Policy
ECTS credit weighting	5 ECTS
Semester taught	Junior Sophister, Semester 2, 2025 / 2026
Module Coordinator/s	Prof Nicola Carr
<a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a>	<p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"><li>• Demonstrate a critical understanding of the key theories, concepts, and debates in Global Social Policy</li><li>• Explain how social problems and policy responses are shaped by global, regional, and national interconnections.</li><li>• Analyse the roles of international organisations, governments, NGOs, and global social movements in shaping welfare policy.</li><li>• Critically evaluate the limits of methodological nationalism and apply a transnational perspective to the study of social policy.</li><li>• Assess how globalisation and structural changes (e.g. migration, economic integration, cross-border governance) influence welfare provision and outcomes.</li><li>• Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection.</li><li>• Interpret and assess evidence on the global diffusion of social policy ideas and models, including their adoption, adaptation, and resistance.</li></ul>

## Module Content

This module introduces students to the field of **Global Social Policy**, examining how social problems and welfare issues transcend national borders in an increasingly interconnected world. The policies of one country can directly or indirectly affect the wellbeing of citizens in others, and students will gain knowledge of these shared challenges alongside the competencies needed to analyse and respond to them. The module provides a foundation in theory, social policy change, and policy outcomes, situating national systems within wider global contexts. Traditionally, social policy research has been rooted in **methodological nationalism**, focusing narrowly on domestic welfare institutions and local actors. Global Social Policy challenges this perspective by focussing on the **extra-national and transnational arenas** where policy is made, contested, and implemented. Adopting a transnational lens, students will explore the roles of international organisations, states, NGOs, advocacy networks, and global social movements in shaping welfare arrangements and influencing access to services worldwide.

The module examines how social policy issues are increasingly understood as **global in scope, cause, and impact**, highlighting responses by both state and non-state actors. Students will investigate the effects of structural social and economic changes, such as cross-border migration, flows of goods and ideas, transnational forms of governance, and multilateral cooperation. Drawing on comparative and international examples, key policy areas such as social security, provision, health, crime and security will be explored.

## Teaching and Learning Methods<sup>32</sup>

The module adopts a **blended and interactive approach**, combining lectures, guided readings, case study work, and independent learning. The design encourages both theoretical engagement and applied analysis, enabling students to develop critical understanding and transferable skills.

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<sup>32</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

**Lectures** will provide an overview of key theories, concepts, debates, and empirical evidence in Global Social Policy and introduce comparative and transnational perspectives, Lectures will be delivered with supporting slides, recommended readings, and illustrative case material.

**Small group discussions** in lectures will allow students to interrogate lecture material, apply theories to real-world cases, and debate contrasting perspectives. Activities may include group debates, policy brief exercises, and role-play (e.g. simulating decision-making by governments or international organisations).

**Group Presentations** will develop skills in teamwork, oral communication, and policy analysis.

### Assessment Details<sup>33</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider

Assessment Component	Assessment Description	LO Addressed	% of total
<b>Group Presentation.</b> <b>Due Date:</b> <b>Week 27.</b> <b>Fri 27.02.26</b>	In groups of 3–5, students will research and deliver a 20-minute presentation analysing a contemporary issue in <b>Global Social Policy</b> . The case study should focus on one	<ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the key theories, concepts, and debates in Global Social Policy</li> <li>• Explain how social problems and policy responses are</li> </ul>	30%

<sup>33</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

assessment types  
used across the year  
to ensure varied  
assessment methods.

	<p>thematic area (e.g. global migration, child welfare, health, crime and justice, or education) and critically examine the issue.</p> <p>Following the presentation, each group will facilitate a <b>10-minute Q&amp;A discussion</b> with peers, demonstrating the ability to communicate complex ideas and engage in informed debate.</p>	<p>shaped by global, regional, and national interconnections.</p> <ul style="list-style-type: none"> <li>• Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection.</li> <li>• Interpret and assess evidence on the global diffusion of social policy ideas and models, including their adoption, adaptation, and resistance.</li> </ul>	
<p><b>Essay (2,000)</b></p> <p><b>Due Date:</b></p> <p><b>Week 35.</b></p> <p><b>Mon 20.04.26</b></p>	<p>For this assignment students will be provided with a choice of four</p>	<ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the key theories,</li> </ul>	70%

	<p>essay topics based on material covered in the lectures.</p>	<p>concepts, and debates in Global Social Policy</p> <ul style="list-style-type: none"> <li>• Explain how social problems and policy responses are shaped by global, regional, and national interconnections.</li> <li>• Analyse the roles of international organisations, governments, NGOs, and global social movements in shaping welfare policy.</li> <li>• Critically evaluate the limits of methodological nationalism and apply a transnational perspective to</li> </ul>	
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		<p>the study of social policy.</p> <ul style="list-style-type: none"> <li>• Assess how globalisation and structural changes (e.g. migration, economic integration, cross-border governance) influence welfare provision and outcomes.</li> <li>• Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection.</li> <li>• Interpret and assess evidence on the global diffusion of social policy</li> </ul>	
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		ideas and models, including their adoption, adaptation, and resistance.	

# **Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Group Presentation will revert to individual recorded presentation.		As above	30%
Essay (2,000 words)	As above	As above	70%

# **Inclusive Curriculum**

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external</li> </ul>	<input checked="" type="checkbox"/>

responsibilities, students with IT issues / requiring specific accessibility software etc.?	
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i></p>	

**Indicative Reading List**  
(approx. 4-5 titles)

- Yeates, N. & Holden, C. (Eds.) (2022) *Understanding Global Social Policy (3<sup>rd</sup> Edition)*. Bristol: Policy Press.

	<ul style="list-style-type: none"> <li>• Kuhlman, J., Gonzalez de Reufels, D, Nullmeier, F (2019) 'How social policy travels: a refined model for diffusion', Global Social Policy.</li> <li>• Martens, K., Niemann, D. and Kaasch, A. (eds) (2021) <i>International Organizations in Global Social Governance</i>, London: Palgrave Macmillan.</li> </ul>
<b>Module Pre-requisite</b>	None
<b>Module Co-requisite</b>	None
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No

### 1.33 Global Social Policy (SSU33702), 10 ECTS

Module Code	SSU33702
Module Name	Global Social Policy
ECTS credit weighting	10 ECTS
Semester taught	Junior Sophister, Semester 2, 2025 / 2026
Module Coordinator/s	Prof Nicola Carr
<a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a>	<p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"><li>• Demonstrate a critical understanding of the key theories, concepts, and debates in Global Social Policy</li><li>• Explain how social problems and policy responses are shaped by global, regional, and national interconnections.</li><li>• Analyse the roles of international organisations, governments, NGOs, and global social movements in shaping welfare policy.</li><li>• Critically evaluate the limits of methodological nationalism and apply a transnational perspective to the study of social policy.</li><li>• Assess how globalisation and structural changes (e.g. migration, economic integration, cross-border governance) influence welfare provision and outcomes.</li><li>• Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection.</li><li>• Interpret and assess evidence on the global diffusion of social policy ideas and models, including their adoption, adaptation, and resistance.</li></ul>

## Module Content

This module introduces students to the field of **Global Social Policy**, examining how social problems and welfare issues transcend national borders in an increasingly interconnected world. The policies of one country can directly or indirectly affect the wellbeing of citizens in others, and students will gain knowledge of these shared challenges alongside the competencies needed to analyse and respond to them. The module provides a foundation in theory, social policy change, and policy outcomes, situating national systems within wider global contexts. Traditionally, social policy research has been rooted in **methodological nationalism**, focusing narrowly on domestic welfare institutions and local actors. Global Social Policy challenges this perspective by focussing on the **extra-national and transnational arenas** where policy is made, contested, and implemented. Adopting a transnational lens, students will explore the roles of international organisations, states, NGOs, advocacy networks, and global social movements in shaping welfare arrangements and influencing access to services worldwide.

The module examines how social policy issues are increasingly understood as **global in scope, cause, and impact**, highlighting responses by both state and non-state actors. Students will investigate the effects of structural social and economic changes, such as cross-border migration, flows of goods and ideas, transnational forms of governance, and multilateral cooperation. Drawing on comparative and international examples, key policy areas such as social security, provision, health, crime and security will be explored.

## Teaching and Learning Methods<sup>34</sup>

The module adopts a **blended and interactive approach**, combining lectures, guided readings, case study work, and independent learning. The design encourages both theoretical engagement and applied analysis, enabling students to develop critical understanding and transferable skills.

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<sup>34</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

**Lectures** will provide an overview of key theories, concepts, debates, and empirical evidence in Global Social Policy and introduce comparative and transnational perspectives, Lectures will be delivered with supporting slides, recommended readings, and illustrative case material.

**Small group discussions** in lectures will allow students to interrogate lecture material, apply theories to real-world cases, and debate contrasting perspectives. Activities may include group debates, policy brief exercises, and role-play (e.g. simulating decision-making by governments or international organisations).

**Group Presentations** will develop skills in teamwork, oral communication, and policy analysis.

#### Assessment Details<sup>35</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider

Assessment Component	Assessment Description	LO Addressed	% of total
<b>Group Presentation</b> <b>Due Date:</b> <b>Week 27.</b> <b>Fri 27.02.26</b>	In groups of 3–5, students will research and deliver a 20-minute presentation analysing a contemporary issue in <b>Global Social Policy</b> . The case study should focus on one	<ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the key theories, concepts, and debates in Global Social Policy</li> <li>• Explain how social problems and policy responses are</li> </ul>	30%

<sup>35</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

assessment types  
used across the year  
to ensure varied  
assessment methods.

	<p>thematic area (e.g. global migration, child welfare, health, crime and justice, or education) and critically examine the issue.</p> <p>Following the presentation, each group will facilitate a <b>10-minute Q&amp;A discussion</b> with peers, demonstrating the ability to communicate complex ideas and engage in informed debate.</p>	<p>shaped by global, regional, and national interconnections.</p> <ul style="list-style-type: none"> <li>• Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection.</li> <li>• Interpret and assess evidence on the global diffusion of social policy ideas and models, including their adoption, adaptation, and resistance.</li> </ul>	
<p><b>Essay (3,000)</b></p> <p><b>Due Date:</b></p> <p><b>Week 35.</b></p> <p><b>Mon 20.04.26</b></p>	<p>For this assignment students will be provided with a choice of four</p>	<ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the key theories,</li> </ul>	70%



	<p>essay topics based on material covered in the lectures.</p>	<p>concepts, and debates in Global Social Policy</p> <ul style="list-style-type: none"> <li>• Explain how social problems and policy responses are shaped by global, regional, and national interconnections.</li> <li>• Analyse the roles of international organisations, governments, NGOs, and global social movements in shaping welfare policy.</li> <li>• Critically evaluate the limits of methodological nationalism and apply a transnational perspective to</li> </ul>	
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		<p>the study of social policy.</p> <ul style="list-style-type: none"> <li>• Assess how globalisation and structural changes (e.g. migration, economic integration, cross-border governance) influence welfare provision and outcomes.</li> <li>• Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection.</li> <li>• Interpret and assess evidence on the global diffusion of social policy</li> </ul>	
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		ideas and models, including their adoption, adaptation, and resistance.	

**Re-Assessment  
Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Group Presentation will revert to individual recorded presentation.		As above	30%
Essay (3,000 words)	As above	As above	70%

## Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i></p>	

<b>Indicative Reading List</b> <b>(approx. 4-5 titles)</b>	<ul style="list-style-type: none"> <li>• Yeates, N. &amp; Holden, C. (Eds.) (2022) <i>Understanding Global Social Policy (3<sup>rd</sup> Edition)</i>. Bristol: Policy Press.</li> <li>• Kuhlman, J., Gonzalez de Reufels, D, Nullmeier, F (2019) 'How social policy travels: a refined model for diffusion', <i>Global Social Policy</i>.</li> <li>• Martens, K., Niemann, D. and Kaasch, A. (eds) (2021) <i>International organizations in global social governance</i>, London: Palgrave Macmillan.</li> </ul>
<b>Module Pre-requisite</b>	None
<b>Module Co-requisite</b>	None
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No

### 1.34 Quantitative Methods for Social Policy, (SSU34052), 5 ECTS

<b>Module Code</b>	<b>SSU34052</b>
<b>Module Name</b>	<b>Quantitative Methods for Social Policy</b>
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Semester 2, Junior Sophister, 2025 / 2026
<b>Module Coordinator/s</b>	Dr. Philip Curry
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p>On completion of this module students should be able to:</p> <ol style="list-style-type: none"><li>1. Comprehend the main forms of quantitative social research</li><li>2. Locate quantitative datasets for use in secondary analysis</li><li>3. Evaluate the quality of quantitative data</li><li>4. Select and use univariate and bivariate statistics to analyse survey and other forms of quantitative data.</li></ol>
<b>Module Content</b>	<p>This module focuses on the analysis and interpretation of quantitative data to answer questions about the social world. Common sources of such data are surveys, official records and governmental census. The bulk of this module involves practical instruction in the statistical analysis of such data using univariate and bivariate techniques. How and where to access quantitative data and the evaluation of data quality are also covered. The material is divided into following units:</p> <p>Unit 1: Quantitative measurement Unit 2: Quantitative Social Research Unit 3: Sources of Quantitative data Unit 4: Univariate statistics Unit 5: Crosstabulations Unit 6: Comparing means Unit 7: Covariance Unit 8: Assessing Data Quality</p>
<b>Teaching and Learning Methods<sup>36</sup></b>	<p>This module is delivered through a combination of live lectures, Q and A, online materials and in-class workshops using real-world examples and datasets.</p>

<sup>36</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

**Assessment****Details<sup>37</sup>**

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module coordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Data Analysis exercise  <b>DUE:</b> <b>Week 33. Fri</b> <b>10.04.26</b>	1200-word data analysis of a provided real-world dataset.	1,3,4	80 %
Data source  <b>DUE:</b> <b>Week 28, Fri</b> <b>06.03.26</b>	Locate a dataset and identify appropriate research questions.	2	20 %

**Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Data Analysis exercise	1200-word data analysis of a provided real-world dataset	1,3,4	80 %
Data source	Locate a dataset and identify appropriate research questions	2	20 %

<sup>37</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

Inclusive Curriculum		<b>PLEASE TICK</b>
	<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p>Mathematical equations are presented in an accessible digital format and explained in both mathematical notation and plain simple English. Individual support in completing learning assignments is provided to students in-class, on Blackboard, by e-mail and privately with academic staff. This module provides multiple means of representation including videos, online resources and PowerPoint lectures. Slides and other materials are provided in advance of lectures in an accessible format which can be further manipulated by students.</p>	
Indicative Reading List (approx. 4-5 titles)	<p>**Field, A. (2024). Discovering Statistics using SPSS (6<sup>th</sup> Ed.). Sage: London.</p> <p>Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6<sup>th</sup>). OUP, Oxford.</p> <p>Eichhorn, J. (2022) Survey Research and Sampling (1st Ed). Sage.</p> <p>deVaus, D. (2013) Surveys in Social Research (6th). Routledge.</p>	



### 1.34 Quantitative Methods for Social Policy, (SSU34042), 10 ECTS

<b>Module Code</b>	<b>SSU34042</b>
<b>Module Name</b>	<b>Quantitative Methods for Social Policy</b>
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Semester 2, Junior Sophister, 2025 / 2026
<b>Module Coordinator/s</b>	Dr. Philip Curry
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend the main forms of quantitative social research</li> <li>• Locate quantitative datasets for use in secondary analysis</li> <li>• Evaluate the quality of quantitative data</li> <li>• Select and use univariate and bivariate statistics to analyse survey and other forms of quantitative data</li> <li>• Using simple scaling techniques to create multi-item measures of variables.</li> <li>• Develop statistical models of social phenomenon using simple applications of Multiple Regression and other multivariate techniques.</li> </ul>
<b>Module Content</b>	<p>This module focuses on the analysis and interpretation of quantitative data to answer questions about the social world. Common sources of such data are surveys, official records and governmental census. The bulk of this module involves practical instruction in the statistical analysis of such data using univariate, bivariate and multivariate techniques. How and where to access quantitative data and the evaluation of data quality are also covered. The material is divided into following units:</p> <p>Unit 1: Quantitative measurement  Unit 2: Quantitative Social Research  Unit 3. Sources of Quantitative data  Unit 4. Univariate statistics  Unit 5. Crosstabulations  Unit 6: Comparing means  Unit 7. Covariance  Unit 8. Assessing Data Quality  Unit 9: Scaling analysis  Unit 10: Multiple Regression  Unit 11: Regression diagnostics / Other multivariate techniques</p>
<b>Teaching and Learning Methods<sup>38</sup></b>	This module is delivered through a combination of live lectures, Q and A, online

<sup>38</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

materials and in-class workshops using real-world examples and datasets.

#### Assessment

##### Details<sup>39</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module coordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Data Analysis exercise  <b>DUE:</b> <b>Week 33. Fri</b> <b>10.04.26</b>	2000-word data analysis of a provided real-world dataset	1,3,4,5,6	80 %
Data source  <b>DUE:</b> <b>Week 28, Fri</b> <b>06.03.26</b>	Locate a dataset and identify appropriate research questions	2	20 %

#### Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Data Analysis exercise	2000-word data analysis of a provided real-world dataset	1,3,4,5,6	80 %
Data source	Locate a dataset and identify appropriate research questions	2	20 %

<sup>39</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

## Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p>Mathematical equations are presented in an accessible digital format and explained in both mathematical notation and plain simple English. Individual support in completing learning assignments is provided to students in-class, on Blackboard, by e-mail and privately with academic staff. This module provides multiple means of representation including videos, online resources and PowerPoint lectures. Slides and other materials are provided in advance of lectures in an accessible format which can be further manipulated by students.</p>	

## Indicative Reading List (approx. 4-5 titles)

\*\*Field, A. (2024). Discovering Statistics using SPSS (6<sup>th</sup> Ed.). Sage: London.

Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6<sup>th</sup>). OUP, Oxford.

Eichhorn, J. (2022) Survey Research and Sampling (1st Ed). Sage.

deVaus, D. (2013) Surveys in Social Research (6th). Routledge.

## 1.4 Senior Sophister Fresh Module Descriptors 2025 / 2026

### 1.41 Eco Social Policy, (SSU44021) 5 ECTS

Module Code	<b>SSU44021</b>
Module Name	Eco Social Policy
ECTS credit weighting	<b>5 ECTS</b>
Semester taught	Semester 1, Senior Sophister, 2025 / 2026
Module Coordinator/s	Dr Joe Whelan
<a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a>	<p><i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i></p> <ol style="list-style-type: none"> <li><i>1. Think independently and be able to demonstrate knowledge of alternative and radical forms of economic management that are geared towards sustainability.</i></li> <li><i>2. Communicate effectively and be able to demonstrate an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy.</i></li> <li><i>3. Articulate an understanding of alternative, progressive and sustainable social policies and programmes.</i></li> <li><i>4. Develop continuously and make concrete connections between social policy as a discipline and practice and the climate emergency.</i></li> <li><i>5. Act responsibly and be able scrutinize social policies in the context of sustainability.</i></li> </ol>
Module Content	<p>As the environmental crisis deepens and the effects begin to emerge in the form of disruptive and destructive climate events, more nation-states have ostensibly committed to carbon net zero by 2050. Achieving this target will require a major reconstitution of economies, societies and, thus, the lived realities of peoples. This reconstitution or shift will need to occur most forcibly and rapidly in the developed economies of the global north. This module will interrogate the role of social policy in addressing the climate crisis. Focusing on a range of alternative modes of economic organization along with a series of discrete policy programmes, this module will cover degrowth, postgrowth and green growth along with universal basic income, universal basic services, participation income and a capabilities approach. Current climate policy in both global and domestic contexts will also be scrutinized.</p>

## Teaching and Learning Methods<sup>40</sup>

2 hours of Lectures per week; in-class discussions and exercises; assigned readings; site visits and guest lectures.

## Assessment Details<sup>41</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module coordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Portfolio  <u><a href="#">Submission Due:</a></u> Week 16. Mon 08.12.24	Portfolio developed over the course of the module. Students will be asked to respond to prompts through written submissions and other creative methods.	1-5	100 %

## Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
A written essay which reflects the portfolio prompts.	A written essay up to 2000 words	1-5	100%

<sup>40</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>41</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

## Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><b>This module integrates principles of inclusivity and accessibility in a number of keyways.</b></p> <p><b>Assessment</b></p> <p>The assessment, which is portfolio based, is completed in stages as the module progresses and focuses on rewarding student strengths by allowing them to approach developing their portfolios in a range of ways. Students can write academically or reflectively and can include creative artefacts. Opportunities to work on the portfolio are provided throughout the module and full assessment information is provided at the outset.</p> <p><b>In class learning</b></p> <p>Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem-solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes.</p> <p><b>Further study</b></p> <p>Alongside further reading, alternative study materials are made available</p>	

to students weekly, and this includes podcasts, video clips and summaries.

**Indicative Reading  
List  
(approx. 4-5 titles)**

**Core text:**

Murphy, M.P. (2023). Creating an ecosocial welfare future: Policy Press.

**Further reading:**

Special themed section of Social Policy and Society: Towards a sustainable welfare state? Available at:

<https://www.cambridge.org/core/journals/social-policy-and-society/beveridge-report-anniversary-collections/beveridge-report-collections-towards-a-sustainable-welfare-state>

<b>Module Pre-requisite</b>	N/A
<b>Module Co-requisite</b>	N/A
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	N/A



### 1.41 Eco Social Policy, (SSU44031) 10 ECTS

Module Code	<b>SSU44031</b>
Module Name	Eco Social Policy
ECTS credit weighting	<b>10 ECTS</b>
Semester taught	Semester 1, Senior Sophister, 2025 / 2026
Module Coordinator/s	Dr Joe Whelan
<a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a>	<p><i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i></p> <ol style="list-style-type: none"> <li><i>6. Think independently and be able to demonstrate knowledge of alternative and radical forms of economic management that are geared towards sustainability.</i></li> <li><i>7. Communicate effectively and be able to demonstrate an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy.</i></li> <li><i>8. Articulate an understanding of alternative, progressive and sustainable social policies and programmes.</i></li> <li><i>9. Develop continuously and make concrete connections between social policy as a discipline and practice and the climate emergency.</i></li> <li><i>10. Act responsibly and be able scrutinize social policies in the context of sustainability.</i></li> </ol>
Module Content	<p>As the environmental crisis deepens and the effects begin to emerge in the form of disruptive and destructive climate events, more nation-states have ostensibly committed to carbon net zero by 2050. Achieving this target will require a major reconstitution of economies, societies and, thus, the lived realities of peoples. This reconstitution or shift will need to occur most forcibly and rapidly in the developed economies of the global north. This module will interrogate the role of social policy in addressing the climate crisis. Focusing on a range of alternative modes of economic organization along with a series of discrete policy programmes, this module will cover degrowth, postgrowth and green growth along with universal basic income, universal basic services, participation income and a capabilities approach. Current climate policy in both global and domestic contexts will also be scrutinized.</p>
Teaching and Learning	What types of teaching and learning strategies will be used to support students in achieving the learning outcomes?

**Methods<sup>42</sup>**

2 hours of Lectures per week; in-class discussions and exercises; assigned readings; site visits and guest lectures.

**Assessment Details<sup>43</sup>**

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Portfolio  <u><a href="#">Submission Due:</a></u> Week 16. Mon 08.12.24	Portfolio developed over the course of the module. Students will be asked to respond to prompts through written submissions and other creative methods.	1-5	90 %
Journal entries  <u><a href="#">Submissions Due:</a></u> Week 7 and Week 11. <a href="#">Subject to Change.</a>	Requirement to complete 2 Journal Entries over the course of the module	1-5	10 %

**Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
A written essay which reflects the portfolio prompts.	A written essay up to 2000 words	1-5	90 %
Journal entries	Requirement to complete 1 Journal Entry.	1-5	10 %

<sup>42</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>43</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><b>This module integrates principles of inclusivity and accessibility in a number of keyways.</b></p> <p><b>Assessment</b></p> <p>The assessment, which is portfolio based, is completed in stages as the module progresses and focuses on rewarding student strengths by allowing them to approach developing their portfolios in a range of ways. Students can write academically or reflectively and can include creative artefacts. Opportunities to work on the portfolio are provided throughout the module and full assessment information is provided at the outset.</p> <p><b>In class learning</b></p> <p>Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem-solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes.</p> <p><b>Further study</b></p> <p>Alongside further reading, alternative study materials are made available to students weekly, and this includes podcasts, video clips and summaries.</p>	

<b>Indicative Reading List (approx. 4-5 titles)</b>	<p><b>Core text:</b> Murphy, M.P. (2023). Creating an ecosocial welfare future: Policy Press.</p> <p><b>Further reading:</b> Special themed section of Social Policy and Society: Towards a sustainable welfare state? Available at:  <a href="https://www.cambridge.org/core/journals/social-policy-and-society/beveridge-report-anniversary-collections/beveridge-report-collections-towards-a-sustainable-welfare-state">https://www.cambridge.org/core/journals/social-policy-and-society/beveridge-report-anniversary-collections/beveridge-report-collections-towards-a-sustainable-welfare-state</a></p>
<b>Module Pre-requisite</b>	N/A
<b>Module Co-requisite</b>	N/A
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	N/A

#### 1.42 Disability and Human Rights: Global Perspectives, (SSU44162), 5 ECTS

<b>Module Code</b>	<b>SSU44162</b>
<b>Module Name</b>	Disability and Human Rights: Global Perspectives
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Senior Sophister, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Ann Swift
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p>This module aims to provide students with:</p> <ul style="list-style-type: none"><li>• A critical analysis of disability as a human rights issue and, in particular, of the Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006)</li><li>• A comprehensive insight into different models of understanding disability</li><li>• An in-depth exploration of experiences of disability from a critical and contextual standpoint</li><li>• An understanding of how the human rights-based approach has influenced policies in relation to decision making, independent living, inclusive education and employment, among others.</li></ul> <p>By the end of the module, students should be able to:</p> <p>LO1. Critically analyse the human rights discourse in relation to disability.</p> <p>LO2. Evaluate the potential and limitations of the Convention on the Rights of Persons with Disabilities (UN, 2006) to support disabled people to achieve dignified lives.</p> <p>LO3. Understand key debates in policy areas such as decision making, independent living, inclusive education, arts and culture, and employment.</p>
<b>Module Content</b>	<p>This module focuses on disability as a human rights issue in a global context. The module explores various models of disability and the influences that they, in particular the human rights-based approach, have in developing disability policy. Specifically, this module examines the Convention on the Rights of Persons with Disabilities (UN, 2006) from local, national and global perspectives using a critical approach. Drawing from current research conducted internationally, policy in the areas of supported decision making, community living, inclusive education, arts and culture, and employment, and personal experiences of disability, students will have the opportunity to gain in-depth</p>

knowledge of disability and skills to critically analyse human rights-based policy from a contextual standpoint. Indicative topics:

- Introduction to disability
- Disability models
- The concepts of normalcy and diversity
- The disability movement and the human rights-based approach
- Decision making and the right to legal capacity
- Independent living and the right to live in the community
- Education for all and employment
- Inclusive education and UDL
- Disability arts and the right to participation in cultural life
- Researching disability

### Teaching and Learning Methods<sup>44</sup>

The module will use a combination of in-person lectures and ‘flipped classroom’ approaches (where students watch a video lecture in preparation for a class, allowing more time for class discussion and group work). A feature of this module is presentations by guest lecturers, most of whom have lived experience of disability. There will also be presentations by students themselves, small and big group discussions, reading, and group work. The module takes a Universal Design for Learning approach, which ensures the provision of multiple types of material and content, together with multiple means for students to engage with the material, and a variety of ways for students to demonstrate their learning.

### Assessment Details<sup>45</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

Assessment Component	Assessment Description	LO Addressed	% of total
Individual essay <b>OR</b> individual project – PLAN	A plan for an essay to address a key disability topic covered in the module and <i>drawing from publicly available accounts of personal experience of disability</i> and empirical research <b>OR</b> for	All	20%

<sup>44</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>45</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

<p><b>Due date:</b> <b>Week 9, Friday</b> <b>24 October,</b> <b>2025 @ 12</b> <b>Noon</b></p>	<p>a project (the format of the project is open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, <i>and develop an output (e.g., poster, video, presentation, podcast) to raise awareness</i> about it.</p> <p>An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.</p>		
<p>Individual essay <b>OR</b> individual project – FINAL SUBMISSION</p> <p><b>Due date:</b> <b>Week 15,</b> <b>Monday 1</b> <b>December,</b> <b>2025</b></p>	<p>Final submission, based on the above plan. Essay length is 1,500 for 5 ECTS students. (The expected length/scope of each project will be discussed individually with each student who chooses this option, depending on the selected format).</p>	All	60%
<p>Group project – presentation and a record of each individual student's contribution to the group</p> <p><b>Due date:</b> <b>Week 15</b> <b>Monday 15</b> <b>December,</b> <b>2025</b></p>	<p>In small groups, students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10–15-minute (approximately) presentation on their findings. Where possible, presentations will be scheduled to inform the corresponding weekly discussion for the selected topic. Groups will be guided to prepare and submit a group charter before commencing their project.</p> <p>Formative feedback will be provided on the group presentation, before the slides are submitted. The final mark will</p>	All	20%

	<p>be awarded based on the original presentation and the final submitted slides.</p> <p>Students will also be asked to record and submit a record of their individual contribution to the group analysis in an individual reflective journal, to be submitted along with the slides.</p>		
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#### Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Individual essay <b>OR</b> individual project - PLAN	<p>A plan for an essay to address a key disability topic covered in the module and <i>drawing from publicly available accounts of personal experience of disability</i> and empirical research <b>OR</b> for a project (the format of the project is open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, <i>and develop an output (e.g., poster, video, presentation, podcast) to raise awareness</i> about it.</p> <p>An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.</p>	All	20%
Individual essay <b>OR</b> individual project – FINAL SUBMISSION	<p>Final submission, based on the above plan. Essay length is 1,500 for 5 ECTS students. The expected length/scope of the project will be discussed individually with each student who chooses this option, depending on the</p>	All	60%



	selected format).		
Recorded presentation (slides and accompanying audio, or video)	Students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10 minute (approximately) recorded presentation on their findings. The module coordinator can provide formative feedback on the recorded presentation, before the final slides are submitted (in line with that provided for the module presentation), if the student wishes. The final mark will reflect both the original presentation, and the final submitted slides.	All	20%

#### Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>

	<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design.</li> </ul> <p><i>Assessment for this module has been specifically designed to provide multiple means for students to demonstrate their learning. This is particularly true of the optional individual project offered as an alternative to the individual essay.</i></p> <p><i>The course materials include, where possible, first-hand accounts of disability (most of the guest speakers also have lived experience of disability), and also literature and other material from the Global South.</i></p>
<b>Indicative Reading List (approx. 4-5 titles)</b>	<p>Davis L. J. (2017). The Disability Studies Reader, 5th Edition. p. 1 - 16. NY: Routledge.</p> <p>Garcia Iriarte, E., McConkey, R., &amp; Gilligan, R. (2016). Disability and human rights: Global perspectives. London: Palgrave Macmillan.</p> <p>Goodley, D. (2012). Disability Studies: An interdisciplinary introduction. London: Sage.</p> <p>Justesen, P. (2020). From the periphery: Real life stories of disability. Chicago: Lawrence Hill Books</p> <p>Sabatello, M. &amp; Schulze, M. (2014). Human rights and Disability Advocacy. Philadelphia: University of Pennsylvania Press.</p>
<b>Module Pre-requisite</b>	NA
<b>Module Co-requisite</b>	NA
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	NA

**1.42 Disability and Human Rights: Global Perspectives, (SSU44152), 10 ECTS**

<b>Module Code</b>	<b>SSU44152</b>
<b>Module Name</b>	Disability and Human Rights: Global Perspectives
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Senior Sophister, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Ann Swift
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p>This module aims to provide students with:</p> <ul style="list-style-type: none"><li>• A critical analysis of disability as a human rights issue and, in particular, of the Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006)</li><li>• A comprehensive insight into different models of understanding disability</li><li>• An in-depth exploration of experiences of disability from a critical and contextual standpoint</li><li>• An understanding of how the human rights-based approach has influenced policies in relation to decision making, independent living, inclusive education and employment, among others.</li></ul> <p>By the end of the module, students should be able to:</p> <p>LO1. Critically analyse the human rights discourse in relation to disability.</p> <p>LO2. Evaluate the potential and limitations of the Convention on the Rights of Persons with Disabilities (UN, 2006) to support disabled people to achieve dignified lives.</p> <p>LO3. Understand key debates in policy areas such as decision making, independent living, inclusive education, arts and culture, and employment.</p>
<b>Module Content</b>	<p>This module focuses on disability as a human rights issue in a global context. The module explores various models of disability and the influences that they, in particular the human rights-based approach, have in developing disability policy. Specifically, this module examines the Convention on the Rights of Persons with Disabilities (UN, 2006) from local, national and global perspectives using a critical approach. Drawing from current research conducted internationally, policy in the areas of supported decision making, community living, inclusive education, arts and culture, and employment, and personal experiences of disability, students will have the opportunity to gain in-depth</p>

knowledge of disability and skills to critically analyse human rights-based policy from a contextual standpoint. Indicative topics:

- Introduction to disability
- Disability models
- The concepts of normalcy and diversity
- The disability movement and the human rights-based approach
- Decision making and the right to legal capacity
- Independent living and the right to live in the community
- Education for all and employment
- Inclusive education and UDL
- Disability arts and the right to participation in cultural life
- Researching disability

### Teaching and Learning Methods<sup>46</sup>

The module will use a combination of in-person lectures and ‘flipped classroom’ approaches (where students watch a video lecture in preparation for a class, allowing more time for class discussion and group work). A feature of this module is presentations by guest lecturers, most of whom have lived experience of disability. There will also be presentations by students themselves, small and big group discussions, reading, and group work. The module takes a Universal Design for Learning approach, which ensures the provision of multiple types of material and content, together with multiple means for students to engage with the material, and a variety of ways for students to demonstrate their learning.

### Assessment Details<sup>47</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

Assessment Component	Assessment Description	LO Addressed	% of total
Individual essay <b>OR</b> individual project – PLAN	A plan for an essay to address a key disability topic covered in the module and <i>drawing from publicly available accounts of personal experience of disability</i> and empirical research <b>OR</b> for a project (the format of the project is	All	20%

<sup>46</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>47</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

<p><b>Due date:</b> <b>Week 9,</b> <b>Friday 24<sup>th</sup></b> <b>October, 2025</b></p>	<p>open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, <i>and develop an output (e.g., poster, video, presentation, podcast) to raise awareness</i> about it.</p> <p>An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.</p>		
<p>Individual essay <b>OR</b> individual project – FINAL SUBMISSION</p> <p><b>Due date:</b> <b>Week 15</b> <b>Monday 01<sup>st</sup></b> <b>December, 2025</b></p>	<p>Final submission, based on the above plan. Essay length is 3,000 words for 10ECTS students. (The expected length/scope of each project will be discussed individually with each student who chooses this option, depending on the selected format).</p>	All	60%
<p>Group project – presentation and a record of each individual student's contribution to the group</p> <p><b>Due date: Week 17,</b> <b>Monday 15<sup>th</sup></b> <b>December, 2025</b></p>	<p>In small groups, students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10–15-minute (approximately) presentation on their findings. Where possible, presentations will be scheduled to inform the corresponding weekly discussion for the selected topic. Groups will be guided to prepare and submit a group charter before commencing their project.</p> <p>Formative feedback will be provided on the group presentation, before the slides are submitted. The final mark will be awarded on the basis of the original presentation and the final submitted</p>	All	20%

	<p>slides.</p> <p>Students will also be asked to record and submit a record of their individual contribution to the group analysis in an individual reflective journal, to be submitted along with the slides.</p>		
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## Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Individual essay <b>OR</b> individual project - PLAN	<p>A plan for an essay to address a key disability topic covered in the module and <i>drawing from publicly available accounts of personal experience of disability</i> and empirical research <b>OR</b> for a project (the format of the project is open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, <i>and develop an output (e.g., poster, video, presentation, podcast) to raise awareness</i> about it.</p> <p>An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.</p>	All	20%
Individual essay <b>OR</b> individual project – FINAL SUBMISSION	<p>Final submission, based on the above plan. Essay length is 3,000 words for 10 ECTS students. The expected length/scope of the project will be discussed individually with each student who chooses this option,</p>	All	60%

	depending on the selected format).		
Recorded presentation (slides and accompanying audio, or video)	Students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10 minute (approximately) recorded presentation on their findings. The module coordinator can provide formative feedback on the recorded presentation, before the final slides are submitted (in line with that provided for the module presentation), if the student wishes (this is optional). The final mark will reflect both the original presentation, and the final submitted slides.	All	20%

#### Inclusive Curriculum

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design.</li> </ul> <p><i>Assessment for this module has been specifically designed to provide multiple means for students to demonstrate their learning. This is particularly true of</i></p>	

	<p><i>the optional individual project offered as an alternative to the individual essay.</i></p> <p><i>The course materials include, where possible, first-hand accounts of disability (most of the guest speakers also have lived experience of disability), and also literature and other material from the Global South.</i></p>
<b>Indicative Reading List (approx. 4-5 titles)</b>	<p>Davis L. J. (2017). The Disability Studies Reader, 5th Edition. p. 1 - 16. NY: Routledge.</p> <p>Garcia Iriarte, E., McConkey, R., &amp; Gilligan, R. (2016). Disability and human rights: Global perspectives. London: Palgrave Macmillan.</p> <p>Goodley, D. (2012). Disability Studies: An interdisciplinary introduction. London: Sage.</p> <p>Justesen, P. (2020). From the periphery: Real life stories of disability. Chicago: Lawrence Hill Books</p> <p>Sabatello, M. &amp; Schulze, M. (2014). Human rights and Disability Advocacy. Philadelphia: University of Pennsylvania Press.</p>
<b>Module Pre-requisite</b>	NA
<b>Module Co-requisite</b>	NA
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	NA



### 1.43 Crime and Justice – Theories, Responses and Contemporary Debates, (SSU44112), 5 ECTS

<b>Module Code</b>	<b>SSU44112</b>
<b>Module Name</b>	Crime and Justice – Theories, Responses and Contemporary Debates
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Senior Sophister, Semester 2, 2025 / 2026
<b>Module Coordinator/s</b>	Professor Nicola Carr
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p><b><i>After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts.</li> <li>• Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies.</li> <li>• Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy.</li> <li>• Critically analyse policies aimed at addressing crime.</li> <li>• Apply research, critical analysis, writing, digital and presentation skills.</li> </ul>
<b>Module Content</b>	<p>Crime and justice are key topics in contemporary policy debates as well as in popular culture. Questions of what constitutes criminal behaviour and how best to respond to crime and social harms have been preoccupations across many societies across time. These include considerations about how we define criminal behaviour and what strategies should be in place to prevent, intervene and respond to crime. The module begins with an exploration of some of the influential criminological theories of crime and criminality, it then proceeds to look at how responses to behaviour defined as criminal have emerged and</p>

changed over time. The module will explore the rationalities of punishment including deterrence, retribution, rehabilitation, and incapacitation, as well as the institutions and practices that have been developed to give these rationalities effect. This will include a focus on policing, prison, and wider sites of detention as well as probation and community sanctions. The module will also explore the coverage of crime and justice in contemporary culture, and how this influences public perceptions. The module will draw on contemporary criminological examples and historical case studies and will explore these issues from both an international and Irish perspective. Students will be encouraged to consider the links between the criminal justice system and other domains of social policy. The module will cover contemporary debates in criminal justice policy such as the appropriate minimum age of criminal responsibility, the limits of criminal record disclosure and the causes and consequences of prison overcrowding.

## **Teaching and Learning Methods<sup>48</sup>**

### **Teaching Strategies**

Teaching will be delivered in weekly two-hour lectures. Classes will include taught content and real-world examples of contemporary policy issues in criminal justice. As well as lecture content, a range of reading and resources will be provided for self-directed learning. In-class discussions will focus on contemporary debates in criminal justice policy and include research examples as well as media reports. Discussions will involve small group exercises as well as larger class discussions. These methods are intended to develop critical thinking skills and analysis and encourage the application of theory to practice.

### **Assessment Design**

The module will include two forms of assessment. 1) A blog in which students are required to choose a contemporary news story on criminal justice to explore the operation of the criminal justice system. 2) An essay in which students are required to choose from an option of four topics. The essay will enable students

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<sup>48</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

to engage with theory, demonstrate critical understanding .

#### Assessment Details<sup>49</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Blog (500 Words) <b>Due Date:</b> <b>Week 26.</b> <b>Fri 20.02.26</b>	For this assignment, students are required to choose a contemporary media report about an aspect of the criminal justice system and consider what it indicates about operation and effectiveness of the system	Critically analyse policies aimed at addressing crime.  Apply research, critical analysis, writing, digital and presentation skills.	20%
Essay (2000 words) <b>Due Date:</b> <b>Week 35.</b> <b>Mon 20.04.26</b>	For this assignment students will be provided with a choice of four essay	Demonstrate a critical understanding of the ways in	80%

<sup>49</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

	<p>topics based on material covered in the lectures.</p>	<p>which definitions of crime and justice are shaped by social and cultural contexts.</p> <p>Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies.</p> <p>Demonstrate a critical understanding of institutions and agencies within the criminal justice system</p>	
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		<p>and their interactions with other domains of social policy.</p> <p>Critically analyse policies aimed at addressing crime.</p> <p>Apply research, critical analysis, writing, digital and presentation skills.</p>	
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**Re-Assessment  
Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Blog	As above		
Essay	As above		

## Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i></p>	

<b>Indicative Reading List</b> <b>(approx. 4-5 titles)</b>	<p>Carvalho, H. &amp; Chamberlen, A. (2023) <i>Questioning Punishment</i>. London: Routledge.</p> <p>Geiran, V. &amp; McCarthy, S. (2022) <i>Probation and Parole in Ireland: Law and Practice</i>. Dublin: Clarus Press.</p> <p>Healy et al (Eds.) (2016) <i>The Routledge Handbook of Irish Criminology</i>. London: Routledge.</p> <p>Kiely, E. &amp; Swirak, K. (2022) <i>The Criminalisation of Social Policy in Neoliberal Societies</i>. Bristol: Bristol University Press.</p>
<b>Module Pre-requisite</b>	None
<b>Module Co-requisite</b>	None
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No

### 1.43 Crime and Justice – Theories, Responses and Contemporary Debates, (SSU44102), 10 ECTS

<b>Module Code</b>	<b>SSU44102</b>
<b>Module Name</b>	Crime and Justice – Theories, Responses and Contemporary Debates
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Senior Sophister, Semester 2, 2025 / 2026
<b>Module Coordinator/s</b>	Professor Nicola Carr
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p><b><i>After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts.</li> <li>• Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies.</li> <li>• Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy.</li> <li>• Critically analyse policies aimed at addressing crime.</li> <li>• Apply research, critical analysis, writing, digital and presentation skills.</li> </ul>
<b>Module Content</b>	<p>Crime and justice are key topics in contemporary policy debates as well as in popular culture. Questions of what constitutes criminal behaviour and how best to respond to crime and social harms have been preoccupations across many societies across time. These include considerations about how we define criminal behaviour and what strategies should be in place to prevent, intervene and respond to crime. The module begins with an exploration of some of the influential criminological theories of crime and criminality, it then proceeds to look at how responses to behaviour defined as criminal have emerged and changed over time. The module will explore the rationalities of punishment including deterrence, retribution, rehabilitation, and incapacitation, as well as the institutions and practices that have been developed to give these rationalities effect. This will include a focus on policing, prison, and wider sites of detention as well as probation and community sanctions. The module will also explore the coverage of crime and justice in contemporary culture, and how this influences public perceptions. The module will draw on contemporary criminological examples and historical case studies and will explore these issues from both an international and Irish perspective. Students will be encouraged to consider the</p>



links between the criminal justice system and other domains of social policy. The module will cover contemporary debates in criminal justice policy such as the appropriate minimum age of criminal responsibility, the limits of criminal record disclosure and the causes and consequences of prison overcrowding.

### **Teaching and Learning Methods<sup>50</sup>**

#### **Teaching Strategies**

Teaching will be delivered in weekly two-hour lectures. Classes will include taught content and real-world examples of contemporary policy issues in criminal justice. As well as lecture content, a range of reading and resources will be provided for self-directed learning. In-class discussions will focus on contemporary debates in criminal justice policy and include research examples as well as media reports. Discussions will involve small group exercises as well as larger class discussions. These methods are intended to develop critical thinking skills and analysis and encourage the application of theory to practice.

#### **Assessment Design**

The module will include two forms of assessment. 1) A blog in which students are required to choose a contemporary news story on criminal justice to explore the operation of the criminal justice system. 2) An essay in which students are required to choose from an option of four topics. The essay will enable students to engage with theory, demonstrate critical understanding.

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<sup>50</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

## Assessment Details<sup>51</sup>

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Blog (500 Words)  <b>Due Date:</b> <b>Week 26.</b> <b>Fri 20.02.26</b>	For this assignment, students are required to choose a contemporary media report about an aspect of the criminal justice system and consider what it indicates about operation and effectiveness of the system	Critically analyse policies aimed at addressing crime. Apply research, critical analysis, writing, digital and presentation skills.	20%
Essay (3000 words)  <b>Due Date:</b> <b>Week 35.</b> <b>Mon 20.04.26</b>	For this assignment students will be provided with a choice of four essay topics based on material covered in the lectures.	Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts.  Engage with and apply concepts and criminological theories to interrogate how crime is	80%

<sup>51</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

		<p>understood and constructed, historically and in contemporary societies.</p> <p>Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy.</p> <p>Critically analyse policies aimed at addressing crime.</p> <p>Apply research, critical analysis, writing, digital and presentation skills.</p>	
Re-Assessment Details	Assessment Component	Assessment Description	LO Addressed
	Blog	As above	% of total
	Essay	As above	

## Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i></p>	

<b>Indicative Reading List (approx. 4-5 titles)</b>	<p>Carvalho, H. &amp; Chamberlen, A. (2023) <i>Questioning Punishment</i>. London: Routledge.</p> <p>Geiran, V. &amp; McCarthy, S. (2022) <i>Probation and Parole in Ireland: Law and Practice</i>. Dublin: Clarus Press.</p> <p>Healy et al (Eds.) (2016) <i>The Routledge Handbook of Irish Criminology</i>. London: Routledge.</p> <p>Kiely, E. &amp; Swirak, K. (2022) <i>The Criminalisation of Social Policy in Neoliberal Societies</i>. Bristol: Bristol University Press.</p>
<b>Module Pre-requisite</b>	None
<b>Module Co-requisite</b>	None
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No

#### 1.44 Social Citizenship for the 21st Century, (SSU44202) 5 ECTS

Module Code	SSU44202
Module Name	Social Citizenship for the 21st Century
ECTS credit weighting	5 ECTS
Semester taught	Senior Sophister, Semester 2, 2025 / 2026
Module Coordinator/s	Professor Virpi Timonen
<a href="#">Module Learning Outcomes</a> with <a href="#">embedded Graduate Attributes</a>	<p><b>Students will be able to –</b></p> <p>LO1 <b>Think critically</b> about social citizenship: what social citizenship has meant in the past, and the challenges it faces now. Example 1: demonstrate differences in how concepts like freedom and equality are applied to citizens vs. others. Example 2: examine established social citizenship concepts - such as rights, welfare and recognition - in environmental policy contexts.</p> <p>LO2 <b>Communicate effectively</b> the tensions inherent in the established definitions of social citizenship. Example 1: outline how employment and earned incomes relate to the traditional understanding of social citizenship, and the challenges of combining these with environmental justice. Example 2: explain the connections between care, reproduction and social citizenship in their traditional framing, and the challenges involved in orienting caring citizenship towards non-human life.</p> <p>LO3 Reflect on what constitute <b>responsible actions</b> in view of the challenges to citizenship that are emerging at societal and global level. For example, describe technology's influence on how humans relate to social, environmental, and political concerns, and how this shapes the meaning of citizenship.</p> <p>LO4 Recognise challenges that communities, citizens and those currently excluded from social citizenship face, thereby <b>developing awareness</b> of the need to rethink citizenship locally, nationally, and globally.</p>

## Module Content

When it was first introduced, social citizenship was a radical idea: people should have civil, political, *and* social rights. Over time, social citizenship has come under criticism for a variety of reasons, often related to unequal access to social rights due to policies that advantage some groups (e.g., labour market insiders) and exclude others (e.g., immigrants). Over recent decades, growing environmental justice concerns have eroded the idea of social citizenship understood as rights to social protection that focus exclusively on human needs. At a time when security is threatened on many different levels - ranging from personal income security to climate turbulence and wars - what meaning can secure and sustainable social citizenship have?

This module is an invitation to reconceptualise social citizenship to make it fit - or at least fitter - for the 21<sup>st</sup> century. Students will engage with aspects of social citizenship that are unequal, unsustainable, and in need of a rethink. We will consider inequalities associated with socioeconomic status, gender, ethnicity, nationality, and their intersections, in conjunction with global challenges that require new approaches to social citizenship. The module focuses on five topics:

### **1 Defining social citizenship:**

Who is a (social) citizen? How do freedom, equality and justice connect to social citizenship? Is global or universal social citizenship possible?

### **2 Environmental social citizenship:**

What are the key tensions between social policies and environmental policies?

What are the challenges involved in bringing these policy fields together to care for both people and non-human species and entities?

Is it possible to take future human generations and non-human entities into account in policymaking, thereby implicating them in *future-oriented* social citizenship?

### **3 Participatory and inclusive social citizenship:**

Traditionally, social citizenship has been closely intertwined with paid employment. How can we address challenges relating to the nature of work within growth-oriented economies that need to be made ecologically and socially sustainable? How does employment connect with social citizenship today and in the future?

What are the implications of technology for social citizenship? Does technology open new possibilities for inclusion, or does it pose profound challenges for the possibility of belonging and participation?

### **4 Caring and reproductive social citizenship:**

How could the joys and burdens of care be divided more equally? How can we

rethink care relations so that they are more sustainable, rewarding and inclusive? What would *caring* social citizenship entail?

What would *reproductive* social citizenship look like in a world where ultra-low fertility is a concern in many countries, while population growth globally will continue to stretch environmental sustainability in the medium term?

### **5 Secure social citizenship:**

What is the meaning of security, social or otherwise, in situations where militarism and war have become more widespread and even seemingly normalised? How do social citizenship and restitutive justice relate to displaced people and damaged environments?

### **Teaching and Learning Methods<sup>52</sup>**

The in-person classes focus on understanding and applying the key concepts. Following a short didactic introduction, each class will involve elements of group work, designed to reinforce understanding of concepts and frameworks relevant to social citizenship.

These discussions are also intended to support the completion of assessments (journal entries). The journal entries – analysing and applying what has been learned in class and through independent study and observations - can be based on assigned and additional readings, or they can relate to instances where the student identifies issues, developments and practices relevant to citizenship in their own surroundings (such as local community settings). The final two weeks of the module will feature roundtable discussions (approx. 3 – 6 participants in each) where the students share and compare their learning. Each roundtable formulates three or more key learnings pertinent to social citizenship that emerged from their discussion. Students taking 5 ECTS are expected to participate in the roundtable discussions.

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<sup>52</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



### Assessment Details<sup>53</sup>

Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module coordinators consider assessment types used across the year to ensure varied assessment methods.

The module will be assessed through journal entries focusing on two of the above five topic areas (for 5 ECTS). This involves engaging with the assigned readings and discussion that relate to the topics and connecting them with the idea of social citizenship. The journal entries can be as practical and applied as the student chooses, or entirely literature focused, as long as they demonstrate relevance for social citizenship. Students can also combine these two approaches or alternate between them. For example, the first journal entry could focus on literature and concepts, and the second entry could combine literature on employment and social citizenship with commentary on a community scheme offering employment or volunteering opportunities. Students are encouraged to draw on research and current developments relating to politics, sociology, anthropology, economics, socioenvironmental studies, science and technology studies, and other fields. They are equally encouraged to be attuned to developments, practices and initiatives in their own communities, in the media, and globally. *Students will receive formative feedback on the first journal entry.*

The maximum limits of word count indicated above are inclusive of references but do not include words in tables, graphs, figures, illustrations or similar ways of supporting the text in the journal entries.

Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
Journal entry 1 <b>DUE WEEK 27</b> <b>Wed 25<sup>th</sup> of Feb '26</b>	1,250 - 1,500-word entry on chosen topic area	1-4	50 %
Journal entry 2 <b>DUE WEEK 35</b> <b>Wed 22<sup>nd</sup> April '26</b>	1,250 - 1,500-word entry on chosen topic area	1-4	50 %

<sup>53</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

**Re-Assessment  
Details**

Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
Journal entry 1	1,250 -1,500-word entry on chosen topic area	1-4	50 %
Journal entry 2	1,250 - 1,500-word entry on chosen topic area	1-4	50 %

**Inclusive Curriculum**

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p>1: The journal entries can be as practical and applied as the student chooses, they can also be entirely focused on literature, or a combination of these two approaches.</p> <p>2: The study materials, including literature, will include works and authors from a broad range of backgrounds, ensuring that ideas and frameworks originating from the global majority are represented.</p>	

<b>Indicative Reading List (approx. 4-5 titles)</b>	<p>Dean, Hartley (2013) <a href="#">The translation of needs into rights: Reconceptualising social citizenship as a global phenomenon</a> <i>International Journal of Social Welfare</i> 22: S32 – S49</p> <p>Fraser, Nancy (2020) From redistribution to recognition. Dilemmas of justice in a ‘postsocialist’ age. In: <i>The New Social Theory Reader</i> (2<sup>nd</sup> edition), edited by Steven Seidman and Jeffrey C. Alexander. London: Routledge. <a href="https://doi.org/10.4324/9781003060963">https://doi.org/10.4324/9781003060963</a></p> <p>Mbembe, Achille (2003) <a href="#">Necropolitics</a> <i>Public Culture</i> 15(1): 11-40. Translated by Libby Meintjes.</p> <p>Papadopoulos, Dimitry, Puig de la Bellacasa, Maria and Tacchetti, Maddalena (2023) <i>Ecological Reparation: Repair, Remediation and Resurgence in Social and Environmental Conflict</i>. Bristol: Policy Press.</p> <p>Timonen, Virpi (2025) <a href="#">Social Policy: The Quest for Freedom, Equality and Justice</a> Cambridge: Polity.</p> <p>Williams, Fiona (2021) <i>Social Policy: A Critical and Intersectional Analysis</i>. Cambridge: Polity.</p>
<b>Module Pre-requisite</b>	
<b>Module Co-requisite</b>	-
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	-
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#### 1.44 Social Citizenship for the 21st Century, (SSU44202) 10 ECTS

Module Code	SSU44192
Module Name	Social Citizenship for the 21st Century
ECTS credit weighting	10 ECTS
Semester taught	Senior Sophister, Semester 2, 2025 / 2026
Module Coordinator/s	Professor Virpi Timonen
<a href="#">Module Learning Outcomes with embedded Graduate Attributes</a>	<p>Students will be able to –</p> <p>LO1 <b>Think critically</b> about social citizenship: what social citizenship has meant in the past, and the challenges it faces now. Example 1: demonstrate differences in how concepts like freedom and equality are applied to citizens vs. others. Example 2: examine established social citizenship concepts - such as rights, welfare and recognition - in environmental policy contexts.</p> <p>LO2 <b>Communicate effectively</b> the tensions inherent in the established definitions of social citizenship. Example 1: outline how employment and earned incomes relate to the traditional understanding of social citizenship, and the challenges of combining these with environmental justice. Example 2: explain the connections between care, reproduction and social citizenship in their traditional framing, and the challenges involved in orienting caring citizenship towards non-human life.</p> <p>LO3 Reflect on what constitute <b>responsible actions</b> in view of the challenges to citizenship that are emerging at societal and global level. For example, describe technology's influence on how humans relate to social, environmental, and political concerns, and how this shapes the meaning of citizenship.</p> <p>LO4 Recognise challenges that communities, citizens and those currently excluded from social citizenship face, thereby <b>developing awareness</b> of the need to rethink citizenship locally, nationally, and globally.</p>

## Module Content

When it was first introduced, social citizenship was a radical idea: people should have civil, political, *and* social rights. Over time, social citizenship has come under criticism for a variety of reasons, often related to unequal access to social rights due to policies that advantage some groups (e.g., labour market insiders) and exclude others (e.g., immigrants). Over recent decades, growing environmental justice concerns have eroded the idea of social citizenship understood as rights to social protection that focus exclusively on human needs. At a time when security is threatened on many different levels - ranging from personal income security to climate turbulence and wars - what meaning can secure and sustainable social citizenship have?

This module is an invitation to reconceptualise social citizenship to make it fit - or at least fitter - for the 21<sup>st</sup> century. Students will engage with aspects of social citizenship that are unequal, unsustainable, and in need of a rethink. We will consider inequalities associated with socioeconomic status, gender, ethnicity, nationality, and their intersections, in conjunction with global challenges that require new approaches to social citizenship. The module focuses on five topics:

### **1 Defining social citizenship:**

Who is a (social) citizen? How do freedom, equality and justice connect to social citizenship? Is global or universal social citizenship possible?

### **2 Environmental social citizenship:**

What are the key tensions between social policies and environmental policies? What are the challenges involved in bringing these policy fields together to care for both people and non-human species and entities?

Is it possible to take future human generations and non-human entities into account in policymaking, thereby implicating them in *future-oriented* social citizenship?

### **3 Participatory and inclusive social citizenship:**

Traditionally, social citizenship has been closely intertwined with paid employment. How can we address challenges relating to the nature of work within growth-oriented economies that need to be made ecologically and socially sustainable? How does employment connect with social citizenship today and in the future?

What are the implications of technology for social citizenship? Does technology open new possibilities for inclusion, or does it pose profound challenges for the possibility of belonging and participation?

### **4 Caring and reproductive social citizenship:**

How could the joys and burdens of care be divided more equally? How can we rethink care relations so that they are more sustainable, rewarding and inclusive? What would *caring* social citizenship entail?

What would *reproductive* social citizenship look like in a world where ultra-low fertility is a concern in many countries, while population growth globally will continue to stretch environmental sustainability in the medium term?

#### **5 Secure social citizenship:**

What is the meaning of security, social or otherwise, in situations where militarism and war have become more widespread and even seemingly normalised? How do social citizenship and restitutive justice relate to displaced people and damaged environments?

#### **Teaching and Learning Methods<sup>54</sup>**

The in-person classes focus on understanding and applying the key concepts. Following a short didactic introduction, each class will involve elements of group work, designed to reinforce understanding of concepts and frameworks relevant to social citizenship.

These discussions are also intended to support the completion of assessments (journal entries). The journal entries – analysing and applying what has been learned in class and through independent study and observations - can be based on assigned and additional readings, or they can relate to instances where the student identifies issues, developments and practices relevant to citizenship in their own surroundings (such as local community settings).

The final classes are dedicated to roundtable discussions that form the basis for the 4th journal entry summarising and evaluating shared learning, in the form of three (or more) key points that group members identify from their learning.

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<sup>54</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

### Assessment Details<sup>55</sup>

Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

The module will be assessed through journal entries that the students make throughout the module, choosing three (for 10 ECTS) of the above five topic areas. This involves engaging with the assigned readings and discussion that relate to the topics and connecting them with the idea of social citizenship. The journal entries can be as practical and applied as the student chooses, or entirely literature focused, as long as they demonstrate relevance for social citizenship. Students can also combine these two approaches or alternate between them. For example, the first journal entry could focus on literature and concepts, the second entry could be a case study of caring citizenship in a community setting familiar to the student, and the third entry could combine literature on employment and citizenship with commentary on a local scheme that seeks to offer employment opportunities. Students are encouraged to draw on research and current developments relating to politics, sociology, anthropology, economics, socioenvironmental studies, science and technology studies, and other fields. They are equally encouraged to be attuned to developments, practices and initiatives in their own communities, in the media, and globally. *Students will receive formative feedback on the first journal entry.*

The final assessment component for students taking 10 ECTS draws on roundtable discussions in small groups (approx. 3 – 6 participants in each) where the students share and compare their learning gained through the earlier journal entries. Each roundtable formulates three or more key learnings pertinent to social citizenship that emerged from their discussion. Following the discussion, each student independently writes a summative reflection on the key points identified in their roundtable discussion.

The maximum limits of word count indicated in the Table are inclusive of references but do not include words in tables, graphs, figures, illustrations or similar ways of supporting the text in the journal entries.

Assessment Component	Assessment Description	LO Addressed	% of total for 10 ECTS
Journal entry 1 <i><u>DUE: WEEK 25</u></i> <i><u>Wed 11<sup>th</sup> of Feb '26</u></i>	1,000 -1,500-word entry on chosen topic area	1-4	20
Journal entry 2 <i><u>DUE: WEEK 27</u></i> <i><u>Wed 25<sup>th</sup> of Feb '26</u></i>	1,000 - 1,500-word entry on chosen topic area	1-4	20

<sup>55</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

Journal entry 3 <b><u>DUE WEEK 33</u></b> <b>Tues 7<sup>th</sup> of Apr '26</b>	1,000 - 1,500-word entry on chosen topic area	1-4	20
Journal entry 4 <b><u>Roundtable Disc</u></b> <b><u>Due: Week 35</u></b> <b>Wed 22<sup>nd</sup> April</b>	2,000 – 2,500-word summative reflection on key points from roundtable discussion	1-4	40

### Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total for 10 ECTS
Journal entry 1	1,000 -1,500-word entry on chosen topic area	1-4	20
Journal entry 2	1,000 - 1,500-word entry on chosen topic area	1-4	20
Journal entry 3	1,000 - 1,500-word entry on chosen topic area	1-4	20
Journal entry 4	2,000 – 2,500-word <u>summative</u> journal entry	1-4	40



## Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p>1: The journal entries can be as practical and applied as the student chooses, they can also be entirely focused on literature, or a combination of these two approaches.</p> <p>2: The study materials, including literature, will include works and authors from a broad range of backgrounds, ensuring that ideas and frameworks originating from the global majority are represented.</p>	

<p><b>Indicative Reading List</b> (approx. 4-5 titles)</p>	<p>Dean, Hartley (2013) <a href="#">The translation of needs into rights: Reconceptualising social citizenship as a global phenomenon</a> <i>International Journal of Social Welfare</i> 22: S32 – S49</p> <p>Fraser, Nancy (2020) From redistribution to recognition. Dilemmas of justice in a ‘postsocialist’ age. In: <i>The New Social Theory Reader</i> (2<sup>nd</sup> edition), edited by Steven Seidman and Jeffrey C. Alexander. London: Routledge. <a href="https://doi.org/10.4324/9781003060963">https://doi.org/10.4324/9781003060963</a></p> <p>Mbembe, Achille (2003) <a href="#">Necropolitics</a> <i>Public Culture</i> 15(1): 11-40. Translated by Libby Meintjes.</p> <p>Papadopoulos, Dimitry, Puig de la Bellacasa, Maria and Tacchetti, Maddalena (2023) <i>Ecological Reparation: Repair, Remediation and Resurgence in Social and Environmental Conflict</i>. Bristol: Policy Press.</p> <p>Timonen, Virpi (2025) <a href="#">Social Policy: The Quest for Freedom, Equality and Justice</a> Cambridge: Polity.</p> <p>Williams, Fiona (2021) <i>Social Policy: A Critical and Intersectional Analysis</i>. Cambridge: Polity.</p>
<p><b>Module Pre-requisite</b></p>	<p>-</p>
<p><b>Module Co-requisite</b></p>	<p>-</p>
<p><b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b></p>	<p>-</p>

## APPENDIX 2. Module Lead Biographies

### 2.1 Mr. Mike Allen



Mike Allen is Director of Advocacy, Communications and Research in Focus Ireland, one of Ireland's leading housing and homeless charities. He was President of FEANTSA (the European Network for Homeless Organisations) 2013-16 and is a member of the European Observatory on Homelessness.

Mike Allen was the General Secretary of the Irish National Organisation of the Unemployed (INOUE) from 1987-2000). He was a member of the National Economic and Social Council (NESC) and other social partnership bodies. He was General Secretary of the Irish Labour Party from 2000 to 2008.

He has published a number of articles on unemployment, homelessness and social movements including 'The Bitter Word: Ireland's Job Famine and its Aftermath' (Poolbeg, 1998) and is co-author (with Lars Benjaminsen, Eoin O'Sullivan and Nicholas Pleace) of 'Ending Homelessness? The Contrasting Experience of Denmark, Finland and Ireland' (Policy Press 2020).

## 2.2 Dr Carla Petautschnig Arancibia



Carla is a Teaching Fellow in the School of Social Work & Social Policy at Trinity College Dublin. She earned her doctorate (Social Policy) from Trinity College Dublin. Her main research interests include qualitative methods and policies concerned with the intersection between work, welfare and social inclusion/exclusion along the life course. Her recent research has examined the lived experience of activation policies in Ireland. As a qualitative researcher, she is currently part of an international academic research team investigating the social dimensions of resilience in older adults in four European countries, including Ireland.

## 2.3 Dr Julie Byrne



Julie is Assistant Professor in Online Education & Development and the School Director for Global Engagement. She was Trinity's Academic Lead (2019-2021) on the national *Enhancing Digital Teaching and Learning* project and part of European Commission funded *Leading European Advanced Digital Skills* consortium [2022-2024]. She led the development of Trinity's first fully online postgraduate programme which she directed and was part of Trinity's first micro-credentials pilot, offering an online micro credential in *Digital Technologies in Human Services*.

Julie studied human resource management and development at Dublin City University and University College Dublin. Her doctoral thesis at the University of Limerick focused on professional careers. The career as a concept spans many occupations and professions and this has facilitated Julie's work with a variety of professions including lecturers, engineers, managers and health and social care professionals.

Julie was previously Director of Academic Programmes at National College of Ireland where she lectured in Human Resource Management, Human Resource Development and Business Management. While at NCI, she was a founding director of the Institute of Managers in Community and Voluntary Organisations.

Alongside her part-time academic role in Trinity, Julie provides consulting services to professional bodies and professional regulators on education, training and continuing professional development matters. Her research explores the use of digital technologies in human services, online learning and education, developing digital skills, the leadership and management of human service organisations and professional careers.

## 2.4 Dr Louise Caffrey



Louise is an Assistant Professor in Social Policy in the School of Social Work and Social Policy at Trinity College Dublin. She holds a PhD in Social Policy from the London School of Economics and Political Science (LSE), where she was awarded an LSE PhD Scholarship to undertake her research. Louise also holds a Full Post-Graduate Certificate in Higher Education Teaching (PGCHE) from the LSE, an MSc in Applied Social Research from Trinity College Dublin and a BA (International) in Political Science and History from University College Dublin (UCD).

Much of Louise's recent research stems from a core interest in the challenges of implementing public policy in organisations. Her research has sought to better understand, firstly why implementing policy is so challenging and, secondly, how we can better evaluate public policy initiatives and programmes so that evaluation findings are more useful for policy makers. Louise specialises in understanding public sector organisations as Complex Adaptive Systems (CAS) and using Systems and Realist Evaluation & Synthesis approaches. Her research has studied policy implementation in both child protection and health systems and explores overarching themes of system safety, inter-professional working and intended and unintended effects of performance management and measurement. She has studied the implementation of specific programmes and initiatives including, Signs of Safety (a framework for child protection social work practice) Athena SWAN (a gender equity initiative) and Health Research Systems. In addition, her research has investigated safety and child engagement in child contact centres and the experience of lone-parents subject to welfare-to-work policy.

## 2.5 Dr Lynne Cahill



Lynne is an Adjunct Assistant Professor at the School of Social Work & Social Policy at Trinity College Dublin, where she lectures in accessing and reviewing literature, and database searching across undergraduate and postgraduate programmes. She is the national lead researcher across Traveller Health, Migrant health, and the Homeless programmes at Genio. Her research interests include complex systems change, public sector reform, service transformation, and LGBTIQ intimate partner abuse. Lynne has received a PhD and an MSc in Applied Social Research from Trinity College Dublin, and a Bachelor of Arts from the National University of Maynooth.

## 2.6 Prof Nicola Carr



**Nicola Carr** is Professor of Social Work and Social Policy in the School. She has previously worked in Queen's University Belfast and the University of Nottingham, where she has taught on social work and criminology programmes. Nicola is professionally qualified as a probation officer and has previously worked both with adults and young people in the criminal justice system. She researches different aspects of the criminal justice system, including people's experiences of contact with the system. This has included studies of young people's interactions with police [and LGBT people's experiences of imprisonment](#). She is also interested in practice and decision-making in the criminal justice system and has carried out a range of research in this area. She has recently completed a study on sentencing in the District Courts in Ireland and is currently undertaking [research on the probation service in England and Wales](#). This has involved the production of a podcast series with the Prison Radio Association exploring the purposes and future of probation. Nicola is also currently leading [a five-nation comparative study](#) exploring practices and experiences of community supervision. Nicola has written widely on different aspects of crime and justice. She has recently published a book on [Time and Punishment](#) (with Gwen Robinson), which explores how time is an integral aspect of punishment, and a book on [Youth Justice](#) (with Roger Smith), which looks at youth justice in the global context. Nicola has acted as a Scientific Advisor to the Council of Europe and is a Board member of the [Confederation of European Probation](#). She has served as editor of the *Probation Journal* and is an editorial board member of the *British Journal of Criminology*, *Youth Justice* and the *Irish Probation Journal*.



## 2.7 Dr Catherine Conlon



Catherine is Assistant Professor in Social Policy at the School of Social Work and Social Policy, Trinity College Dublin. Her research interests are: gender, sexuality and reproductive health; intergenerational family relations; sexual socialization and critical qualitative methodologies. She has a strong track record of applied policy research including for the HSE Crisis Pregnancy Programme/Crisis Pregnancy Agency, the Equality Authority and the Combat Poverty Agency. She co-authored, with Evelyn Mahon and Lucy Dillon, *Women and Crisis Pregnancy* published by Government Publications in 1998. Academic publications include lead authored articles in *Gender & Society* (Women (Re)Negotiating Care across Family Generations: Intersections of Gender and Socioeconomic Status. 28, (5) 729-751, 2014. ) and *Qualitative Research*. She co- edited (with Aideen Quilty and Sinead Kennedy) *The Abortion Papers Ireland Volume Two* published by Cork University Press in 2015. An interest in innovative translation of applied policy research led to a translation of her PhD research on women concealing pregnancy into an Opera performance in collaboration with colleagues in Music and English entitled '*The Pregnant Box*'. Her current research focuses on women's experiences of using the unplanned pregnancy and abortion care services commissioned by the HSE Sexual Health and Crisis Pregnancy Programme which will inform the forthcoming legislative review of law regulating abortion in Ireland during 2021/22.

## 2.8 Dr Philip Curry



Dr. Philip Curry is an Assistant Professor in the School of Social Work and Social Policy in Trinity College Dublin. His primary degree and PhD were both in Psychology and awarded by Trinity College. His PhD examined the social psychology of intergroup relations in the context of majority reactions to migrants in Ireland in the late 1990's.

Philip teaches European Refugee Policy and acts as Director of Undergraduate Teaching and Learning for the School of Social Work and Social Policy. He also teaches quantitative research methods for the Masters in Applied Social Research program. His research interests include inter-group relations, attitudes to migration and diversity, and refugee policy.

## 2.9 Dr Catherine Elliot O'Dare



Dr Catherine Elliott O'Dare is Assistant Professor in Social Policy at the School of Social Work and Social Policy. Catherine earned her doctorate at Trinity College Dublin, awarded in 2019. As a social scientist, Catherine's research interests include friendship, non-kin intergenerational relations, the social aspects of ageing - work, society and ageism (with an overarching emphasis on equality and social inclusion) and qualitative research methods. Catherine's recent research on intergenerational friendship and ageism have generated high impact publications including lead-authored articles in Canadian Journal on Aging/La Revue Canadienne du vieillissement, Journal of Aging Studies, Ageing and Society, Social Inclusion, along with two book chapters, and two co- authored methodological papers published in Qualitative Health Research, and International Journal of Qualitative Methods. Catherine's recent article in 'The Conversation' magazine on the topic of intergenerational friendship garnered 22,000 reads. In addition, Catherine has participated in international conferences [including in Finland, Germany, UK, and Norway] and nationally. Catherine has also engaged with enterprise and interest organisations on the topics of ageism and intergenerational relations in the workplace and society.

## 2.10 Dr Paula Mayock



Dr Paula Mayock is an Associate Professor at the School of Social Work and Social Policy, Trinity College Dublin, where she teaches modules to both undergraduate and postgraduate students. She was Course Director of the Masters in Applied Social Research from 2010-2018, Director of Teaching and Learning Postgraduate from 2018-2022, Course Director of the BA in Sociology and Social Policy from 2022-2024, and Director of Research July-December 2024. She is currently Capstone Lead for Joint Honours Social Policy, member of the Research Ethics Committee in the School, and has been a College Tutor since 2012. Paula has supervised or co-supervised ten PhDs to completion, six of them IRC (Research Ireland)-funded, and has mentored one IRC (Research Ireland)-funded postdoctoral Research Fellow (2022-24). She is a qualitative methodologist with a particular interest in biographical and qualitative longitudinal research methods. Her research focuses primarily on the lives and experiences of marginalised youth and adult populations, covering areas such as homelessness, drug use and drug problems, which intersect strongly with topics including mental health, care experience, stigma and recovery. Paula's research has a strong policy focus, and she has received research funding from numerous statutory and voluntary agencies, including the Irish Research Council (Research Ireland), Health Research Board, Health Service Executive, Department of Children and Youth Affairs, Housing Agency, Dublin Region Homeless Executive, Crisis Pregnancy Agency, National Office for Suicide Prevention, Focus Ireland and Simon Communities, among others. Paula is co-editor of *Women's Homelessness in Europe* (Palgrave Macmillan 2016), co-author of *Lives in Crisis: Homeless Young People in Dublin* (Liffey Press 2007), and author of numerous articles, book chapters and research reports. She has held the role of Chairperson of the Steering Group for the Implementation of *Housing for All, Youth Homelessness Strategy 2023-2025* at the Department of Housing, Local Government and Heritage since September 2023. Paula is currently Principal Investigator of the first study of homelessness among migrant youth in Ireland, which is funded by Focus Ireland.

### **2.11 Ann Swift**

(Independent Consultant and Researcher)



Ann is an independent consultant and researcher. She is a former Visiting Researcher at the School of Social Work and Social Policy where her research investigated the intersection between disability, ethnicity and migration in Irish children. Her current research interests include childhood disability, inclusive education, and the identification of disability in population data. She recently reported on the EPSEN Review public consultation process on behalf of the Department of Education, evaluated Educate Together's 'Nurture' programme, and the Trinity Inclusive Curriculum Project (Trinity-INC).

Ann has received an MSc in Applied Social Research from Trinity College Dublin, and an MBA from UCD. Alongside her client work, she is also in her final year of a part-time PhD in the School of Social Work and Social Policy.

## 2.12 Prof Virpi Timonen



Virpi Timonen is Professor of Social Research and Theory. She completed her DPhil in Politics at the University of Oxford (Magdalen College) in 2001. She has conducted research on social policies in ageing societies, sociology of intergenerational relationships, and research methods. Her investigations of intergenerational relations and grandparenting have provided new insights into how older adults contribute to the maintenance of family solidarity but also make choices that break with established roles. She has generated new theory on how successful and active ageing are socially constructed through policymaking; her Model Ageing theory takes a critical stance on paradigms that dominate policy making for older adults. She is a research methodologist whose work has made Grounded Theory more accessible for researchers across substantive fields. Her current research, funded by the European Research Council's Advanced Grant, seeks to generate new insights into material and environmental legacy-making among co-existing generations. Her 2025 book, titled *Social Policy: The Quest for Freedom, Equality and Justice*, is published by Polity and available online open access.

### 2.13 Dr Katarzyna (Kasia) Wodniak



Kasia is a Teaching Fellow in Social Policy in the School of Social Work and Social Policy at Trinity College Dublin. She holds a PhD in Sociology from Trinity College Dublin and a Master's in Public Management from Jagiellonian University in Kraków, Poland. Her main research interest is the sociology of organisations and especially organisational approaches to policy issues in the context of global challenges such as climate change and inequalities. She is particularly interested in polycentricity, co-production, circularity and institutional change. She has participated in European research projects namely the European Commission Horizon 2020 Search & Rescue project where she investigated the role of civil society in crisis management and the Erasmus+ DigitalRoutes@Culture project.

Other research projects included a study on the institutional, organisational and social legacy of the European Football Championship UEFA EURO 2012 in Poland and a large-scale study of the National Museum of Qatar, among others. She has participated in international conferences and published in high-impact academic journals. At TCD, SWSP she lectures on Global Social Policy & Comparative Welfare State, Introduction to Social Policy Concepts and Social Policy, Critical Theory and Social Work Research courses. Previously, she taught a variety of sociology and management courses including Social Networks & Digital Lives, Globalisation and Development, Organizational Theory & Behaviour, Crisis Management, and Social Research.

## 2.14 Dr Joe Whelan



Joe is a sociologist and social policy scholar and an Assistant Professor in the School of Social Work and Social Policy at Trinity College Dublin. He previously worked as a College Lecturer in the School of Applied Social Studies, University College Cork. Joe is an anti-poverty activist and active social researcher with a track record of publishing in international, peer-reviewed, scholarly journals. Joe is a critical scholar engaged in both theoretical and empirical work. His main area of research focuses on exploring the intersections of welfare and poverty to problematise and challenge 'common sense' understandings in these contexts. He is particularly interested in exploring and documenting lived experiences in the context of welfare reciprocity and poverty. Joe also writes about critical social theory, social work governance and sustainable social policy. Joe is a member of the Editorial Collective for the distinguished scholarly journal, *Critical Social Policy* and is the chairperson of the Sociological Association of Ireland's *Work, Welfare and Markets* study group.

Recently completed research:

Project title: Walking, thinking and talking: An exploration of the lived experiences and hidden geographies of poverty using walking as a participatory arts methodology.

Lay abstract: In Ireland, research that dwells on lived experiences in the context of poverty has been absent in recent years. This study aims to address this deficit in creative ways. This research is designed to be participative, with input from participants invited at all stages.

With respect to capturing lived experiences as a form of knowledge, the research will employ walking as a participatory methodology – using photographs, sound files, video/film, drawing/mapping to capture meaning. The aim for this research is to connect with lived



experiences of poverty in ways that are tangible, and visible.

Funder: Funded by the Research Ireland.

Project title: An exploration of hygiene poverty in Ireland.

Lay abstract: Using focus groups, interviews and a large-scale survey, this research aims to explore the prevalence of hygiene poverty in Ireland. In particular the study will focus on the factors that lead to experiences of hygiene poverty and the impact that hygiene poverty can have.

Funder: This research is funded by The Hygiene Hub through an Irish Human Rights and Equality Commission grant.

Notable works:

Whelan, J. (2025) *On the limits of cartography: A photo-essay on poverty and social exclusion*. Journal of Class and Culture. Vol 4, Issue 1.

Whelan, J. (2023) *Hidden Voices: Lived experiences in the Irish Welfare Space*. Bristol: Policy Press.

Whelan, J. (2024) *Welfare, deservingness and the logic of poverty: Who deserves?* Newcastle upon Tyne: Cambridge Scholars Publishing.

Whelan, J. (2024) Policy Silences and Poverty in Ireland: Whose Views Are Sought and How?, *Social Inclusion*. Vol 12, 2024: <https://doi.org/10.17645/si.7737>. See podcast on article [here](#).

Whelan, J. (2023). Hidden in statistics? On the lived experience of poverty. *Journal of Social Work Practice*, Special themed issue on poverty. <https://doi.org/10.1080/02650533.2022.2097209>

Published reports:

Whelan, J and Greene, J. (2023) *An exploration of hygiene poverty in Ireland*. Dublin: School of Social Work & Social Policy, TCD. Researcher's copy [here](#) and funder's copy [here](#).

Whelan, J. and Albarran, E. G. (2023) *Walking, thinking, and talking An exploration of the lived experiences and hidden geographies of poverty using walking as a participatory arts methodology*. Dublin: School of Social Work & Social Policy, TCD. Read the full report [here](#) and visit the project website [here](#).

In press

Whelan, J. and Greene, J. (2025) First thing to go? Key findings from a foundational study of hygiene poverty in Ireland. *Journal of Social Policy*.

Whelan, J (2026) Critical and Intersectional Approaches in Social Policy: Uses for Social Work. In Bernard, C., Firmin, C. and Keating, F. [Eds], *Handbook on Intersectionality and Social Work*. Cheltenham: Edward Elgar.

Whelan, J. (2026) 'Won't listen, can't understand': Using epistemic justice, doing poverty research, searching for narratives beyond quantification. In Baikady, R [ed], *The Oxford Handbook of Power, Politics and Poverty*. New York: Oxford University Press.