Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Work and Social Policy

JOINT HONOURS, SOCIAL POLICY

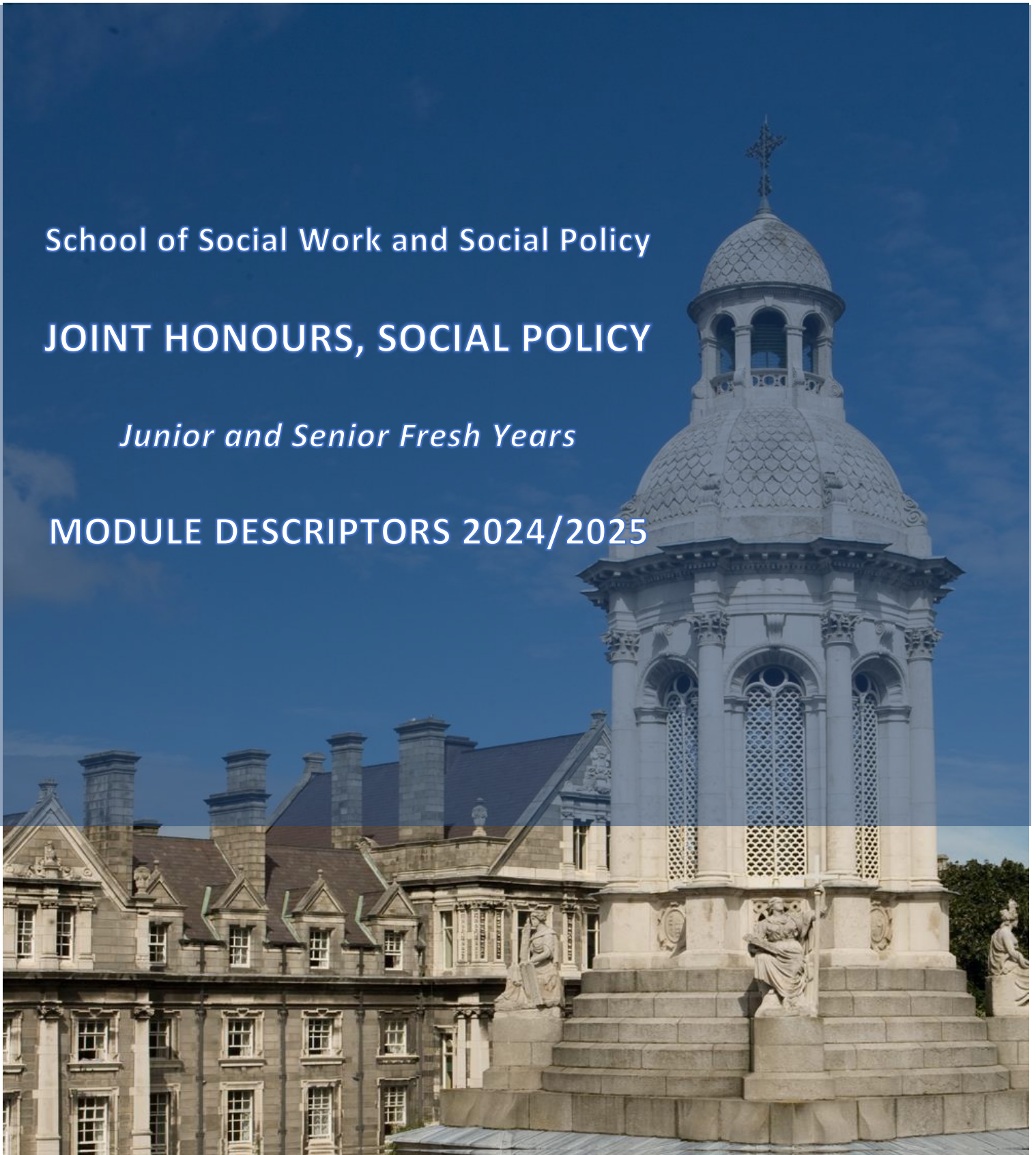*Junior and Senior Fresh Years*

MODULE DESCRIPTORS 2024/2025

Table of Contents

Module Code	SSU11061
Module Name	Introduction to Social Policy Concepts
ECTS Weighting	5 ECTS
Year	Junior Fresh, 2024/2025
Semester Taught	Semester 1, Michaelmas Term
Module Co-Ordinator	Dr Kasia Wodniak
Module Description/Content	The Principles of Social Policy module introduces you to the dynamic Field of Social Policy and is designed to provide you with a critical knowledge and understanding of the principles that underpin social policy affecting all citizens' lives. Throughout this module, you will develop an appreciation of the influences that have shaped the development of social policy to allow you understand directions being taken by diverse governments in relation to policies targeted at social welfare and well-being. You will learn to critically examine principles at work in diverse policy contexts and identify differences in approaches to social policy to facilitate a deeper appreciation of the breadth and hybrid nature of the subject area. A key focus will be to examine the interaction of state, market, family and individuals/communities in providing for and enhancing welfare and well-being at the social level. This module equips students to recognise how ideology, politics and values influence and shape social policy and to question patterns, assumptions and normative concepts and constructs generated by social policy. You will explore multiple concepts shaping social policy across national and international contexts. The module is designed to provide learners with key foundational concepts to prepare you for deeper exploration of specific policy issues and debates throughout your studies of social policy.

Module Aims	• To introduce the dynamic field of social policy through the main concepts and theories • To connect the theory and practice of social policy • To set foundations for the in-depth analysis of social policy and how it is shaped by social, cultural and political factors
Module Learning Outcomes	At the end of this module the student should be able to: • Understand and conceptualise the remit of social policy. • Identify the relationship and interface between historical, social and political developments and the evolution of social policy. • Articulate the contested nature of rights, entitlements, welfare and social justice. • Recognise the extent to which social policies are influenced by social and political values. • Appreciate key ideological, social, cultural and political factors shaping contemporary social policy at national and international level. • Understand the extent to which history, ideology and politics come together to form normative concepts shaping social practices and policy measures.
Key Concepts, Theories and Authors	**Key concepts and theories:** • Field of social policy • Remit of social policy • Evolution of social policy • Ideological underpinnings of social policy and their dynamic character • Welfare state **Key authors:** • Peter Alcock • Hartley Dean • Gosta Esping-Andersen

	• Mary P. Murphy
Teaching and Learning Methods	For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest: • Class (lecture & tutorial) attendance and participation: 27 hours • Time spent reviewing instructional material (notes & assigned readings): 40 hours. • Time spent on further recommended reading: 20 hours. • Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 15. • Researching current social policy initiatives inform class discussion and written assessment: 10. • Learning academic writing methods including citation styles for written assessment: 15 • Preparation to lead class discussion for assessment: 3 hours. • Drafting and Finalising writing of essay for written assessment: 6 hours **TOTAL: 136** **Learning Methods** Lectures, tutorials, practical classes involving students analysing a policy initiative in groups
Assessment Requirements **On going up to Week 14, Friday 29.11.24** **Due Week 16,** **Weds 11.12.24**	**This module has 2 assessment components:** A: **Individual presentation**. Week due: 6-8 & 10-14 (as per TCD academic year calendar) (Learning outcome assessed: 1,5) [Weighting 10%] B: **Essay, 1500-word end of semester essay**. Week due: 16 (TCD academic year calendar) (Learning outcome assessed: 1,2,3,4,5,6) [Weighting's 90%]

Reassessment Requirements	2 assessment components: A: **Individual presentation**. (Learning outcome assessed: 1,5) [Weighting 10%] B: **Essay, 1500-word end of semester essay**. (Learning outcome assessed: 1,2,3,4,5,6) [Weighting's 90%]
Indicative bibliography 4-5 titles max.	- Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley. - Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction.* 2nd Edition. Bristol: Policy Press. - Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity. - Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy.* London: Sage. - Murphy, M. P. (2023) Creating an Ecosocial Welfare Future. Bristol: Bristol University Press - Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.
Useful web-based content	- https://ec.europa.eu/social/ - blogs.lse.co.uk - theconversation.com - https://ecosocial.ie/
Relevant Journals	- Sociology - Politics and Policy - Journal of Sociology and Social Welfare - Journal of International and Comparative Social Policy

Module Code	SSU11051
Module Name	Introduction to Social Policy Concepts
ECTS Weighting	10 ECTS
Year	Junior Fresh, 2024/2025
Semester Taught	Semester 1, Michaelmas Term
Module Co-Ordinator	Dr Kasia Wodniak
Module Description/Content	The Principles of Social Policy module introduces you to the dynamic Field of Social Policy and is designed to provide you with a critical knowledge and understanding of the principles that underpin social policy affecting all citizens' lives. Throughout this module, you will develop an appreciation of the influences that have shaped the development of social policy to allow you understand directions being taken by diverse governments in relation to policies targeted at social welfare and well-being. You will learn to critically examine principles at work in diverse policy contexts and identify differences in approaches to social policy to facilitate a deeper appreciation of the breadth and hybrid nature of the subject area. A key focus will be to examine the interaction of state, market, family and individuals/communities in providing for and enhancing welfare and well-being at the social level. This module equips students to recognise how ideology, politics and values influence and shape social policy and to question patterns, assumptions and normative concepts and constructs generated by social policy. You will explore multiple concepts shaping social policy across national and international contexts. The module is designed to provide learners with key foundational concepts to prepare you for deeper exploration of specific policy issues and debates throughout your studies of social policy.

Module Aims	• To introduce the dynamic field of social policy through the main concepts and theories • To connect the theory and practice of social policy • To set foundations for the in-depth analysis of social policy and how it is shaped by social, cultural and political factors
Module Learning Outcomes	At the end of this module the student should be able to: • Understand and conceptualise the remit of social policy. • Identify the relationship and interface between historical, social and political developments and the evolution of social policy. • Articulate the contested nature of rights, entitlements, welfare and social justice. • Recognise the extent to which social policies are influenced by social and political values. • Appreciate key ideological, social, cultural and political factors shaping contemporary social policy at national and international level. • Understand the extent to which history, ideology and politics come together to form normative concepts shaping social practices and policy measures.
Key Concepts, Theories and Authors	**Key concepts and theories:** • Field of social policy • Remit of social policy • Evolution of social policy • Ideological underpinnings of social policy and their dynamic character • Welfare state **Key authors:** • Peter Alcock • Hartley Dean • Gosta Esping-Andersen

	• Mary P. Murphy
Teaching and Learning Methods	For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest: • Class (lecture & tutorial) attendance and participation: 27 hours • Time spent reviewing instructional material (notes & assigned readings): 60 hours. • Time spent on further recommended reading: 35 hours. • Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 25. • Researching current social policy initiatives inform class discussion and written assessment: 10. • Learning academic writing methods including citation styles for written assessment: 15 • Preparation to lead class discussion for assessment: 3 hours. • Drafting and Finalising writing of essay for written assessment: 12 hours **Exam preparation: 13 hours TOTAL: 205** **Learning Methods** Lectures, tutorials, practical classes involving students analysing a policy initiative in groups
Assessment Requirements **On going up to Week 14, Friday 29.11.24** **Due Week 16, Weds 11.12.24**	**This module has 2 assessment components:** **A: Individual presentation**. Week due: 6-8 & 10-14 (as per TCD academic year calendar) (Learning outcome assessed: 1,5) [Weighting 10%] **B: Essay, 2000-word end of semester essay**. Week due: 16 (TCD academic year calendar) (Learning outcome assessed: 1,2,3,4,5,6) [Weighing's 90%]
Reassessment Requirements	**2 assessment components:** **A: Individual presentation.** (Learning outcome assessed: 1,5) [Weighting 10%]

	B: Essay, 2000-word end of semester essay. (Learning outcome assessed: 1,2,3,4,5,6) [weighing's 90%]
Indicative bibliography 4-5 titles max.	• Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley. • Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction.* 2nd Edition. Bristol: Policy Press. • Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity. • Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy.* London: Sage. • Murphy, M. P. (2023) Creating an Ecosocial Welfare Future. Bristol: Bristol University Press • Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.
Useful web-based content	• https://ec.europa.eu/social/ • blogs.lse.co.uk • theconversation.com • https://ecosocial.ie/
Relevant Journals	• Sociology • Politics and Policy • Journal of Sociology and Social Welfare • Journal of International and Comparative Social Policy

Module Code	SSU11071
Module Name	Accessing and Reviewing Literature
ECTS Weighting	5 ECTS
Year	Junior Fresh 2024/2025
Semester Taught	Semester 1, Michaelmas
Module Co-Ordinator	Dr Lynne Cahill
Module Descriptor / Content	The course aims to teach students skills which are vital to a successful academic career - literature search and review. Literature search and review are crucial skills in the study and practice of social policy and the module commences the student's development on the research skills pathway developed for the social policy joint honours programme. Students will learn about the variety of data sources available, search strategies, the use of search terms and best practice in documenting search protocols and results. This course also covers the process of writing literature review, issues in evaluating and organising evidence, and academic writing style. The module will introduce students to the principles of academic integrity so that they can ensure that their review of literature is free of plagiarism. Students will work in small learning groups to get to know each other, develop their group work skills through a group presentation related to a social policy topic.
Module Aims	- Develop academic search capabilities and competencies. - Enhance students' abilities to conduct effective and efficient academic searches and identification of academic publications. - Develop evidence informed decision making and writing.
Module Learning Outcomes	**On successful completion of this module, students should be able to:** - Identify appropriate search terms to support literature search and enquiry into a specified topic. - Conduct computerised searches for relevant research and literature on a given topic. - Evaluate evidence from different research sources. - Write a focused review of that literature/research. - Adhere to the principles of academic integrity and complete a review free of plagiarism.
Key Concepts, Frameworks, Theories and Authors	- Sources of information, the role of literature and evidence in social policy - Working in groups - Identifying search terms to support investigation of a topic or question. - Developing and implementing a search strategy - Literature review writing: evaluating & organising evidence. - Academic integrity
Teaching and Learning Methods	Lectures, demonstrations, in-class practicals and presentations to apply the theory in this module. 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 lecturers 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.

Contact Hours and Indicative Student Workload
For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest:
- Lecture attendance and participation: 18 hours
- Time spent on further recommended reading and other resources such as videos, instructional guides: 25 hours.
- Practicing search skills in databases 12 hours
- Independent sourcing & reading of relevant materials to prepare for assessment: 25 hours.
- Drafting and finalising written assessments: 25 hours

Assessment Component	Assessment Description	% of total	Week due
1. Search topic and terms	Identify a search topic and associated search terms. [LO 1]	10%	Week 8. Mon 14.10.24
2. Search strategy	Develop and implement a search strategy on any Social Policy topic [LO 2]	30%	Week 11. Mon 04.11.24
3. In class group presentation	Group presentation on a social policy topic [LO 3]	10%	Week 14. Date TBC
3. Literature review	Taking four of the best quality sources identified in the literature search exercise, write a literature review [LO 3, 5]	50%	Week 16. Mon 09.12.24
Reassessment Requirements	*Students who fail the module will be reassessed using the same assessments in the supplemental period. Supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.*		
Indicative bibliography 4-5 titles max.	- Aveyard, H., (2014) Doing a Literature Review in Health and Social Care: A Practical Guide. (3rd. ed.) Open University Press. - Ridley, Diana. (2012) The Literature Review. A step-by-step guide for students. (2nd ed.) London: Sage Publications Ltd. - Avoiding Plagiarism https://libguides.tcd.ie/plagiarism - Handbook of Academic Writing https://libguides.tcd.ie/ld.php?content_id=15747502 Student Learning and Development Resources - https://student-learning.tcd.ie/		
Relevant Databases	- Academic Search Complete - Applied Social Science Index and Anstracts - Lexis Nexis News & Business - ProQuest Social Science Premium Collection (1914-current)		

	- Psychotherapy.net - PsycINFO - SAGE Research Methods Core - Social Sciences Full Text (H.W. Wilson) - Social Services Abstracts - Childlink - CINAHL Ultimate - Gale Digital Scholar Lab - Inter-University Consortium for Political and Social Research - JSTOR - Mass Observation Online: 1937-1972 - PsycARTICLES - PubMed - Scopus - Web of Science Core Collection

Module Code	SSU11022
Module Name	Poverty, Welfare and Justice
ECTS Weighting	5 ECTs
Year	2024/2025, Junior Fresh
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Joe Whelan
Module Description/Content	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 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.
Module Aims	• To equip students with a basic understanding of the various ways that poverty is defined. • To equip students with a basic understanding of core concepts in the area of poverty. • To equip students with the skills to read and interpret different types of data including descriptive statistical data and qualitative data couched in lived experiences. • To introduce students to a range of policy perspectives in the areas of income maintenance and poverty.

Module Learning Outcomes	*After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:* • Demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective. • Demonstrate an understanding of how poverty is measured domestically and internationally. • Show an understanding of poverty in a global context. • Demonstrate an appreciation of the lived experience of poverty. • Demonstrate knowledge of the historical development of welfare states as a response to poverty. • Demonstrate an understanding of different models of welfare state, what they offer and the ideologies that they are underpinned by. • Demonstrate an appreciation of the lived experiences of persons claiming and receiving welfare. • Demonstrate an understanding of the concept of redistributive justice. • Articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.
Key Concepts, Theories and Authors	**Key concepts:** • Relative poverty • Absolute poverty • Multidimensional poverty • The welfare state. • Social protection • Basic minimum • Lived experience. • Justice **Key theories/theoretical areas** • Theories of redistributive justice (e.g., John Rawls) • Recognition theory (e.g., Axel Honneth) • Epistemic injustice (e.g., Miranda Fricker) **Key authors** • Pete Townsend • Ruth Lister • T.H Marshall • Richard Titmuss

	• Amartya Sen
Teaching and Learning Methods	Lectures; in-class discussions and exercises; assigned readings.
Assessment Requirements	This module will be assessed via a focused essay with defined parameters. Wordcount 1500 words. **DUE: Week 35. Mon 21.04.25**
Reassessment Requirements	This module will be assessed via a focused essay with defined parameters. Wordcount 1500 words.
Indicative bibliography 4-5 titles max.	Readings will be flagged in-class on a weekly basis and made available in PDF form as much as possible. Some useful primer texts are listed below: • 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.
Useful web-based content	• ATD Ireland: https://www.atdireland.ie/wp/ • Central Statistics Office: https://www.cso.ie/en/index.html • St Vincent de Paul: https://www.svp.ie/ • MESL: https://www.budgeting.ie/ • Social Justice Ireland: https://www.socialjustice.ie/ • World Bank (Poverty): https://www.worldbank.org/en/topic/poverty
Relevant Journals	• Irish Journal of Sociology • Critical Social Policy • Journal of Social Policy • Social Policy and Society • Journal of Poverty and Social Justice

Module Code	SSU11012
Module Name	Poverty, Welfare and Justice
ECTS Weighting	10 ECTs
Year	2024/2025, Junior Fresh
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Joe Whelan
Module Description/Content	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 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.
Module Aims	• To equip students with a basic understanding of the various ways that poverty is defined. • To equip students with a basic understanding of core concepts in the area of poverty. • To equip students with the skills to read and interpret different types of data including descriptive statistical data and qualitative data couched in lived experiences. • To introduce students to a range of policy perspectives in the areas of income maintenance and poverty.

Module Learning Outcomes	*After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:* • Demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective. • Demonstrate an understanding of how poverty is measured domestically and internationally. • Show an understanding of poverty in a global context. • Demonstrate an appreciation of the lived experience of poverty. • Demonstrate knowledge of the historical development of welfare states as a response to poverty. • Demonstrate an understanding of different models of welfare state, what they offer and the ideologies that they are underpinned by. • Demonstrate an appreciation of the lived experiences of persons claiming and receiving welfare. • Demonstrate an understanding of the concept of redistributive justice. • Articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.
Key Concepts, Theories and Authors	**Key concepts:** • Relative poverty • Absolute poverty • Multidimensional poverty • The welfare state. • Social protection • Basic minimum • Lived experience. • Justice **Key theories/theoretical areas** • Theories of redistributive justice (e.g., John Rawls) • Recognition theory (e.g., Axel Honneth) • Epistemic injustice (e.g., Miranda Fricker) **Key authors** • Pete Townsend • Ruth Lister • T.H Marshall • Richard Titmuss

	• Amartya Sen
Teaching and Learning Methods	Lectures; in-class discussions and exercises; assigned readings.
Assessment Requirements	This module will be assessed via a focused essay with defined parameters. Wordcount 2000 words. **DUE: Week 35. Mon 21.04.25**
Reassessment Requirements	This module will be reassessed via a focused essay with defined parameters. Wordcount 2000 words.
Indicative bibliography 4-5 titles max.	Readings will be flagged in-class on a weekly basis and made available in PDF form as much as possible. Some useful primer texts are listed below: • 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.
Useful web-based content	• ATD Ireland: https://www.atdireland.ie/wp/ • Central Statistics Office: https://www.cso.ie/en/index.html • St Vincent de Paul: https://www.svp.ie/ • MESL: https://www.budgeting.ie/ • Social Justice Ireland: https://www.socialjustice.ie/ • World Bank (Poverty): https://www.worldbank.org/en/topic/poverty
Relevant Journals	• Irish Journal of Sociology • Critical Social Policy • Journal of Social Policy • Social Policy and Society • Journal of Poverty and Social Justice

Module Code	SSU11092
Module Name	Critical Analysis and Argument Development
ECTS Weighting	5 ECTS
Year	Junior Fresh, 2024/2025
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Carla Petautschnig Arancibia
Module Description/Content	The module includes the following core topics: • Defining critical analysis • Cognitive biases and errors in reasoning • Structuring arguments • Assessing and using evidence • The gender pay gap. • The changing context of work • Active Labour Market Policies • Universal Basic Income
Module Aims	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.
Module Learning Outcomes	On successful completion of this module, students should be able to: • Recall definitions of key concepts including critical analysis, academic argument, and theoretical framework. • Identify competing perspectives on social policy issues. • Identify cognitive biases and adopt strategies to address these. • Critically evaluate competing explanations using an evidence-informed approach; • Develop balanced arguments on social policy issues;

	• Recall knowledge on key social policy debates including, the changing context of work, activation policy, universal basic income and the gender pay gap.
Teaching and Learning Methods	• 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
Assessment Requirements	• 1,500-word essay (90%) **DUE WEEK 34, THURSDAY 17TH APRIL 2025.** • Written responses to 5 learning tasks (10%) **DUE WEEK 34, THURSDAY 17TH APRIL 2025.**
Reassessment Requirements	1,500-word essay (90%) Written responses to 5 learning tasks (10%)

Indicative bibliography 4-5 titles max.	• Cottrell, S. (2011). Critical thinking skills: Developing effective analysis and argument. Basingstoke Palgrave Macmillan. • Greetham, B. (2013). *How to write better essays.* London: Palgrave Macmillan. • Kahneman, D. (2011). *Thinking, fast and slow*. London: Penguin • Paul, R. & Elder, L. *The Miniature Guide to Critical Thinking*. The Foundation for Critical Thinking. Available at: 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
Useful web-based content	• https://www.cso.ie/en/index.html • https://commission.europa.eu/index_en • https://www.esri.ie/
Relevant Journals	• Journal of Social Policy • Critical Social Policy • Social Policy & Society

Module Code	SSU22162
Module Name	**Global Health Policy**
ECTS Weighting	10 ECTS
Year	Senior Fresh, 2024/2025
Semester Taught	Semester 1 /Michaelmas Term
Module Co-Ordinator	Dr Ann Nolan
Module Content/Description	The Global Health Policy module will introduce students to essential concepts and principles underpinning global health policy. The module explores the relationship between globalization, development, and the social and environmental determinants of health in the context of the increasing inter-connectedness of our world and health challenges and threats that are transnational. Global health policy is progressively focused on disparities within and between countries situating policy analysis in the context of equity and inclusion health approaches throughout the module. Finally, the Global Health Policy module will critically appraise the global health architecture and the range of policy actors and influencers engaged in the development of health policy at national, regional, and international levels.
Module Aims	*This module has the following key aims:* • To promote understanding of the global health architecture influencing the development of health policy at national, regional and international levels; • To situate 'global health' in the context of health equity and inclusion health policy and practice; • To engage students in the global-to-local and transnational dimensions of health policy while reviewing political responses to health challenges and threats using three case studies; • To promote independent critical thinking and the development of analytical skills that can be used to apply concepts and theories to practical challenges and case studies in global health policy making.
Module Learning Outcomes	*Upon successful completion of the module, students will be able to:* • Define global health policy and point to specific examples of global health policy in practice at national and international levels; • Describe and critique the global health policy architecture including bilateralism, multilateralism, public-private partnerships for health, the role of civil society, and global-to-local policy transfer pathways; • Apply a health equity and inclusion health lens to global and local priorities for health; • Apply concepts and theories to global health policies and case studies.

Key Concepts, Frameworks, Theories and Authors	• The social determinants of health.
	• The commercial determinants of health.
	• Economic, political, and cultural globalization.
	• Theories on the formulation and circulation of health policy ideas.
	• Complexity theory including non-linearity, transdisciplinarity, open-system analysis, and global-local phenomenology.

Teaching and Learning Methods	This module will use a mix of didactic methods and lectorial-style interactive group work; cooperative learning; student-centred enquiry and self-directed reading and engagement with sources in multimedia formats.

Assessment Requirements

Date will be set by college later in Semester 1.

Week 6: Mon 30.09.24, 12 Noon

Week 11: Mon 04.11.24, 12 Noon

Assessment Type	Length (i.e., Word Count, Length of Examination)	Weighting (%)	Intended Module Learning Outcomes Tested
EXAM SSU22162 (10 ECTS)	2 hours	70%	1-4
Assignment SSU22162 (10 ECTS)	500 words	10%	1 & 3
Group Presentations SSU22162 (10 ECTS)	10 minutes	20%	1,3 and 4

Reassessment Requirements

Assessment Type	Length (i.e., Word Count, Length of Examination)	Weighting (%)	Intended Module Le Outcomes Tested
EXAM SSU22162 (10 ECTS)	2 hours	70%	1-4
Assignment SSU22162 (10 ECTS)	500 words	10%	1 & 3
Individual Presentation – To be uploaded SSU22162 (10 ECTS)	10 minutes	20%	1,3 and 4

Useful web-based content	• World Health Organization
	• World Health Observatory
	• The Lancet Global Burden of Disease Study
	• UNDP Multidimensional Poverty Index
	• United Nations Sustainable Development Goals
	• Slaintecare

Core Texts and Journals	Please see **MyReadingList** attached to this module on Blackboard for a full list and links to essential and recommended reading, journals, and other key sources.
Indicative Outline of Lectures	What is Health Policy? What is Global Health Policy? Globalization and Health. The Social Determinants of Health. Global Health Governance and the SDGs. Global Health Equity Policy. Case Study 1: COVID-19 Vaccine Equity Case Study 2: Universal Health Coverage – the case of Sláintecare Case Study 3: Framework Convention for Tobacco Control

Module Code	SSU22152
Module Name	**Global Health Policy**
ECTS Weighting	5 ECTS
Year	Senior Fresh 2024/2025
Semester Taught	Semester 1 /Michaelmas Term
Module Co-Ordinator	Dr Ann Nolan
Module Content/Description	The Global Health Policy module will introduce students to essential concepts and principles underpinning global health policy. The module explores the relationship between globalization, development, and the social and environmental determinants of health in the context of the increasing inter-connectedness of our world and health challenges and threats that are transnational. Global health policy is progressively focused on disparities within and between countries situating policy analysis in the context of equity and inclusion health approaches throughout the module. Finally, the Global Health Policy module will critically appraise the global health architecture and the range of policy actors and influencers engaged in the development of health policy at national, regional, and international levels.
Module Aims	*This module has the following key aims:* • To promote understanding of the global health architecture influencing the development of health policy at national, regional and international levels; • To situate 'global health' in the context of health equity and inclusion health policy and practice; • To engage students in the global-to-local and transnational dimensions of health policy while reviewing political responses to health challenges and threats using three case studies; • To promote independent critical thinking and the development of analytical skills that can be used to apply concepts and theories to practical challenges and case studies in global health policy making.
Module Learning Outcomes	*Upon successful completion of the module, students will be able to:* • Define global health policy and point to specific examples of global health policy in practice at national and international levels; • Describe and critique the global health policy architecture including bilateralism, multilateralism, public-private partnerships for health, the role of civil society, and global-to-local policy transfer pathways; • Apply a health equity and inclusion health lens to global and local priorities for health; • Apply concepts and theories to global health policies and case studies.

Key Concepts, Frameworks, Theories and Authors	• The social determinants of health. • The commercial determinants of health. • Economic, political, and cultural globalization. • Theories on the formulation and circulation of health policy ideas. • Complexity theory including non-linearity, transdisciplinarity, open-system analysis, and global-local phenomenology.
Teaching and Learning Methods	This module will use a mix of didactic methods and lectorial-style interactive group work; cooperative learning; student-centred enquiry and self-directed reading and engagement with sources in multimedia formats.

Assessment Requirements **Week 6: Mon 30.09.24, 12 Noon** **Date will be set by college later in Semester 1.**	Assessment Type	Length (i.e., Word Count, Length of Examination)	Weighting (%)	Intended Module Learning Outcomes Tested	
	Assignment SSU22152 (5 ECTS)	500 words	10%	1 & 3	
	EXAM SSU22152 (5 ECTS)	2 hours	90%	1-4	

Reassessment Requirements	Assessment Type	Length (i.e., Word Count, Length of Examination)	Weighting (%)	Intended Module Learning Outcomes Tested	
	Assignment SSU22152 (5 ECTS)	500 words	10%	1 & 3	
	EXAM SSU22152 (5 ECTS)	2 hours	90%	1-4	

Useful web-based content	• World Health Organization • World Health Observatory • The Lancet Global Burden of Disease Study • UNDP Multidimensional Poverty Index • United Nations Sustainable Development Goals • Slaintecare
Core Texts and Journals	Please see **MyReadingList** attached to this module on Blackboard for a full list and links to essential and recommended reading, journals, and other key sources.
Indicative Outline of Lectures	What is Health Policy? What is Global Health Policy? Globalization and Health. The Social Determinants of Health.

	Global Health Governance and the SDGs.
	Global Health Equity Policy.
	Case Study 1: COVID-19 Vaccine Equity
	Case Study 2: Universal Health Coverage – the case of Sláintecare
	Case Study 3: Framework Convention for Tobacco Control

Module Code	SSU22161
Module Name	Labour Market Activation Policies
ECTS Weighting	5 ECTs
Year	Senior Fresh, 2024 / 2025
Semester Taught	Semester 1, Michaelmas Term
Module Co-Ordinator	Dr Carla Petautschnig
Module Description/Content	In this module, we will analyse the development of the complex relationship between labour, welfare and inclusion. Specific dimensions such as labour market inequalities, precarisation of labour and employment patterns will be discussed. The module will examine the economic and political context that made the shift towards activation policies and subsequent welfare reforms possible. The module will critically analyse the theoretical approaches and ideological drivers underpinning these policies. The module will examine empirical findings to discuss the impact of activation and welfare reforms on the lived experience of those targeted by these policies, focusing on welfare conditionality and unemployment patterns. The module will concentrate on the Irish case, the development of the Pathways to Work policy, and the reform of Public Employment Services. The module will adopt a comparative perspective, and cases of different countries/welfare regimes will be analysed in detail.
Module Aims	This module aims to develop students' critical understanding of the theoretical, political, ethical and empirical dimensions of activation policies, welfare reforms and labour markets from a comparative perspective. It will guide students in developing their critical skills to analyse different approaches and empirical findings and examine the implications of current labour policies in Ireland and internationally.

Module Learning Outcomes	On successful completion of this module, students will: • Differentiate and explain key contemporary labour market theories and concepts such as labour, work, (un)employment and the process of labour policymaking. • Critically analyse the theoretical approaches and ideological drivers underpinning welfare activation reforms/policies. • Compare the processes of welfare reforms towards activation in selected country cases and analyse the particularities of the Irish case. • Analyse empirical findings discussing labour market inequalities and the role of specific policies. • Reflect on the ethical challenges underlying the public debates about the future of work and welfare. • Research independently to develop two written assignments adhering to academic standards.
Key Concepts, Theories and Authors	Key concepts/theories: - Labour policymaking - Activation reforms - Welfare-to-work - Welfare conditionality - (Un)employment - Public Employment Services (PES) Key authors: - Giuliano Bonoli - Mary Murphy - Michael McGann - Tom Boland
Teaching and Learning Methods	Weekly lecture. Students will be encouraged to participate in in-class discussions based on the assigned materials. Independent research.
Assessment Requirements	Case study analysis (1,000 words) = 20% **DUE Week 10. Fri 01.11.24, 12.00 NOON** Essay (2,000 words) = 80% **DUE WEEK 16, MON 09.12.24, 12.00 NOON**
Reassessment Requirements	Essay (2,000 words) = 100%
Indicative bibliography 4-5 titles max.	– Eleveld, A., Kampen, T. and Arts, J. (eds) (2020) Welfare to work in contemporary European welfare states: legal, sociological and philosophical perspectives on justice and domination. Bristol: Policy Press. – Dwyer, P. (Ed.) (2019) Dealing with welfare conditionality: implementation and effects. Bristol: University Press. – Lødemel, I. and Heather Trickey (2001) 'An offer you can't refuse': workfare in international perspective. Bristol: Policy Press. – McGann, M. (2023) The marketisation of welfare-to-work in Ireland: governing activation at the street-level. Bristol: University Press. – Murphy, M. and Dukelow, F. (2016) Irish welfare state in the twenty-first century: challenges and change. Palgrave

	Macmillan.
	– Theodoropoulou, S. (Ed.) (2018) Labour market policies in the era of pervasive austerity: a European perspective. Policy Press.
	Additional reading and policy documents for each week will be made available on Blackboard.
Useful web-based content	– ILO: https://www.ilo.org/research-and-publications
	– Futures of Work: https://futuresofwork.co.uk/
	– IZA World of Labor https://wol.iza.org/
	– Eurofound (European Foundation for the Improvement of Living and Working Conditions) https://www.eurofound.europa.eu/en/publications
	– WelCond Research Study http://www.welfareconditionality.ac.uk/publications/
Relevant Journals	– Social Policy and Society
	– Journal of Social Policy
	– Social Policy & Administration
	– Work, Employment and Society

Module Code	SSU22171
Module Name	Labour Market Activation Policies
ECTS Weighting	10 ECTs
Year	Senior Fresh, 2024 / 2025
Semester Taught	Semester 1, Michaelmas Term
Module Co-Ordinator	Dr Carla Petautschnig
Module Description/Content	In this module, we will analyse the development of the complex relationship between labour, welfare and inclusion. Specific dimensions such as labour market inequalities, precarisation of labour and employment patterns will be discussed. The module will examine the economic and political context that made the shift towards activation policies and subsequent welfare reforms possible. The module will critically analyse the theoretical approaches and ideological drivers underpinning these policies. The module will examine empirical findings to discuss the impact of activation and welfare reforms on the lived experience of those targeted by these policies, focusing on welfare conditionality and unemployment patterns. The module will concentrate on the Irish case, the development of the Pathways to Work policy, and the reform of Public Employment Services. The module will adopt a comparative perspective, and cases of different countries/welfare regimes will be analysed in detail.
Module Aims	This module aims to develop students' critical understanding of the theoretical, political, ethical and empirical dimensions of activation policies, welfare reforms and labour markets from a comparative perspective. It will guide students in developing their critical skills to analyse different approaches and empirical findings and examine the implications of current labour policies in Ireland and internationally.
Module Learning Outcomes	On successful completion of this module, students will: • Differentiate and explain key contemporary labour market theories and concepts such as labour, work, (un)employment and the process of labour policymaking. • Critically analyse the theoretical approaches and ideological drivers underpinning welfare activation reforms/policies. • Compare the processes of welfare reforms towards activation in selected country cases and analyse the particularities of the Irish case. • Analyse empirical findings discussing labour market inequalities and the role of specific policies. • Reflect on the ethical challenges underlying the public debates about the future of work and welfare. • Research independently to develop two written assignments adhering to academic standards.
Key Concepts, Theories and Authors	Key concepts/theories: - Labour policymaking - Activation reforms

	- Welfare-to-work - Welfare conditionality - (Un)employment - Public Employment Services (PES) Key authors: - Giuliano Bonoli - Mary Murphy - Michael McGann - Tom Boland
Teaching and Learning Methods	Weekly lecture. Students will be encouraged to participate in in-class discussions based on the assigned materials. Independent research.
Assessment Requirements	- Case study analysis (1,000 words) = 20% **DUE Week 10. Fri 01.11.24, 12.00 NOON** - Essay (2,500 words) = 80% **DUE WEEK 16, MON 09.12.24, 12.00 NOON**
Reassessment Requirements	Essay (2,500 words) = 100%
Indicative bibliography 4-5 titles max.	– Eleveld, A., Kampen, T. and Arts, J. (eds) (2020) Welfare to work in contemporary European welfare states: legal, sociological and philosophical perspectives on justice and domination. Bristol: Policy Press. – Dwyer, P. (Ed.) (2019) Dealing with welfare conditionality: implementation and effects. Bristol: University Press. – Lødemel, I. and Heather Trickey (2001) 'An offer you can't refuse': workfare in international perspective. Bristol: Policy Press. – McGann, M. (2023) The marketisation of welfare-to-work in Ireland: governing activation at the street-level. Bristol: University Press. – Murphy, M. and Dukelow, F. (2016) Irish welfare state in the twenty-first century: challenges and change. Palgrave Macmillan. – Theodoropoulou, S. (Ed.) (2018) Labour market policies in the era of pervasive austerity: a European perspective. Policy Press. Additional reading and policy documents for each week will be made available on Blackboard.
Useful web-based content	– ILO: https://www.ilo.org/research-and-publications – Futures of Work: https://futuresofwork.co.uk/ – IZA World of Labor https://wol.iza.org/ – Eurofound (European Foundation for the Improvement of Living and Working Conditions) https://www.eurofound.europa.eu/en/publications – WelCond Research Study http://www.welfareconditionality.ac.uk/publications/
Relevant Journals	– Social Policy and Society – Journal of Social Policy – Social Policy & Administration

	– Work, Employment and Society

Module Code	SSU22072
Module Name	An Introduction to Research Methods for Social Policy
ECTS Weighting	5 ECTs
Year	Senior Fresh, 2024 / 2025
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator/s	Dr Carla Petautschnig Arancibia
Module Description/Content	This *Introduction to Research Methods for Social Policy* is concerned with 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, quantitative, 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. This module will introduce JF students to the ways in which social policy is devised and implemented, while considering how issues come onto the policy agenda and which policy actors influence the policy process. Well-established policy theories and frameworks will be introduced and applied to case studies in national and international contexts. The module will focus on what it means for research to be policy-engaged, the basic design of research for policy relevance and selecting policy-relevant questions and problems. Finally, this module will provide entry level skills in qualitative and quantitative research methods and provide case study examples demonstrating these methods in policy research.
Module Aims	The *Introduction to Research Methods for Social Policy* module aims: • Introduce social policy students to research practice in policy studies; • Conceptualise the ways in which social policy is devised and implemented, while considering the range of actors and influences that determine if and when issues come onto the policy agenda; • Introduce key policy theories and frameworks and apply

	these to case studies in national and international contexts; • Develop the core skills required to undertake basic design of research for policy relevance and how to use research to address policy-relevant questions and problems; • To develop entry level skills in qualitative and quantitative research, and evidence synthesis methods.
Module Learning Outcomes	On completion of the *Introduction to Research Methods for Social Policy* module students will be able to: • Delineate the key stages involved in the policy making process; • Assess how adequately frameworks offered within policy science capture policy action through selected national and international case studies; • Understand what it means for research to be policy-engaged, the basic design of research for policy relevance and know how to develop policy-relevant research questions; • Demonstrate entry level skills in qualitative and quantitative research methods for policy research.
Key Concepts, Theories and Authors	• Kingdon's Theory of Policy Streams; • Stages heuristic model of public policymaking; • Policy Transfer theory; • Walt & Gilsen's Policy Analysis Triangle; • Theories of Evidence Based Policy; • Policy-relevant research methods.
Teaching and Learning Methods	• Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.

Assessment Requirements	Assessment Component	Assessment Description	% of total	LOs	
Due: Week 25: Mon 10.02.25, 12.00 Noon	Policy process blog SSU22062 (5 ECTs)	500-words	20%	1 & 2	
Due: Week 30: Mon 18.03.25, 12.00 Noon	Research for policy-engagement + Qualitative Research Assignment SSU22062 (5 ECTs)	1,000-word written assignment	50%	3 & 4	
Due: Week 35: Mon 21.04.25, 12.00 Noon	Quantitative Research Assignment SSU22062 (5 ECTs)	Data analysis exercise using Excel	30%	4	
Reassessment Requirements	Assessment Component	Assessment Description	% of total	LOs	
	Policy process blog SSU22062 (5 ECTs)	500-words	20%	1 & 2	
	Research for policy-engagement + Qualitative Research Assignment SSU22062 (5 ECTs)	1,000-word written assignment	50%	3 & 4	
	Quantitative Research Assignment SSU22062 (5 ECTs)	Data analysis exercise using Excel	30%	4	

Indicative bibliography	
	• Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley. • Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction.* 2nd Edition. Bristol: Policy Press. • 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, 6th 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
Useful web-based content	
Relevant Journals	- Critical Social Policy - Social Policy and Society - Journal or European Social Policy - Global Social Policy - International Journal of Sociology and Social Policy

Module Code	SSU22062
Module Name	An Introduction to Research Methods for Social Policy
ECTS Weighting	10 ECTs
Year	Senior Fresh, 2024 / 2025
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator/s	Dr Carla Petautschnig Arancibia
Module Description/Content	This *Introduction to Research Methods for Social Policy* is concerned with 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, quantitative, 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. This module will introduce JF students to the ways in which social policy is devised and implemented, while considering how issues come onto the policy agenda and which policy actors influence the policy process. Well-established policy theories and frameworks will be introduced and applied to case studies in national and international contexts. The module will focus on what it means for research to be policy-engaged, the basic design of research for policy relevance and selecting policy-relevant questions and problems. Finally, this module will provide entry level skills in qualitative and quantitative research methods and provide case study examples demonstrating these methods in policy research.
Module Aims	The *Introduction to Research Methods for Social Policy* module aims: • Introduce social policy students to research practice in policy studies; • Conceptualise the ways in which social policy is devised and implemented, while considering the range of actors and influences that determine if and when issues come onto the policy agenda; • Introduce key policy theories and frameworks and apply these to

	case studies in national and international contexts;
	• Develop the core skills required to undertake basic design of research for policy relevance and how to use research to address policy-relevant questions and problems;
	• To develop entry level skills in qualitative and quantitative research, and evidence synthesis methods.
Module Learning Outcomes	On completion of the *Introduction to Research Methods for Social Policy* module students will be able to: • Delineate the key stages involved in the policy making process; • Assess how adequately frameworks offered within policy science capture policy action through selected national and international case studies; • Understand what it means for research to be policy-engaged, the basic design of research for policy relevance and know how to develop policy-relevant research questions; • Demonstrate entry level skills in qualitative and quantitative research methods for policy research.
Key Concepts, Theories and Authors	• Kingdon's Theory of Policy Streams; • Stages heuristic model of public policymaking; • Policy Transfer theory; • Walt & Gilsen's Policy Analysis Triangle; • Theories of Evidence Based Policy; • Policy-relevant research methods.
Teaching and Learning Methods	• Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.

Assessment Requirements	Assessment Component	Assessment Description	% of total	LOs	
Due: Week 25: Mon 10.02.25, 12.00 Noon	Policy process blog SSU22072 (10 ECTs)	700-words	20%	1 & 2	
Due: Week 30: Mon 18.03.25, 12.00 Noon	Research for policy-engagement + Qualitative Research Assignment SSU22072 (10 ECTs)	1,000-word written assignment *(Higher order assessment)*	50%	3 & 4	
Due: Week 35: Mon 21.04.25, 12.00 Noon	Quantitative Research Assignment SSU22072 (10 ECTs)	Data analysis exercise using Excel	30%	4	

Reassessment Requirements	Assessment Component	Assessment Description	% of total	LOs	
	Policy process blog SSU22072 (10 ECTs)	700-words	20%	1 & 2	
	Research for policy-engagement + Qualitative Research Assignment SSU22072 (10 ECTs)	1,000-word written assignment *(Higher order assessment)*	50%	3 & 4	
	Quantitative Research Assignment SSU22072 (10 ECTs)	Data analysis exercise using Excel	30%	4	

Indicative bibliography	
	• Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley.
	• Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction.* 2nd Edition. Bristol: Policy Press.
	• 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,

	6th 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
Useful web-based content	
Relevant Journals	• Critical Social Policy • Social Policy and Society • Journal or European Social Policy • Global Social Policy • International Journal of Sociology and Social Policy

Module Code	SSU22172
Module Name	Policy Issues in Human Services
ECTS Weighting	5 ECTS
Year	Senior Fresh, 2024/2025
Semester Taught	Semester 2, Hilary term
Module Co-Ordinator	Dr Julie Byrne
Module Aims	Many social policies are implemented through human services such as education, healthcare, childcare and social work. The effective provision and equitable access to these services supports social policy goals to meet human needs for wellbeing and welfare. However, the organisations which provide human services, such as hospitals, schools and social work agencies operate in complex, dynamic and politicised environments. Their effectiveness and efficiency are impacted by public policies such as digitalisation, regulation and quality enhancement. These public policies influence how such organisation are led, managed and administered and therefore impact how human service organisations operate and provide human services. Thus, the human service organisation provides us with an arena to study the complex interaction between public policy and social policy and the challenges this presents for policy making. As citizens, and perhaps as workers, we all have experience of human service organisations. The aim of this module is to facilitate an analysis of the nature of these organisations and the interplay of policy forces and policy actors affecting them. We explore the relationship between two forms of government policy, public policy and social policy and how public policies in relation to human services administration and management can impact on social policy implementation. We will firstly examine the nature of human service organisations such as hospitals, universities and social work agencies, and consider their role in social policy implementation. Then we will explore some current public policies and initiatives such as digitalisation, professional regulation and quality enhancement and identify how they impact on human service organisations. We will pay particular attention to the impact of these policies on the availability, retention and skills of human service staff, an essential component of human services. Throughout the module students will identify, analyse and discuss the interconnections between policies and how such interconnections impact on human service provision and the implementation of social policy. Students will draw on academic literature and their own experiences of human service organisations. We will use the structure of a citizens' assembly to present research informed perspectives on key policies and to interact in groups to develop a rounded understanding of the complexities affecting policy making. Students will be assessed using a combination of individual and group methods.

Module Learning Outcomes	**On successful completion of this module, students should be able to:** 1. Recognise the distinctive features of human services and human service organisations contexts within which they are provided. 2. Analyse the role of human services in social policy implementation and the achievement of social policy goals. 3. Critically evaluate the impact of public policy initiatives on human services. 4. Apply research, analysis and writing skills. 5. Contribute to a research informed, interactive policy discussion.
Indicative Content	**Human services and human service organisations** • Features of human services, human service organisations and sectors of operation • Effectiveness and efficiency in human services • Complexity of the human service context **Public policy, social policy and human services** • Public policy and social policy: scope, goals, actors and interplay • Human services and social policy implementation and goals **Impact of public policies on human services** • Digitalisation • Regulation of human services and professionals • Quality enhancement **Policy making in complexity** • Policy making processes • Citizen assemblies
Key Concepts, Frameworks, Theories and Authors	• Human services and organisations • Social policy goals • Public policy goals • Digitalisation • Regulation • Quality enhancement • Policy making actors and processes • Citizen assemblies
Teaching and Learning Methods	Weekly lectures will be used to present theory, empirical research and for large group discussion of key policy issues and interconnections. We will be using Informal cooperative learning groups as part of the module. These are small, temporary, ad-hoc groups of two to five students who work together for brief periods, 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 and to explore how a diversity of perspectives can enhance our understanding of policy issues. We will also use the citizens' assembly structure to present and interact with research informed presentations and to develop a

Assessment Components	Assessment Description	% of total	Week due (Academic calendar)
	group based understanding of the complexities affecting policy making.		
1. Case analysis. **Individual:** **Due Weds 12th February 2025**	Pick a human service organisation - analyse the features of HSOs that it exhibits and explain its role in the implementation of a specific social policy. **Individual** *[LO 1, 2]*	30%	25
2. Research analysis. **Individual:** **Analysis supports group work throughout the term.** **Final upload of slides and speaking notes by Tues 22nd April 2025**	Selecting one of the public policies covered, research and critically evaluate its impact on one of the stakeholders of HSOs. Prepare slides and speaking notes to capture your input. **Individual** *[LO 3, 4]*	40%	35
3. Interactive presentation. **Group:** **Due throughout the term.**	Participate in a citizen assembly, share your research, ask and answer questions in a group. **Group** *[LO 5]*	30%	Throughout the term

Reassessment Requirements	Students who fail the module will be reassessed using the same assessments in the supplemental period. Presentations must be recorded and uploaded. Supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.
Indicative bibliography 4-5 titles max.	• Brody, R. & Nair, M. (2014) Effectively Managing and Leading Human Service Organizations, 4th edition, Los Angeles: Sage. • Ellison, N. and Haux, T. (editors) (2020) Handbook on Society and Social Policy, Cheltenham: Edward Elgar Publishing. • Bochel, C. and Bochel, H. (2018) Making and Implementing Public Policy: Key Concepts and Issues, New York: Springer Nature, Palgrave Macmillan Education.
Relevant Journals	• Human Service Organizations, Management, Leadership and Governance - https://www.tandfonline.com/journals/wasw21 • Social Policy and Administration - https://onlinelibrary.wiley.com/journal/14679515 • Policy and Society - https://academic.oup.com/policyandsociety

Module Code	SSU22182
Module Name	Policy Issues in Human Services
ECTS Weighting	10 ECTS
Year	Senior Fresh, 2024/2025
Semester Taught	Semester 2, Hilary term
Module Co-Ordinator	Dr Julie Byrne
Module Aims	Many social policies are implemented through human services such as education, healthcare, childcare and social work. The effective provision and equitable access to these services supports social policy goals to meet human needs for wellbeing and welfare. However, the organisations which provide human services, such as hospitals, schools and social work agencies operate in complex, dynamic and politicised environments. Their effectiveness and efficiency are impacted by public policies such as digitalisation, regulation and quality enhancement. These public policies influence how such organisation are led, managed and administered and therefore impact how human service organisations operate and provide human services. Thus, the human service organisation provides us with an arena to study the complex interaction between public policy and social policy and the challenges this presents for policy making.

As citizens, and perhaps as workers, we all have experience of human service organisations. The aim of this module is to facilitate an analysis of the nature of these organisations and the interplay of policy forces and policy actors affecting them. We explore the relationship between two forms of government policy, public policy and social policy and how public policies in relation to human services administration and management can impact on social policy implementation.

We will firstly examine the nature of human service organisations such as hospitals, universities and social work agencies, and consider their role in social policy implementation. Then we will explore some current public policies and initiatives such as digitalisation, professional regulation and quality enhancement and identify how they impact on human service organisations. We will pay particular attention to the impact of these policies on the availability, retention and skills of human service staff, an essential component of human services. Throughout the module students will identify, analyse and discuss the interconnections between policies and how such interconnections impact on human service provision and the implementation of social policy. Students will draw on academic literature and their own experiences of human service organisations. We will use the structure of a citizens' assembly to present research informed perspectives on key policies and to interact in groups to develop a rounded understanding of the complexities affecting policy making. Students will be assessed using a combination of individual and group methods. |

Module Learning Outcomes	**On successful completion of this module, students should be able to:**
	6. Recognise the distinctive features of human services and human service organisations contexts within which they are provided.
	7. Analyse the role of human services in social policy implementation and the achievement of social policy goals.
	8. Critically evaluate the impact of public policy initiatives on human services and their stakeholders.
	9. Apply research, evaluation and analysis skills.
	10. Contribute to a research informed, interactive policy discussion.
	11. Prepare policy advice for a policy actor drawing on an understanding of the interaction between public policy, social policy and human services.
Indicative Content	**Human services and human service organisations**
	• Features of human services, human service organisations and sectors of operation
	• Effectiveness and efficiency in human services
	• Complexity of the human service context
	Public policy, social policy and human services
	• Public policy and social policy: scope, goals, actors and interplay
	• Human services and social policy implementation and goals
	Impact of public policies on human services e.g.
	• Digitalisation
	• Regulation of human services and professionals
	• Quality enhancement
	Policy making in complexity
	• Policy making processes
	• Citizen assemblies
Key Concepts, Frameworks, Theories and Authors	• Human services and organisations
	• Social policy goals
	• Public policy goals
	• Digitalisation
	• Regulation
	• Quality enhancement
	• Policy making actors and processes
	• Citizen assemblies
Teaching and Learning Methods	Weekly lectures will be used to present theory, empirical research and for large group discussion of key policy issues and interconnections.
	We will be using Informal cooperative learning groups as part of the module. These are small, temporary, ad-hoc groups of two to five students who work together for brief periods, 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 and to explore how a diversity of

Assessment Components	Assessment Description	% of total	Week due (Academic calendar)
	perspectives can enhance our understanding of policy issues. We will also use the citizens' assembly structure to present and interact with research informed presentations and to develop a group based understanding of the complexities affecting policy making.		
4. Case analysis. **Individual: Due by Weds 12th February 2025**	Pick a human service organisation - analyse the features of HSOs that it exhibits and explain its role in the implementation of a specific social policy. **Individual** [LO 1, 2]	15%	25
5. Research analysis. **Individual: Analysis supports group work throughout the term. Final upload of slides and speaking notes by Tues 22nd April 2025**	Selecting one of the public policies covered, research and critically evaluate its impact on one of the stakeholders of HSOs. Prepare slides and speaking notes to capture your input. **Individual** [LO 3, 4]	20%	35
6. Interactive presentation. **Group: Due throughout the term.**	Participate in a citizen assembly, share your research, ask and answer questions in a group. **Group** [LO 5]	15%	Throughout the term
7. Policy paper. **Individual: Due by Tues 22nd April 2025**	Selecting one of the public policies discussed on the module, draw together research and the insights from the assembly and prepare a policy paper advising a specific policy actor on a policy position. **Individual** [LO 6]	50%	35
Reassessment Requirements	Students who fail the module will be reassessed using the same assessments in the supplemental period. Presentations must be recorded and uploaded. Supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.		
Indicative bibliography 4-5 titles max.	- Brody, R. & Nair, M. (2014) Effectively Managing and Leading Human Service Organizations, 4th edition, Los Angeles: Sage. - Ellison, N. and Haux, T. (editors) (2020) Handbook on Society and Social Policy, Cheltenham: Edward Elgar Publishing. - Bochel, C. and Bochel, H. (2018) Making and Implementing Public Policy: Key Concepts and Issues, New York: Springer Nature, Palgrave Macmillan Education.		

Relevant Journals	- Human Service Organizations, Management, Leadership and Governance - https://www.tandfonline.com/journals/wasw21 - Social Policy and Administration - https://onlinelibrary.wiley.com/journal/14679515 - Policy and Society - https://academic.oup.com/policyandsociety