



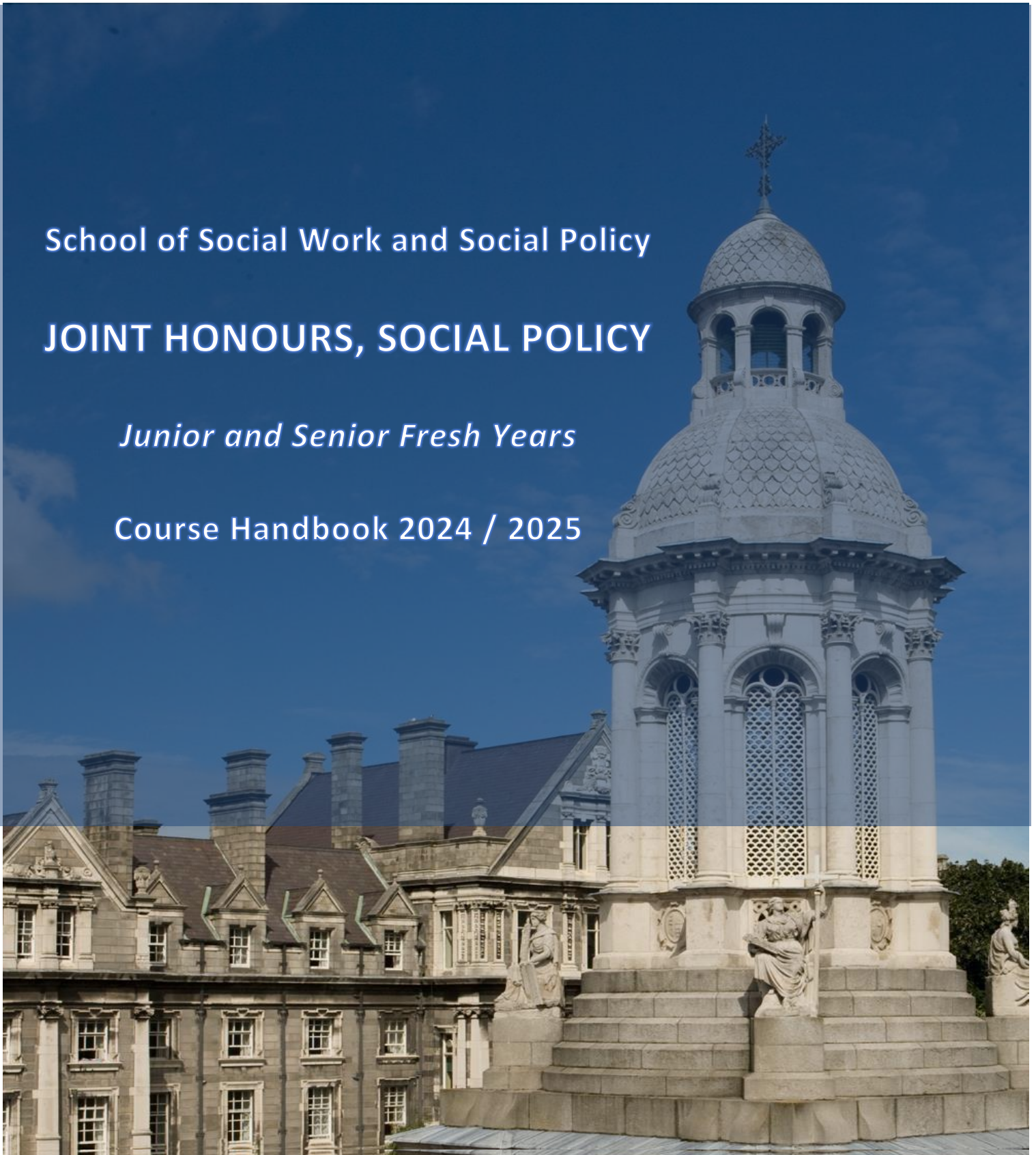
**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

School of Social Work and Social Policy

# JOINT HONOURS, SOCIAL POLICY

*Junior and Senior Fresh Years*

Course Handbook 2024 / 2025



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## 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.

***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.***

**This Course Handbook is divided into five sections:**

**Section One:**           **General College Information** provides general information on college life and the support services that are available to students.

**Section Two:**           **General Programme Information** provides general College and information about the Joint Honours Programme in Social Policy. The College Calendar is contained here which outlines the important College dates throughout the year. This section also contains information of the systems and applications you will be using throughout the year including Blackboard, my.tcd.ie and more. There is also information on Erasmus and Studying Abroad opportunities.

**Section Three:**       **Teaching and Learning is an** important section of this handbook as you are introduced to your lecturers, the learning objectives of your modules, their assessment methods, and assignment submission dates. This section also provides an overview of the Joint Honours Structure and its differed pathways.

**Section Four:**       **Joint Honours Programme** Pathway selection for 2025 / 2026. It is important to spend some time reading this section and to become familiar with the various options that are available to you if you wish to change your subject choices or learning pathways towards the end of the academic year.

**Section Five:**       **General Exam Rules and Regulations explains** Trinity's policies on examinations, timetables, and requests for assignment extensions. Trinity's policy on [Plagiarism](#) is outlined in this section and all students are required to have completed the [Ready Steady Write Plagiarism Tutorial](#) to ensure that you embed academic integrity into all your work.

**Section Six:**       **Scholarships and Prizes** will provide information on scholarships and prizes that may be available to you.

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

## Welcome from the Course Director

Dear Junior and Senior Fresh students,

Welcome Junior Fresh students, and welcome back Senior Fresh students, to the Joint Honours Programme in Social Policy!

Academic Year 2024/25 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 of 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 Ann Nolan**

## Welcome from the Course Administrator

Welcome,

My name is Michelle Moore, and I am the Course Administrator for the Social Policy Joint Honours course. You can contact me by email, Teams or drop into me in the office (see contact details below).

I would recommend that you take some time to read through this handbook. It has been carefully prepared to give you the information you need to help you make the most of your time here in Trinity as you study on the course. You will find useful contact details, key dates for your diary, information on regulations and of course, 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.

I hope you enjoy the year and, please, do not hesitate to contact me if you have any queries, questions or concerns.

Good luck with the year ahead,

*Michelle*

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*Michelle Moore.*

## 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 Susan Flynn](#) is the Director for Global Engagement and [Ms Solange Dani](#) 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 Susan Flynn***  
***Director for Global Engagement***



***Ms Solange Dani***  
***Global Officer***



## Important Contact Details

Course Directors	Email Address	Building / Office	Office Hours
Dr Ann Nolan	<a href="mailto:nolana13@tcd.ie">nolana13@tcd.ie</a>	3rd Floor Arts Building Office	Office Hours: Weds 4.30pm – 5.30pm during term (Teams/in- person) Email for appointment)

Administration	Email Address	Building / Office	Office Hours
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

## Summary of Key Dates for 2024 / 2025

Throughout this handbook important dates will be noted for students. The following is a summary of these key dates for the academic year 2024/2025 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.

IMPORTANT DATES FOR JOINT HONOURS JUNIOR AND SENIOR FRESH STUDENTS	
<b>FOUNDATION SCHOLORSHIP</b>	
Presentation on Schols - <i>Senior Fresh Only</i>	1.00pm – 2.00pm 19th September 2024
Deadline for entry to Schols Exams	30 <sup>th</sup> September – 14 <sup>th</sup> October 2024 – 5.00pm
Confirmation of attendance Forms to be submitted	11 <sup>th</sup> Nov – 18 <sup>th</sup> Nov 2024 – 5.00pm
Foundation Schols Exams	06 <sup>th</sup> – 10 <sup>th</sup> January 2025
Trinity Monday - Results of Schols Announced	28 <sup>th</sup> April 2025
<b>ERASMUS / INTERNATIONAL EXCHANGE</b>	
Presentation on Erasmus/Studying Abroad	20 <sup>th</sup> and 21 <sup>st</sup> September
Deadline for Erasmus/Studying Abroad applications.	<b>18<sup>th</sup> November 2024</b>
<b>SEMESTER 1</b>	
Semester 1 on-line Surveys	Week 12. 11 <sup>th</sup> Nov 2024
College Closed for Christmas '24	Week 17. 16.12.24
College Re-opens after Christmas	Week 22. 20.01.25
Semester 1 Marks Released	Week 21. 17.01.25
<b>SEMESTER 2</b>	
Semester 2 on-line Surveys	Week 31. 24.03.25
End of Semester 2 - College Closed for Summer	Week 34. 20.04.25
Semester 2 Marks Released	Week 39. 23.05.25

## SECTION ONE – GENERAL COLLEGE INFORMATION

### Student Services and Supports

The Course Administrator, Michelle Moore, [moorem11@tcd.ie](mailto:moorem11@tcd.ie) is your first port of call for all general queries. College also provides a range of administrative, academic and wellbeing supports and services to help you should the need arise. The Student Services Website and Information Booklet, can be found at: [www.tcd.ie/student-services](http://www.tcd.ie/student-services), [http://www.tcd.ie/students/assets/pdf/Student Services Booklet \(web version\).pdf](http://www.tcd.ie/students/assets/pdf/Student_Services_Booklet_(web_version).pdf).

### Tutors

Undergraduate students are assigned a tutor when they are admitted to College. Your tutor, is a member of the teaching staff, who will provide confidential advice on courses, discipline, examinations, fees and other matters and will represent you before the College authorities if required. You will find the name and email address of your tutor on your student record in SITS. If, for some reason, you cannot contact your tutor, you should contact the Senior Tutor's Office. They can be reached at <https://www.tcd.ie/seniortutor/>

### 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.

### Support Provision for Students with Disabilities

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](http://my.tcd.ie). 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 will prepare a Learning Educational Needs Summary (**LENS**) detailing the reasonable accommodations required to support your learning. The information outlined in the LENS is communicated to the relevant School via the

student record in SITS. See <https://www.tcd.ie/disability/>.

## 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.

## 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. Further information for mature students on life at Trinity is available at the following link <https://www.tcd.ie/maturestudents/>.

## Careers Advisory Service

The College [Careers Service](#) supports students to explore their career ambitions and plan how to achieve through a variety of activities, services and resources:

- [MyCareer](#), is an online career management portal, which includes booking appointments and listing job vacancies;
- Guidance on how to plan your career and prepare for your job search through individual advice and guidance sessions, CV/LinkedIn clinics, and practice interviews.
- Credit and non-credit bearing programmes are available that develop key skills and personal and career insight;
- Provides access to employers and alumni through careers fairs, sectoral fora and other events;
- Mentoring and networking services are available on request;
- Information on awards and scholarship programmes.

## Co-curricular Activities

### TCD Sports Clubs

Trinity's campus is home to 50 sports clubs covering a diverse range of sports from basketball to archery. You can find information on all of these clubs on the Trinity Sport website [Sport Clubs - Trinity Sport | Trinity College Dublin \(tcd.ie\)](#)

### Student Union – TCDSU

The Trinity College Students Union is a union for students led by students. TCDSU represents the undergraduate student body at college level. You can find further information about the Union, and how to get involved, on their website <https://www.tcdsu.org/> and can find information on the student representation structures on the following site [Trinity College Dublin Students' Union - Aontas na Mac Léinn, Coláiste na Tríonóide - Our Structure \(tcdsu.org\)](#).

## Emergency Procedure

In the event of an emergency, please dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days of the year. They are the liaison link to the Fire, Garda and Ambulance services and should be contacted by all staff and students in case of any emergency on campus, including, for example, personal injury, risk of injury, first aid assistance, chemical spills etc. They can be reached by dialing 1999 from a college telephone or, alternatively, dialing +353 1 896 1999. It is recommended that this number be saved in your mobile phone under ICE (In Case of Emergency).

## 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 [https://www.tcd.ie/info\\_compliance/data-protection/student-data/](https://www.tcd.ie/info_compliance/data-protection/student-data/)

# SECTION TWO – GENERAL PROGRAMME INFORMATION

## Academic Calendar 2024/2025

*(Please note this calendar is subject to change – for the most up to date information please click on the link*

*<https://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf>*

Trinity College Dublin

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### Academic Year Calendar 2024/25

Academic Calendar Week	Week beginning	2024/25 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	26-Aug-24	Reassessment * (Semesters 1 & 2 of 2023/24)		←Michaelmas Term begins/Semester 1 begins
2	02-Sep-24	Orientation (Postgraduate, Visiting & Erasmus); Marking/Results		
3	09-Sep-24	Teaching and Learning		←Michaelmas teaching term begins
4	16-Sep-24	Teaching and Learning	Orientation (If UG)	
5	23-Sep-24	Teaching and Learning	Teaching and Learning	
6	30-Sep-24	Teaching and Learning	Teaching and Learning	
7	07-Oct-24	Teaching and Learning	Teaching and Learning	
8	14-Oct-24	Teaching and Learning	Teaching and Learning	
9	21-Oct-24	Study/Review	Study/Review	
10	28-Oct-24	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
11	04-Nov-24	Teaching and Learning	Teaching and Learning	
12	11-Nov-24	Teaching and Learning	Teaching and Learning	
13	18-Nov-24	Teaching and Learning	Teaching and Learning	
14	25-Nov-24	Teaching and Learning	Teaching and Learning	
15	02-Dec-24	Revision + <sup>1</sup>	Revision + <sup>1</sup>	
16	09-Dec-24	Assessment + <sup>1</sup>	Assessment + <sup>1</sup> –	←Michaelmas term ends Sunday 15 December 2024/Semester 1 ends
17	16-Dec-24			
18	23-Dec-24	Christmas Period - College closed 24 December 2024 to 1 January 2025 inclusive	Christmas Period - College closed 24 December 2024 to 1 January 2025 inclusive	
19	30-Dec-24			
20	06-Jan-25	Foundation Scholarship Examinations ^		
21	13-Jan-25	Marking/Results	Marking/Results	←Hilary Term begins/Semester 2 begins
22	20-Jan-25	Teaching and Learning	Teaching and Learning	←Hilary teaching term begins
23	27-Jan-25	Teaching and Learning	Teaching and Learning	
24	03-Feb-25	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	10-Feb-25	Teaching and Learning	Teaching and Learning	
26	17-Feb-25	Teaching and Learning	Teaching and Learning	
27	24-Feb-25	Teaching and Learning	Teaching and Learning	
28	03-Mar-25	Study/Review	Study/Review	
29	10-Mar-25	Teaching and Learning	Teaching and Learning	
30	17-Mar-25	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
31	24-Mar-25	Teaching and Learning	Teaching and Learning	
32	31-Mar-25	Teaching and Learning	Teaching and Learning	
33	07-Apr-25	Teaching and Learning	Teaching and Learning	
34	14-Apr-25	Revision (Friday, Good Friday)	Revision (Friday, Good Friday)	←Hilary Term ends Sunday 20 April 2025
35	21-Apr-25	Assessment + <sup>2</sup> (Monday, Easter Monday)	Assessment + <sup>2</sup> (Monday, Easter Monday)	←Trinity Term begins
36	28-Apr-25	Trinity Week (Monday, Trinity Monday) + <sup>2</sup>	Trinity Week (Monday, Trinity Monday) + <sup>2</sup>	
37	05-May-25	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
38	12-May-25	Marking/Results	Marking/Results	
39	19-May-25	Marking/Results	Marking/Results	
40	26-May-25	Research	Research	←Trinity term ends Sunday 1 June 2025/Semester 2 ends
41	02-Jun-25	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	09-Jun-25	Research	Research	
43	16-Jun-25	Research	Research	
44	23-Jun-25	Research	Research	
45	30-Jun-25	Research	Research	
46	07-Jul-25	Research	Research	
47	14-Jul-25	Research	Research	
48	21-Jul-25	Research	Research	
49	28-Jul-25	Research	Research	
50	04-Aug-25	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
51	11-Aug-25	Research	Research	
52	18-Aug-25	Research +	Research +	

\* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks.

– Note: it may be necessary to hold a small number of JF examinations/assessments outside of semester 1.

^ Note: it may be necessary to hold some examinations/assessments in the preceding week.

+<sup>1</sup> Note: semester 1 Assessment session: 09-Dec-24 to 14-Dec-24 inclusive (contingency dates during week beginning 02-Dec-24 TBC)

+<sup>2</sup> Note: semester 2 Assessment session: 22-Apr-25 to 02-May-25 inclusive (includes Council approved contingency dates: 29-Apr-25 to 02-May-25)

+ Note: the academic year structure is due to be reviewed during 2024/25 - any changes will be notified should Council approve any change.

## 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.

## 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. In the event that 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. In the event that a timetable module listed incorrectly, students should contact their Course administrator.

## 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.

## Blackboard

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/>

## 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.

## 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.

### **IMPORTANT INFORMATION FOR SENIOR FRESH STUDENTS 2024 / 2025**

#### **Note (1)**

**FROM 2025/2026** if a student is planning to undertake their capstone project in Social Policy, then they must take module code SSU34032, **Social Policy Research Methods for Capstone, (10 ECTS), taught in Semester 2 of Junior Sophister Year.**

This means that **SENIOR FRESH STUDENTS IN 2024/2025** planning on going on an exchange in 2025/2026 and planning on completing their CAPSTONE project in social policy **CANNOT** go on an outbound exchange in Semester 2 of 2025 / 2026.

For more Information on Social Policy CAPSTONE Projects, please click **HERE**.

#### **Note (2)**

For students on Trinity Joint Honours programmes, their final degree award will be calculated on their final two years' results - Year 3 be weighted at 30% and Year 4 will be weighted at 70% of the overall degree award.

If a student goes on an Outbound Exchange in Junior Sophister year, their marks received at their host university while on this exchange will be used in the calculation of their overall mark for Junior Sophister Year, and hence, will be used in the calculation of their overall degree award.

Arrangements governing specific exchange programmes are made by the relevant School.

## Erasmus and International Exchange Important Dates

September 2024	
Global Mobility Hub opens for term	Early September
Information session for Academic Exchange Coordinators in advance of start of mobility cycle	Late September (once most Coordinators are confirmed)
October 2024	
Promotion sessions – Trinity Global	Tuesday 1st October and Wednesday 2nd October
<b>UCAO Information Session for Students</b>	<b>Week of 7<sup>th</sup> October</b>
Applications open	Monday 7th October
November 2024	
Mobility applications deadline	Monday 18th November
January 2025	
First round International Exchange and Erasmus offers issue	Wednesday 8th January
Deadline for accepting first round International Exchange and Erasmus offers	Wednesday 22nd January
Second round International Exchange and Erasmus offers issue	Wednesday 29th January
February 2025	
Deadline for accepting second round International Exchange and Erasmus offers	Wednesday 5th February
Decide on timelines for further rounds of offers	Mid-February

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





## SECTION THREE – TEACHING AND LEARNING

### Social Policy Joint Honours Teaching Staff (Junior and Senior Fresh Years 2024 2025)

Year	Term	Course Lecturers	Email Address	Module Code	Module Name	Biography
Junior Fresh	Semester 1; Michaelmas	<a href="#">Dr Kasia Wodniak</a>	<a href="mailto:kwodniak@tcd.ie">kwodniak@tcd.ie</a>	SSU11051 / SSU11061	Introduction to Social Policy Concepts	<a href="#">Dr Kasia Wodniak</a>
Junior Fresh	Semester 1; Michaelmas	<a href="#">Dr Lynne Cahill</a>	<a href="mailto:lycahill@tcd.ie">lycahill@tcd.ie</a>	SSU11071	Accessing and Reviewing Literature	<a href="#">Dr Lynne Cahill</a>
			-	-		-
Junior Fresh	Semester 2; Hillary	<a href="#">Dr Joe Whelan</a>	<a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a>	<a href="#">SSU11012/SSU11022</a>	Poverty, Welfare and Justice	<a href="#">Dr Joe Whelan</a>
Junior Fresh	Semester 2; Hillary	<a href="#">Dr Carla Petautschnig Arancibia</a>	<a href="mailto:cpetauts@tcd.ie">cpetauts@tcd.ie</a>	SSU11092	Critical Analysis and Argument Development	<a href="#">Dr Carla Petautschnig Arancibia</a>
Senior Fresh	Semester 1; Michaelmas	<a href="#">Dr Ann Nolan</a>	<a href="mailto:nolana13@tcd.ie">nolana13@tcd.ie</a>	SSU22152 / SSU22162	Global Health Policy	<a href="#">Dr Ann Nolan</a>
Senior Fresh	Semester 1; Michaelmas	<a href="#">Dr Carla Petautschnig Arancibia</a>	<a href="mailto:cpetauts@tcd.ie">cpetauts@tcd.ie</a>	SSU22161 / SSU22171	Labour Market Activation Policies	<a href="#">Dr Carla Petautschnig Arancibia</a>
Senior Fresh	Semester 2; Hillary	<a href="#">Dr Julie Byrne</a>	<a href="mailto:byrnej18@tcd.ie">byrnej18@tcd.ie</a>	SSU22172 / SSU22182	Policy Issues in Human Services	<a href="#">Dr Julie Byrne</a>
Senior Fresh	Semester 2; Hillary	<a href="#">Dr Carla Petautschnig Arancibia</a>	<a href="mailto:cpetauts@tcd.ie">cpetauts@tcd.ie</a>	SSU22062 / SSU22072	An Introduction to Research Methods for Social Policy	<a href="#">Dr Carla Petautschnig Arancibia</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.

#### **2024 / 2025 Teaching Assistants in Social Policy are:**

– Introduction to Social Policy Concepts

- Michaela Nudo
- Srimoyee Biswas

## European Credit Transfer System (ECTS)

**What are ECTS?** ECTS stands for *European Credit Transfer and Accumulation System* (ECTS). An 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 to other programmes. 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.

The European norm for fulltime study over one academic year is 60 credits. One 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. ECTS credits are awarded to a student upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

## Course Structure and Workload, Academic Year 2024 / 2025

### Junior Fresh, Year 1

#### JOINT HONOURS PATHWAY - SOCIAL POLICY, JUNIOR FRESH 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 2024 / 2025 are:**

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

### Assessment Timetable, Junior Fresh 2024 / 2025

Michaelmas Term 2024 / 2025	Module Code	ECTs	Assignment 2024/2025	Assignment Deadline
<b>Introduction to Social Policy Concepts</b>	SSU11061	5	Individual Presentation (10%)	Week 14. Fri 29.11.24
			1,500 Word Essay (90%)	Week 16. Weds 11.12.24
<b>Introduction to Social Policy Concepts</b>	SSU11051	10	Individual Presentation (10%)	Week 14. Fri 29.11.24
			2,000 Word Essay (90%)	Week 16. Weds 11.12.24
<b>Accessing and Reviewing Literature</b>	SSU11071	5	Identify a Search Topic (10%)	Week 8. Mon 14.10.24
			Develop and Implement a Search Strategy (30%)	Week 11. Mon 04.11.24
			Group Presentation on a Social Policy Topic (10%)	Week 14. Day TBC
			Literature Review (50%)	Week 16. Mon 09.12.24

Hilary Term 2024 / 2025 - Semester 2	Module Code	ECTs	Assignment 2024/2025	Assignment Deadline
<b>Poverty, Welfare and Justice</b>	SSU11022	5	1,500 Word Essay (100%)	Week 35. Mon 21.04.25
<b>Poverty, Welfare and Justice</b>	SSU11012	10	2,000 Word Essay (100%)	Week 35. Mon 21.04.25
<b>Critical Analysis and Argument Development</b>	SSU11092	5	1,500 Word Essay (90%)	Week 34, Thur 17.04.25
			Written responses to 5 learning tasks (10%)	Week 34, Thur 17.04.25

## Senior Fresh, Year 2

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

*Our Social Policy Senior Fresh Modules (Year2) for 2024 / 2025 are:*

Term	Module Code	Module Name	ECT's
Michaelmas	SSU22152	Global Health Policy	5
Michaelmas	SSU22162	Global Health Policy	10
Michaelmas	SSU22161	Labour Market Activation Policies	5
Michaelmas	SSU22171	Labour Market Activation Policies	10

Term	Module Code	Module Name	ECT's
Hilary	SSU22172	<i>Policy Issues in Human Services</i>	5
Hilary	SSU22182	<i>Policy Issues in Human Services</i>	10
Hilary	SSU22072	<i>An Introduction to Research Methods for Social Policy</i>	5
Hilary	SSU22062	<i>An Introduction to Research Methods for Social Policy</i>	10

### Assessment Timetable, Senior Fresh 2024 / 2025

Michaelmas Term 2024 / 2025	Module Code	ECTs	Assignment 2024/2025	Assignment Deadline
<b><i>Global Health Policy</i></b>	SSU22152	5	500 Word Written Assignment (10%)	Week 6. Mon 30.09.24
			Exam (2 hours) (90%)	Date to be set by College
<b><i>Global Health Policy</i></b>	SSU22162	10	500 Word Written Assignment (10%)	Week 6. Mon 30.09.24
			Group Presentation (20%)	Week 11: Mon 04.11.24
			Exam (2 hours) (70%)	Date to be set by College
<b><i>Labour Market Activation Policies</i></b>	SSU22161	5	Case Study Analysis 1,000 Words (20%)	Week 10. Fri 01.11.24
			Essay 2,000 Words (80%)	Week 16. Mon 09.12.24
<b><i>Labour Market Activation Policies</i></b>	SSU22171	10	Case Study Analysis 1,000 Words (20%)	Week 10. Fri 01.11.24
			Essay 2,500 Words (80%)	Week 16. Mon 09.12.24

Hilary Term 2024 / 2025 - Semester 2	Module Code	ECTs	Assignment 2024/2025	Assignment Deadline
<i>Policy Issues in Human Services</i>	SSU22172	5	Case Analysis (30%)	Week 25. Wed 12.02.25
			Interactive Presentations (30%)	<i>Throughout the Term</i>
			Research Analysis (40%)	Week 35. Tues 22.04.25
<i>Policy Issues in Human Services</i>	SSU22182	10	Case Analysis (15%)	Week 25. Wed 12.02.25
			Interactive Presentations (15%)	<i>Throughout the Term</i>
			Research Analysis (20%)	Week 35. Tues 22.04.25
			Policy Paper (50%)	Week 35. Tues 22.04.25
<i>An Introduction to Research Methods for Social Policy</i>	SSU22072	5	Policy process blog, 500 Words (20%)	Week 25. Mon 10.02.25
			1,000-word written assignment (50%)	Week 30. Tues 18.03.25
			Data analysis exercise using Excel (30%)	Week 35. Mon 21.04.25
<i>An Introduction to Research Methods for Social Policy</i>	SSU22062	10	Policy process blog, 700 Words (20%)	Week 25. Mon 10.02.25
			1,000-word written assignment ( <i>Higher Order Assess</i> ) (50%)	Week 30. Tues 18.03.25
			Data analysis exercise using Excel (30%)	Week 35. Mon 21.04.25

## SECTION FOUR – Joint Honours Programme Architecture

### Pathway Selection for 2025 / 2026

#### 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 2024 / 2025

### Preparing for Year 2 2025 / 2026

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:

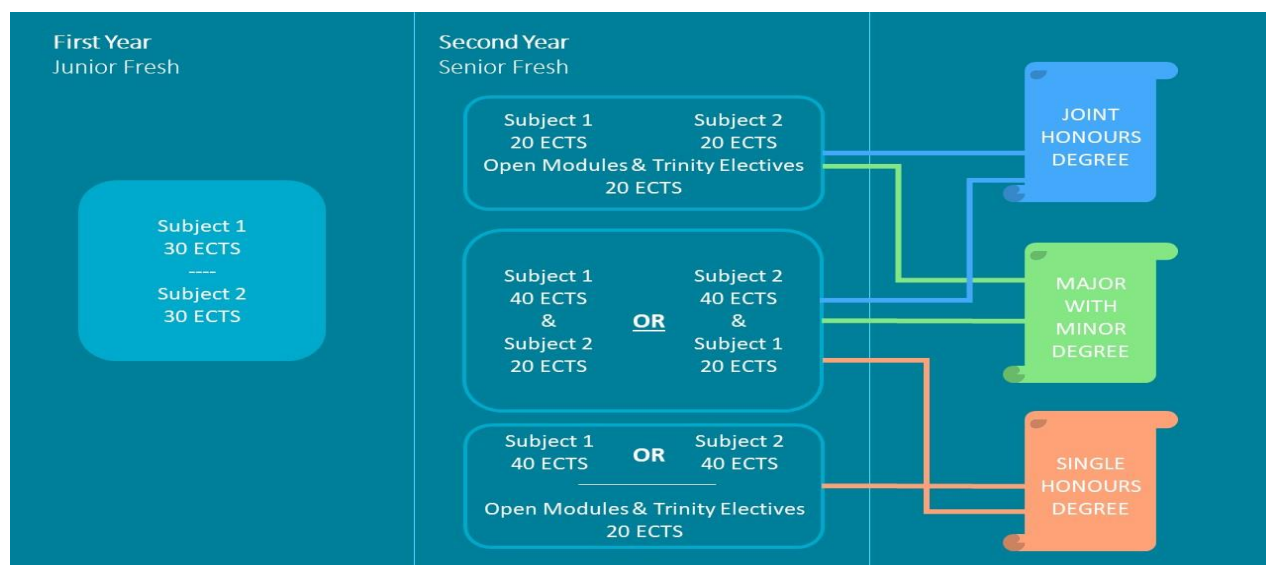
To continue studying both subjects, studying 40 credits (ECTS) in one of the subjects and 20 credits (ECTS) in the second subject. This is usually referred to as the SF Major with Minor Pathway.

#### 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.
- Pathway Options for Trinity Joint Honours. Rising SF- Please see slides from the most recent information session. [Information Session February 2024.](#)



## Senior Fresh - Second Year in 2024 / 2025

### **Preparing for Year 3 2025 / 2026**

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:**

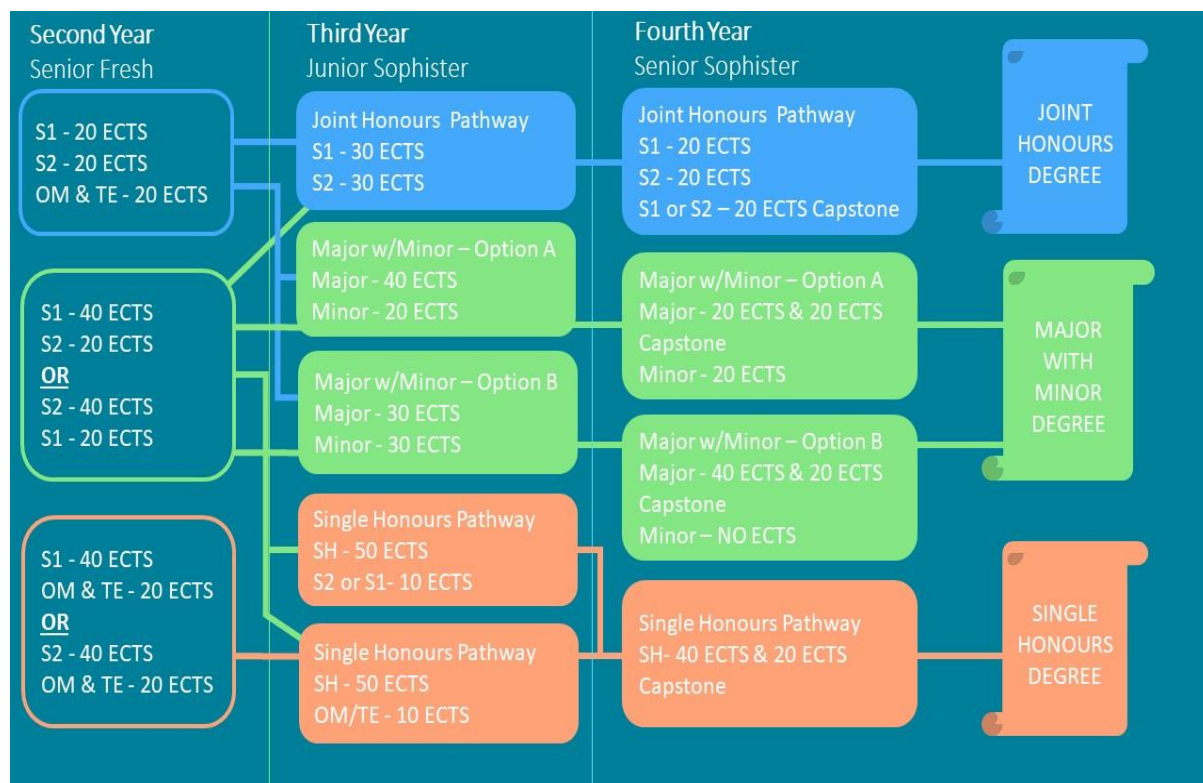
- This pathway is available to students on the Joint Honours Pathway or the Major with Minor Pathway in SF Year.
- In this pathway you will take 30 ECTS in each of your Joint Honours subjects. Then in Senior Sophister you will take 20 ECTS in each of your Joint Honours subjects and a 20 ECTS capstone 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 in order 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](#)



# DID YOU KNOW?

That the Undergraduate Common Architecture Office will be able to support you with a majority of the questions you may have related to Trinity Joint Honours, Columbia Dual B.A. programmes, Open Modules and/or New Minor Subjects.

Please see [www.tcd.ie/tjh](http://www.tcd.ie/tjh) for more information.



## 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 2023/2024 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 2023-24 - Trinity Joint Honours - Major with Minor Pathways- the examination codes necessary for completing the application form are also [available here](#).

# Programme Attributes, Learning Outcomes and Structure

## 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



## 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.

## 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.

## 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 12 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.**

## SECTION FIVE – GENERAL EXAM RULES AND REGULATIONS

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

### 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/)

### 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 [https://www.tcd.ie/Student\\_Counselling/student-learning/](https://www.tcd.ie/Student_Counselling/student-learning/)

## Plagiarism Declaration

All Social Policy students must complete a Declaration Form at the start of the new Academic Year for ***EACH of their Social Policy Modules***. This form must be signed and uploaded to the Declaration Submission Area on Blackboard, before the first assessment submission is due to be received. No students' assessments will be graded until this declaration form is received.

## Plagiarism Policy

If plagiarism, as referred to in the Calendar <https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf> is suspected, the lecturer informs the

Director of Teaching and Learning (Undergraduate) (DUTL). The DUTL, or their designate, will write to the student, and the student's tutor, advising them of the concerns raised. The student and tutor (or representative from the Student's Union) will be invited to attend an informal meeting with the DUTL, or their designate, and the lecturer concerned, to put their concerns to the student and giving the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend.

If the student does not agree to attend such a meeting, the DUTL, or their designate, may refer the case directly to the Junior Dean who will interview the student and may implement the procedure as referred to under conduct and college regulations.

If the DUTL, or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out in the Calendar. In order for this summary procedure to be followed, all parties attending the information meeting above must state their agreement in writing to the DUTL or designate.

If the offence can be dealt with under the summary procedure, the DUTL, or designate, will recommend one of the following penalties: [Penalties](#)

**Level 1:** The piece of work in question is inadmissible. You are required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty.

**Level 1** Plagiarism is not deemed to be academic misconduct.

**Level 2:** The student receives a formal written warning. The piece of work in question is inadmissible. You are required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark (at the pass mark) depending on the seriousness/extent of plagiarism.

**Level 2** Plagiarism is considered as academic misconduct.

**Level 3:** The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. The student is required to submit a new piece of work as a supplemental assessment during the next available session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies (as appropriate) in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations.

**Level 3** Plagiarism is considered as academic misconduct.

**Level 4:** Case referred to the Junior Dean for disciplinary procedures.

## 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.

### 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.

### 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.



## 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.

## Examination Venues

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

## 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 make contact with 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.

## 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%

## 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.
- shows some original connections of concepts and theories.
- contains reasoned argument and comes to a logical conclusion.
- This answer does not demonstrate outstanding performance in terms of independence and originality.

## **77-84 OUTSTANDING**

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality and creativity. This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

## **85-100 EXTRAORDINARY**

This answer is of a standard far more than what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems. What differentiates a first-class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

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**Second Class, First Division    II.1    60-69**

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.

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**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.

## 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**.

## 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>

## 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>

## 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.

## University Regulations

Please reference the links below for College regulations, policies, and procedures:

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

Student Complaints Procedure Form:

[Student-Complaints-Procedure-Form.docx \(live.com\)](#)

Dignity and Respect Policy- [Dignity and Respect Policy - Dignity, Respect, and Consent Service - Trinity College Dublin \(tcd.ie\)](#)

## Careers Information and Events

Here is the link to the Careers Office website <http://www.tcd.ie/Careers/>. This website guides you through how to construct your CV, update your online profile, interviews, finding a job, planning your career, how to connect with graduates, what TCD graduates do.

During the year the school arranges information sessions and speaker events that are of interest to Social Policy students. These will be advised and advertised on the school news page.



## SECTION SIX – SCHOLARSHIP AND PRIZES

### Scholarship Examination

Second year, senior fresh students can sit the Foundation Scholarship examinations. Details on the College regulations for the achievement of Scholarship can be found here. [Schols](#)

Candidates are examined in the modules of their course up to the end of Michaelmas term of the Senior Fresh year.

### 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 \(tcd.ie\)](#)

## APPENDIX I. Module Descriptors

### Junior Fresh 2024 / 2025

<b>Module Code</b>	SSU11061
<b>Module Name</b>	Introduction to Social Policy Concepts
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Junior Fresh, 2024/2025
<b>Semester Taught</b>	Semester 1, Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Kasia Wodniak
<b>Module Description/Content</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p><b>Module Aims</b></p>	<ul style="list-style-type: none"> <li>• To introduce the dynamic field of social policy through the main concepts and theories</li> <li>• To connect the theory and practice of social policy</li> <li>• To set foundations for the in-depth analysis of social policy and how it is shaped by social, cultural and political factors</li> </ul>
<p><b>Module Learning Outcomes</b></p>	<p>At the end of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• Understand and conceptualise the remit of social policy.</li> <li>• Identify the relationship and interface between historical, social and political developments and the evolution of social policy.</li> <li>• Articulate the contested nature of rights, entitlements, welfare and social justice.</li> <li>• Recognise the extent to which social policies are influenced by social and political values.</li> <li>• Appreciate key ideological, social, cultural and political factors shaping contemporary social policy at national and international level.</li> <li>• Understand the extent to which history, ideology and politics come together to form normative concepts shaping social practices and policy measures.</li> </ul>
<p><b>Key Concepts, Theories and Authors</b></p>	<p><b>Key concepts and theories:</b></p> <ul style="list-style-type: none"> <li>• Field of social policy</li> <li>• Remit of social policy</li> <li>• Evolution of social policy</li> <li>• Ideological underpinnings of social policy and their dynamic character</li> <li>• Welfare state</li> </ul> <p><b>Key authors:</b></p> <ul style="list-style-type: none"> <li>• Peter Alcock</li> <li>• Hartley Dean</li> <li>• Gosta Esping-Andersen</li> </ul>

	<ul style="list-style-type: none"> <li>• Mary P. Murphy</li> </ul>
<p><b>Teaching and Learning Methods</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>• Class (lecture &amp; tutorial) attendance and participation: 27 hours</li> <li>• Time spent reviewing instructional material (notes &amp; assigned readings): 40 hours.</li> <li>• Time spent on further recommended reading: 20 hours.</li> <li>• Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 15.</li> <li>• Researching current social policy initiatives inform class discussion and written assessment: 10.</li> <li>• Learning academic writing methods including citation styles for written assessment: 15</li> <li>• Preparation to lead class discussion for assessment: 3 hours.</li> <li>• Drafting and Finalising writing of essay for written assessment: 6 hours</li> </ul> <p><b>TOTAL: 136</b></p> <p><b>Learning Methods</b> Lectures, tutorials, practical classes involving students analysing a policy initiative in groups</p>
<p><b>Assessment Requirements</b> <b>On going up to Week 14, Friday 29.11.24</b></p> <p><b>Due Week 16, Weds 11.12.24</b></p>	<p><b>This module has 2 assessment components:</b></p> <p>A: <b>Individual presentation.</b> Week due: 6-8 &amp; 10-14 (as per TCD academic year calendar) (Learning outcome assessed: 1,5) [Weighting 10%]</p> <p>B: <b>Essay, 1500-word end of semester essay.</b> Week due: 16 (TCD academic year calendar) (Learning outcome assessed: 1,2,3,4,5,6) [Weighting's 90%]</p>

<b>Reassessment Requirements</b>	<p>2 assessment components:</p> <p>A: <b>Individual presentation.</b> (Learning outcome assessed: 1,5) [Weighting 10%]</p> <p>B: <b>Essay, 1500-word end of semester essay.</b> (Learning outcome assessed: 1,2,3,4,5,6) [Weighting's 90%]</p>
<b>Indicative bibliography 4-5 titles max.</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>• Dwyer, P., and Shaw, S. (2014) <i>An Introduction to Social Policy</i>. London: Sage.</li> <li>• Murphy, M. P. (2023) <i>Creating an Ecosocial Welfare Future</i>. Bristol: Bristol University Press</li> <li>• Kennedy, P. (2013) <i>Key Themes in Social Policy</i>. London: Routledge.</li> </ul>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• <a href="https://ec.europa.eu/social/">https://ec.europa.eu/social/</a></li> <li>• <a href="https://blogs.lse.co.uk">blogs.lse.co.uk</a></li> <li>• <a href="https://theconversation.com">theconversation.com</a></li> <li>• <a href="https://ecosocial.ie/">https://ecosocial.ie/</a></li> </ul>
<b>Relevant Journals</b>	<ul style="list-style-type: none"> <li>• Sociology</li> <li>• Politics and Policy</li> <li>• Journal of Sociology and Social Welfare</li> <li>• Journal of International and Comparative Social Policy</li> </ul>

<b>Module Code</b>	SSU11051
<b>Module Name</b>	Introduction to Social Policy Concepts
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Junior Fresh, 2024/2025
<b>Semester Taught</b>	Semester 1, Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Kasia Wodniak
<b>Module Description/Content</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p><b>Module Aims</b></p>	<ul style="list-style-type: none"> <li>• To introduce the dynamic field of social policy through the main concepts and theories</li> <li>• To connect the theory and practice of social policy</li> <li>• To set foundations for the in-depth analysis of social policy and how it is shaped by social, cultural and political factors</li> </ul>
<p><b>Module Learning Outcomes</b></p>	<p>At the end of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• Understand and conceptualise the remit of social policy.</li> <li>• Identify the relationship and interface between historical, social and political developments and the evolution of social policy.</li> <li>• Articulate the contested nature of rights, entitlements, welfare and social justice.</li> <li>• Recognise the extent to which social policies are influenced by social and political values.</li> <li>• Appreciate key ideological, social, cultural and political factors shaping contemporary social policy at national and international level.</li> <li>• Understand the extent to which history, ideology and politics come together to form normative concepts shaping social practices and policy measures.</li> </ul>
<p><b>Key Concepts, Theories and Authors</b></p>	<p><b>Key concepts and theories:</b></p> <ul style="list-style-type: none"> <li>• Field of social policy</li> <li>• Remit of social policy</li> <li>• Evolution of social policy</li> <li>• Ideological underpinnings of social policy and their dynamic character</li> <li>• Welfare state</li> </ul> <p><b>Key authors:</b></p> <ul style="list-style-type: none"> <li>• Peter Alcock</li> <li>• Hartley Dean</li> <li>• Gosta Esping-Andersen</li> </ul>

	<ul style="list-style-type: none"> <li>Mary P. Murphy</li> </ul>
<b>Teaching and Learning Methods</b>	<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>Class (lecture &amp; tutorial) attendance and participation: 27 hours</li> <li>Time spent reviewing instructional material (notes &amp; assigned readings): 60 hours.</li> <li>Time spent on further recommended reading: 35 hours.</li> <li>Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 25.</li> <li>Researching current social policy initiatives inform class discussion and written assessment: 10.</li> <li>Learning academic writing methods including citation styles for written assessment: 15</li> <li>Preparation to lead class discussion for assessment: 3 hours.</li> <li>Drafting and Finalising writing of essay for written assessment: 12 hours</li> </ul> <p><b>Exam preparation: 13 hours TOTAL: 205</b></p> <p><b>Learning Methods</b> Lectures, tutorials, practical classes involving students analysing a policy initiative in groups</p>
<b>Assessment Requirements</b>  On going up to Week 14, Friday 29.11.24  Due Week 16, Weds 11.12.24	<p><b>This module has 2 assessment components:</b></p> <p><b>A: Individual presentation.</b> Week due: 6-8 &amp; 10-14 (as per TCD academic year calendar) (Learning outcome assessed: 1,5) [Weighting 10%]</p> <p><b>B: Essay, 2000-word end of semester essay.</b> Week due: 16 (TCD academic year calendar) (Learning outcome assessed: 1,2,3,4,5,6) [Weighing's 90%]</p>
<b>Reassessment Requirements</b>	<p><b>2 assessment components:</b></p> <p><b>A: Individual presentation.</b> (Learning outcome assessed: 1,5) [Weighting 10%]</p>



	<p><b>B: Essay, 2000-word end of semester essay.</b> (Learning outcome assessed: 1,2,3,4,5,6) [weighing's 90%]</p>
<p><b>Indicative bibliography 4-5 titles max.</b></p>	<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>• Dwyer, P., and Shaw, S. (2014) <i>An Introduction to Social Policy</i>. London: Sage.</li> <li>• Murphy, M. P. (2023) <i>Creating an Ecosocial Welfare Future</i>. Bristol: Bristol University Press</li> <li>• Kennedy, P. (2013) <i>Key Themes in Social Policy</i>. London: Routledge.</li> </ul>
<p><b>Useful web-based content</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://ec.europa.eu/social/">https://ec.europa.eu/social/</a></li> <li>• <a href="https://blogs.lse.co.uk">blogs.lse.co.uk</a></li> <li>• <a href="https://theconversation.com">theconversation.com</a></li> <li>• <a href="https://ecosocial.ie/">https://ecosocial.ie/</a></li> </ul>
<p><b>Relevant Journals</b></p>	<ul style="list-style-type: none"> <li>• Sociology</li> <li>• Politics and Policy</li> <li>• Journal of Sociology and Social Welfare</li> <li>• Journal of International and Comparative Social Policy</li> </ul>

<b>Module Code</b>	SSU11071
<b>Module Name</b>	Accessing and Reviewing Literature
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Junior Fresh 2024/2025
<b>Semester Taught</b>	Semester 1, Michaelmas
<b>Module Co-Ordinator</b>	Dr Lynne Cahill
<b>Module Descriptor / Content</b>	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.
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>• Develop academic search capabilities and competencies.</li> <li>• Enhance students' abilities to conduct effective and efficient academic searches and identification of academic publications.</li> <li>• Develop evidence informed decision making and writing.</li> </ul>
<b>Module Learning Outcomes</b>	<p><b>On successful completion of this module, students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify appropriate search terms to support literature search and enquiry into a specified topic.</li> <li>• Conduct computerised searches for relevant research and literature on a given topic.</li> <li>• Evaluate evidence from different research sources.</li> <li>• Write a focused review of that literature/research.</li> <li>• Adhere to the principles of academic integrity and complete a review free of plagiarism.</li> </ul>
<b>Key Concepts, Frameworks, Theories and Authors</b>	<ul style="list-style-type: none"> <li>• Sources of information, the role of literature and evidence in social policy</li> <li>• Working in groups</li> <li>• Identifying search terms to support investigation of a topic or question.</li> <li>• Developing and implementing a search strategy</li> <li>• Literature review writing: evaluating &amp; organising evidence.</li> <li>• Academic integrity</li> </ul>
<b>Teaching and Learning Methods</b>	Lectures, demonstrations, in-class practicals and presentations to apply the theory in this module.

	<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 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.</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>		
Assessment Component	Assessment Description	% of total	Week due
1. Search topic and terms	Identify a search topic and associated search terms. [LO 1]	10%	<b>Week 8. Mon 14.10.24</b>
2. Search strategy	Develop and implement a search strategy on any Social Policy topic [LO 2]	30%	<b>Week 11. Mon 04.11.24</b>
3. In class group presentation	Group presentation on a social policy topic [LO 3]	10%	<b>Week 14. Date TBC</b>
3. Literature review	Taking four of the best quality sources identified in the literature search exercise, write a literature review [LO 3, 5]	50%	<b>Week 16. Mon 09.12.24</b>
<b>Reassessment Requirements</b>	<i>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.</i>		
<b>Indicative bibliography 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Aveyard, H., (2014) Doing a Literature Review in Health and Social Care: A Practical Guide. (3rd. ed.) Open University Press.</li> <li>• Ridley, Diana. (2012) The Literature Review. A step-by-step guide for students. (2nd ed.) London: Sage Publications Ltd.</li> <li>• Avoiding Plagiarism <a href="https://libguides.tcd.ie/plagiarism">https://libguides.tcd.ie/plagiarism</a></li> <li>• Handbook of Academic Writing <a href="https://libguides.tcd.ie/ld.php?content_id=15747502">https://libguides.tcd.ie/ld.php?content_id=15747502</a> Student Learning and Development Resources - <a href="https://student-learning.tcd.ie/">https://student-learning.tcd.ie/</a></li> </ul>		

**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

<b>Module Code</b>	SSU11022
<b>Module Name</b>	Poverty, Welfare and Justice
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	2024/2025, Junior Fresh
<b>Semester Taught</b>	Semester 2, Hilary Term
<b>Module Co-Ordinator</b>	Dr Joe Whelan
<b>Module Description/Content</b>	<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.</p> <p>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.</p> <p>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 <i>Slido</i>, <i>Padlet</i> or <i>Mentimeter</i>. 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.</p>

<b>Module Aims</b>	<ul style="list-style-type: none"> <li>• To equip students with a basic understanding of the various ways that poverty is defined.</li> <li>• To equip students with a basic understanding of core concepts in the area of poverty.</li> <li>• 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.</li> <li>• To introduce students to a range of policy perspectives in the areas of income maintenance and poverty.</li> </ul>
<b>Module Learning Outcomes</b>	<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>• Demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective.</li> <li>• Demonstrate an understanding of how poverty is measured domestically and internationally.</li> <li>• 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>• 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>• Articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.</li> </ul>
<b>Key Concepts, Theories and Authors</b>	<p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Relative poverty</li> <li>• Absolute poverty</li> <li>• Multidimensional poverty</li> <li>• The welfare state.</li> <li>• Social protection</li> <li>• Basic minimum</li> <li>• Lived experience.</li> <li>• Justice</li> </ul> <p><b>Key theories/theoretical areas</b></p>

	<ul style="list-style-type: none"> <li>• Theories of redistributive justice (e.g., John Rawls)</li> <li>• Recognition theory (e.g., Axel Honneth)</li> <li>• Epistemic injustice (e.g., Miranda Fricker)</li> </ul> <p><b>Key authors</b></p> <ul style="list-style-type: none"> <li>• Pete Townsend</li> <li>• Ruth Lister</li> <li>• T.H Marshall</li> <li>• Richard Titmuss</li> <li>• Amartya Sen</li> </ul>
<b>Teaching and Learning Methods</b>	Lectures; in-class discussions and exercises; assigned readings.
<b>Assessment Requirements</b>	<p>This module will be assessed via a focused essay with defined parameters. Wordcount 1500 words.</p> <p><b>DUE: Week 35. Mon 21.04.25</b></p>
<b>Reassessment Requirements</b>	This module will be assessed via a focused essay with defined parameters. Wordcount 1500 words.
<b>Indicative bibliography 4-5 titles max.</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Powell, F. (2017) <i>The political economy of the Irish welfare state: Church, state and capital</i>. Bristol: Policy Press.</li> <li>• Dukelow, F. and Considine, M. (2017) <i>Irish Social Policy: A critical introduction</i>. Bristol: Policy Press.</li> <li>• Lister, R. (2021) <i>Poverty 2nd edition</i>. Cambridge: Polity.</li> <li>• Greve, B. (2020) <i>Poverty: The basics</i>. London: Routledge.</li> <li>• Whelan, J. (2023) <i>Hidden Voices: Lived experiences in the Irish welfare space</i>. Bristol: Policy Press.</li> </ul>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• ATD Ireland: <a href="https://www.atdireland.ie/wp/">https://www.atdireland.ie/wp/</a></li> <li>• Central Statistics Office: <a href="https://www.cso.ie/en/index.html">https://www.cso.ie/en/index.html</a></li> <li>• St Vincent de Paul: <a href="https://www.svp.ie/">https://www.svp.ie/</a></li> <li>• MESL: <a href="https://www.budgeting.ie/">https://www.budgeting.ie/</a></li> <li>• Social Justice Ireland: <a href="https://www.socialjustice.ie/">https://www.socialjustice.ie/</a></li> <li>• World Bank (Poverty): <a href="https://www.worldbank.org/en/topic/poverty">https://www.worldbank.org/en/topic/poverty</a></li> </ul>
<b>Relevant Journals</b>	<ul style="list-style-type: none"> <li>• Irish Journal of Sociology</li> <li>• Critical Social Policy</li> <li>• Journal of Social Policy</li> <li>• Social Policy and Society</li> <li>• Journal of Poverty and Social Justice</li> </ul>

<b>Module Code</b>	SSU11012
<b>Module Name</b>	Poverty, Welfare and Justice
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	2024/2025, Junior Fresh
<b>Semester Taught</b>	Semester 2, Hilary Term
<b>Module Co-Ordinator</b>	Dr Joe Whelan
<b>Module Description/Content</b>	<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.</p> <p>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.</p> <p>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 <i>Slido</i>, <i>Padlet</i> or <i>Mentimeter</i>. 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.</p>



<b>Module Aims</b>	<ul style="list-style-type: none"> <li>• To equip students with a basic understanding of the various ways that poverty is defined.</li> <li>• To equip students with a basic understanding of core concepts in the area of poverty.</li> <li>• 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.</li> <li>• To introduce students to a range of policy perspectives in the areas of income maintenance and poverty.</li> </ul>
<b>Module Learning Outcomes</b>	<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>• Demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective.</li> <li>• Demonstrate an understanding of how poverty is measured domestically and internationally.</li> <li>• 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>• 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>• Articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.</li> </ul>
<b>Key Concepts, Theories and Authors</b>	<p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Relative poverty</li> <li>• Absolute poverty</li> <li>• Multidimensional poverty</li> <li>• The welfare state.</li> <li>• Social protection</li> <li>• Basic minimum</li> <li>• Lived experience.</li> <li>• Justice</li> </ul> <p><b>Key theories/theoretical areas</b></p>

	<ul style="list-style-type: none"> <li>• Theories of redistributive justice (e.g., John Rawls)</li> <li>• Recognition theory (e.g., Axel Honneth)</li> <li>• Epistemic injustice (e.g., Miranda Fricker)</li> </ul> <p><b>Key authors</b></p> <ul style="list-style-type: none"> <li>• Pete Townsend</li> <li>• Ruth Lister</li> <li>• T.H Marshall</li> <li>• Richard Titmuss</li> <li>• Amartya Sen</li> </ul>
<b>Teaching and Learning Methods</b>	Lectures; in-class discussions and exercises; assigned readings.
<b>Assessment Requirements</b>	<p>This module will be assessed via a focused essay with defined parameters. Wordcount 2000 words.</p> <p><b>DUE: Week 35. Mon 21.04.25</b></p>
<b>Reassessment Requirements</b>	This module will be reassessed via a focused essay with defined parameters. Wordcount 2000 words.
<b>Indicative bibliography 4-5 titles max.</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Powell, F. (2017) <i>The political economy of the Irish welfare state: Church, state and capital</i>. Bristol: Policy Press.</li> <li>• Dukelow, F. and Considine, M. (2017) <i>Irish Social Policy: A critical introduction</i>. Bristol: Policy Press.</li> <li>• Lister, R. (2021) <i>Poverty 2nd edition</i>. Cambridge: Polity.</li> <li>• Greve, B. (2020) <i>Poverty: The basics</i>. London: Routledge.</li> <li>• Whelan, J. (2023) <i>Hidden Voices: Lived experiences in the Irish welfare space</i>. Bristol: Policy Press.</li> </ul>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• ATD Ireland: <a href="https://www.atdireland.ie/wp/">https://www.atdireland.ie/wp/</a></li> <li>• Central Statistics Office: <a href="https://www.cso.ie/en/index.html">https://www.cso.ie/en/index.html</a></li> <li>• St Vincent de Paul: <a href="https://www.svp.ie/">https://www.svp.ie/</a></li> <li>• MESL: <a href="https://www.budgeting.ie/">https://www.budgeting.ie/</a></li> <li>• Social Justice Ireland: <a href="https://www.socialjustice.ie/">https://www.socialjustice.ie/</a></li> <li>• World Bank (Poverty): <a href="https://www.worldbank.org/en/topic/poverty">https://www.worldbank.org/en/topic/poverty</a></li> </ul>
<b>Relevant Journals</b>	<ul style="list-style-type: none"> <li>• Irish Journal of Sociology</li> <li>• Critical Social Policy</li> <li>• Journal of Social Policy</li> <li>• Social Policy and Society</li> <li>• Journal of Poverty and Social Justice</li> </ul>

<b>Module Code</b>	SSU11092
<b>Module Name</b>	Critical Analysis and Argument Development
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Junior Fresh, 2024/2025
<b>Semester Taught</b>	Semester 2, Hilary Term
<b>Module Co-Ordinator</b>	Dr Carla Petautschnig Arancibia
<b>Module Description/Content</b>	<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> <li>• Active Labour Market Policies</li> <li>• Universal Basic Income</li> </ul>
<b>Module Aims</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>
<b>Module Learning Outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Recall definitions of key concepts including critical analysis, academic argument, and theoretical framework.</li> <li>• Identify competing perspectives on social policy issues.</li> <li>• Identify cognitive biases and adopt strategies to address these.</li> <li>• Critically evaluate competing explanations using an evidence-informed approach;</li> <li>• Develop balanced arguments on social policy issues;</li> </ul>

	<ul style="list-style-type: none"> <li>Recall knowledge on key social policy debates including, the changing context of work, activation policy, universal basic income and the gender pay gap.</li> </ul>
<b>Teaching and Learning Methods</b>	<ul style="list-style-type: none"> <li>Lectures, written interactive learning tasks, active engagement in lectures.</li> <li>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:</li> <li>Lecture attendance and participation: 20 hours</li> <li>Reviewing instructional material (assigned readings and notes): 20 hours.</li> <li>Time spent on further recommended reading: 25 hours.</li> <li>Weekly written responses to learning tasks (including reading): 25.</li> </ul> <p>Independent sourcing and reading of relevant supplementary material to prepare for assessment: 15 hours.</p> <p>Drafting and finalizing written essay for written assessment: 25 hours</p>
<b>Assessment Requirements</b>	<ul style="list-style-type: none"> <li>1,500-word essay (90%) <b>DUE WEEK 34, THURSDAY 17<sup>TH</sup> APRIL 2025.</b></li> <li>Written responses to 5 learning tasks (10%) <b>DUE WEEK 34, THURSDAY 17<sup>TH</sup> APRIL 2025.</b></li> </ul>
<b>Reassessment Requirements</b>	1,500-word essay (90%) Written responses to 5 learning tasks (10%)

<p><b>Indicative bibliography 4-5 titles max.</b></p>	<ul style="list-style-type: none"> <li>• Cottrell, S. (2011). <a href="#">Critical thinking skills: Developing effective analysis and argument</a>. Basingstoke Palgrave Macmillan.</li> <li>• Greetham, B. (2013). <a href="#">How to write better essays</a>. London: Palgrave Macmillan.</li> <li>• Kahneman, D. (2011). <i>Thinking, fast and slow</i>. London: Penguin</li> <li>• Paul, R. &amp; Elder, L. <a href="#">The Miniature Guide to Critical Thinking</a>. The Foundation for Critical Thinking. Available at: <a href="https://www.criticalthinking.org/files/Concepts_Tools.pdf">https://www.criticalthinking.org/files/Concepts_Tools.pdf</a></li> <li>• Vosoughi, S., Roy, D., &amp; Aral, S. (2018). <a href="#">The spread of true and false news online</a>. <i>Science</i>, 359(6380), 1146-1151. doi:10.1126/science.aap9559</li> </ul>
<p><b>Useful web-based content</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.cso.ie/en/index.html">https://www.cso.ie/en/index.html</a></li> <li>• <a href="https://commission.europa.eu/index_en">https://commission.europa.eu/index_en</a></li> <li>• <a href="https://www.esri.ie/">https://www.esri.ie/</a></li> </ul>
<p><b>Relevant Journals</b></p>	<ul style="list-style-type: none"> <li>• Journal of Social Policy</li> <li>• Critical Social Policy</li> <li>• Social Policy &amp; Society</li> </ul>

## Senior Fresh 2024 / 2025

<b>Module Code</b>	SSU22162
<b>Module Name</b>	<b>Global Health Policy</b>
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Senior Fresh, 2024/2025
<b>Semester Taught</b>	Semester 1 /Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Ann Nolan
<b>Module Content/Description</b>	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.
<b>Module Aims</b>	<p><b><i>This module has the following key aims:</i></b></p> <ul style="list-style-type: none"> <li>• To promote understanding of the global health architecture influencing the development of health policy at national, regional and international levels;</li> <li>• To situate ‘global health’ in the context of health equity and inclusion health policy and practice;</li> <li>• 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;</li> <li>• 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.</li> </ul>
<b>Module Learning Outcomes</b>	<p><b><i>Upon successful completion of the module, students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>• Define global health policy and point to specific examples of global health policy in practice at national and international levels;</li> <li>• 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;</li> <li>• Apply a health equity and inclusion health lens to global and local priorities for health;</li> <li>• Apply concepts and theories to global health policies and case studies.</li> </ul>

<b>Key Concepts, Frameworks, Theories and Authors</b>	<ul style="list-style-type: none"> <li>• The social determinants of health.</li> <li>• The commercial determinants of health.</li> <li>• Economic, political, and cultural globalization.</li> <li>• Theories on the formulation and circulation of health policy ideas.</li> <li>• Complexity theory including non-linearity, transdisciplinarity, open-system analysis, and global-local phenomenology.</li> </ul>																				
<b>Teaching and Learning Methods</b>	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.																				
<b>Assessment Requirements</b>  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	<table border="1"> <thead> <tr> <th>Assessment Type</th> <th>Length (i.e., Word Count, Length of Examination)</th> <th>Weighting (%)</th> <th>Intended Module Learning Outcomes Tested</th> </tr> </thead> <tbody> <tr> <td>EXAM SSU22162 (10 ECTS)</td> <td>2 hours</td> <td>70%</td> <td>1-4</td> </tr> <tr> <td>Assignment SSU22162 (10 ECTS)</td> <td>500 words</td> <td>10%</td> <td>1 &amp; 3</td> </tr> <tr> <td>Group Presentations SSU22162 (10 ECTS)</td> <td>10 minutes</td> <td>20%</td> <td>1,3 and 4</td> </tr> </tbody> </table>	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				
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<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• <a href="#">World Health Organization</a></li> <li>• <a href="#">World Health Observatory</a></li> <li>• <a href="#">The Lancet Global Burden of Disease Study</a></li> <li>• <a href="#">UNDP Multidimensional Poverty Index</a></li> <li>• <a href="#">United Nations Sustainable Development Goals</a></li> <li>• <a href="#">Slaintecare</a></li> </ul>																				

<b>Core Texts and Journals</b>	Please see <b>MyReadingList</b> attached to this module on Blackboard for a full list and links to essential and recommended reading, journals, and other key sources.
<b>Indicative Outline of Lectures</b>	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



<b>Module Code</b>	SSU22152
<b>Module Name</b>	<b>Global Health Policy</b>
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Senior Fresh 2024/2025
<b>Semester Taught</b>	Semester 1 /Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Ann Nolan
<b>Module Content/Description</b>	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.
<b>Module Aims</b>	<p><b><i>This module has the following key aims:</i></b></p> <ul style="list-style-type: none"> <li>• To promote understanding of the global health architecture influencing the development of health policy at national, regional and international levels;</li> <li>• To situate 'global health' in the context of health equity and inclusion health policy and practice;</li> <li>• 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;</li> <li>• 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.</li> </ul>
<b>Module Learning Outcomes</b>	<p><b><i>Upon successful completion of the module, students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>• Define global health policy and point to specific examples of global health policy in practice at national and international levels;</li> <li>• 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;</li> <li>• Apply a health equity and inclusion health lens to global and local priorities for health;</li> <li>• Apply concepts and theories to global health policies and case studies.</li> </ul>

<b>Key Concepts, Frameworks, Theories and Authors</b>	<ul style="list-style-type: none"> <li>• The social determinants of health.</li> <li>• The commercial determinants of health.</li> <li>• Economic, political, and cultural globalization.</li> <li>• Theories on the formulation and circulation of health policy ideas.</li> <li>• Complexity theory including non-linearity, transdisciplinarity, open-system analysis, and global-local phenomenology.</li> </ul>				
<b>Teaching and Learning Methods</b>	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.				
<b>Assessment Requirements</b>  Week 6: Mon 30.09.24, 12 Noon  Date will be set by college later in Semester 1.	<b>Assessment Type</b>	<b>Length (i.e., Word Count, Length of Examination)</b>	<b>Weighting (%)</b>	<b>Intended Module Learning Outcomes Tested</b>	
	Assignment SSU22152 (5 ECTS)	500 words	10%	1 & 3	
	EXAM SSU22152 (5 ECTS)	2 hours	90%	1-4	
<b>Reassessment Requirements</b>	<b>Assessment Type</b>	<b>Length (i.e., Word Count, Length of Examination)</b>	<b>Weighting (%)</b>	<b>Intended Module Learning Outcomes Tested</b>	
	Assignment SSU22152 (5 ECTS)	500 words	10%	1 & 3	
	EXAM SSU22152 (5 ECTS)	2 hours	90%	1-4	
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• <a href="#">World Health Organization</a></li> <li>• <a href="#">World Health Observatory</a></li> <li>• <a href="#">The Lancet Global Burden of Disease Study</a></li> <li>• <a href="#">UNDP Multidimensional Poverty Index</a></li> <li>• <a href="#">United Nations Sustainable Development Goals</a></li> <li>• <a href="#">Slaintecare</a></li> </ul>				
<b>Core Texts and Journals</b>	Please see <b>MyReadingList</b> attached to this module on Blackboard for a full list and links to essential and recommended reading, journals, and other key sources.				
<b>Indicative Outline of Lectures</b>	What is Health Policy? What is Global Health Policy? Globalization and Health. The Social Determinants of Health.				

	<p>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</p>
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<b>Module Code</b>	SSU22161
<b>Module Name</b>	Labour Market Activation Policies
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Senior Fresh, 2024 / 2025
<b>Semester Taught</b>	Semester 1, Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Carla Petautschnig
<b>Module Description/Content</b>	<p>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.</p>
<b>Module Aims</b>	<p>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.</p>

<b>Module Learning Outcomes</b>	<p>On successful completion of this module, students will:</p> <ul style="list-style-type: none"> <li>• Differentiate and explain key contemporary labour market theories and concepts such as labour, work, (un)employment and the process of labour policymaking.</li> <li>• Critically analyse the theoretical approaches and ideological drivers underpinning welfare activation reforms/policies.</li> <li>• Compare the processes of welfare reforms towards activation in selected country cases and analyse the particularities of the Irish case.</li> <li>• Analyse empirical findings discussing labour market inequalities and the role of specific policies.</li> <li>• Reflect on the ethical challenges underlying the public debates about the future of work and welfare.</li> <li>• Research independently to develop two written assignments adhering to academic standards.</li> </ul>
<b>Key Concepts, Theories and Authors</b>	<p>Key concepts/theories:</p> <ul style="list-style-type: none"> <li>- Labour policymaking</li> <li>- Activation reforms</li> <li>- Welfare-to-work</li> <li>- Welfare conditionality</li> <li>- (Un)employment</li> <li>- Public Employment Services (PES)</li> </ul> <p>Key authors:</p> <ul style="list-style-type: none"> <li>- Giuliano Bonoli</li> <li>- Mary Murphy</li> <li>- Michael McGann</li> <li>- Tom Boland</li> </ul>
<b>Teaching and Learning Methods</b>	<p>Weekly lecture. Students will be encouraged to participate in in-class discussions based on the assigned materials. Independent research.</p>
<b>Assessment Requirements</b>	<p>Case study analysis (1,000 words) = 20%  <b>DUE Week 10. Fri 01.11.24, 12.00 NOON</b></p> <p>Essay (2,000 words) = 80%  <b>DUE WEEK 16, MON 09.12.24, 12.00 NOON</b></p>
<b>Reassessment Requirements</b>	<p>Essay (2,000 words) = 100%</p>
<b>Indicative bibliography 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Dwyer, P. (Ed.) (2019) Dealing with welfare conditionality: implementation and effects. Bristol: University Press.</li> <li>- Lødemel, I. and Heather Trickey (2001) 'An offer you can't refuse': workfare in international perspective. Bristol: Policy Press.</li> <li>- McGann, M. (2023) The marketisation of welfare-to-work in Ireland: governing activation at the street-level. Bristol: University Press.</li> <li>- Murphy, M. and Dukelow, F. (2016) Irish welfare state in the twenty-first century: challenges and change. Palgrave</li> </ul>

	<p>Macmillan.</p> <ul style="list-style-type: none"> <li>— Theodoropoulou, S. (Ed.) (2018) Labour market policies in the era of pervasive austerity: a European perspective. Policy Press.</li> </ul> <p>Additional reading and policy documents for each week will be made available on Blackboard.</p>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>— ILO: <a href="https://www.ilo.org/research-and-publications">https://www.ilo.org/research-and-publications</a></li> <li>— Futures of Work: <a href="https://futuresofwork.co.uk/">https://futuresofwork.co.uk/</a></li> <li>— IZA World of Labor <a href="https://wol.iza.org/">https://wol.iza.org/</a></li> <li>— Eurofound (European Foundation for the Improvement of Living and Working Conditions) <a href="https://www.eurofound.europa.eu/en/publications">https://www.eurofound.europa.eu/en/publications</a></li> <li>— WelCond Research Study <a href="http://www.welfareconditionality.ac.uk/publications/">http://www.welfareconditionality.ac.uk/publications/</a></li> </ul>
<b>Relevant Journals</b>	<ul style="list-style-type: none"> <li>— Social Policy and Society</li> <li>— Journal of Social Policy</li> <li>— Social Policy &amp; Administration</li> <li>— Work, Employment and Society</li> </ul>

<b>Module Code</b>	SSU22171
<b>Module Name</b>	Labour Market Activation Policies
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Senior Fresh, 2024 / 2025
<b>Semester Taught</b>	Semester 1, Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Carla Petautschnig
<b>Module Description/Content</b>	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.
<b>Module Aims</b>	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.
<b>Module Learning Outcomes</b>	On successful completion of this module, students will: <ul style="list-style-type: none"> <li>• Differentiate and explain key contemporary labour market theories and concepts such as labour, work, (un)employment and the process of labour policymaking.</li> <li>• Critically analyse the theoretical approaches and ideological drivers underpinning welfare activation reforms/policies.</li> <li>• Compare the processes of welfare reforms towards activation in selected country cases and analyse the particularities of the Irish case.</li> <li>• Analyse empirical findings discussing labour market inequalities and the role of specific policies.</li> <li>• Reflect on the ethical challenges underlying the public debates about the future of work and welfare.</li> <li>• Research independently to develop two written assignments adhering to academic standards.</li> </ul>
<b>Key Concepts, Theories and Authors</b>	Key concepts/theories: <ul style="list-style-type: none"> <li>- Labour policymaking</li> <li>- Activation reforms</li> </ul>

	<ul style="list-style-type: none"> <li>- Welfare-to-work</li> <li>- Welfare conditionality</li> <li>- (Un)employment</li> <li>- Public Employment Services (PES)</li> </ul> <p>Key authors:</p> <ul style="list-style-type: none"> <li>- Giuliano Bonoli</li> <li>- Mary Murphy</li> <li>- Michael McGann</li> <li>- Tom Boland</li> </ul>
<b>Teaching and Learning Methods</b>	Weekly lecture. Students will be encouraged to participate in in-class discussions based on the assigned materials. Independent research.
<b>Assessment Requirements</b>	<ul style="list-style-type: none"> <li>- Case study analysis (1,000 words) = 20%</li> </ul> <p><b>DUE Week 10. Fri 01.11.24, 12.00 NOON</b></p> <ul style="list-style-type: none"> <li>- Essay (2,500 words) = 80%</li> </ul> <p><b>DUE WEEK 16, MON 09.12.24, 12.00 NOON</b></p>
<b>Reassessment Requirements</b>	Essay (2,500 words) = 100%
<b>Indicative bibliography 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Dwyer, P. (Ed.) (2019) Dealing with welfare conditionality: implementation and effects. Bristol: University Press.</li> <li>- Lødemel, I. and Heather Trickey (2001) 'An offer you can't refuse': workfare in international perspective. Bristol: Policy Press.</li> <li>- McGann, M. (2023) The marketisation of welfare-to-work in Ireland: governing activation at the street-level. Bristol: University Press.</li> <li>- Murphy, M. and Dukelow, F. (2016) Irish welfare state in the twenty-first century: challenges and change. Palgrave Macmillan.</li> <li>- Theodoropoulou, S. (Ed.) (2018) Labour market policies in the era of pervasive austerity: a European perspective. Policy Press.</li> </ul> <p>Additional reading and policy documents for each week will be made available on Blackboard.</p>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>- ILO: <a href="https://www.ilo.org/research-and-publications">https://www.ilo.org/research-and-publications</a></li> <li>- Futures of Work: <a href="https://futuresofwork.co.uk/">https://futuresofwork.co.uk/</a></li> <li>- IZA World of Labor <a href="https://wol.iza.org/">https://wol.iza.org/</a></li> <li>- Eurofound (European Foundation for the Improvement of Living and Working Conditions) <a href="https://www.eurofound.europa.eu/en/publications">https://www.eurofound.europa.eu/en/publications</a></li> <li>- WelCond Research Study <a href="http://www.welfareconditionality.ac.uk/publications/">http://www.welfareconditionality.ac.uk/publications/</a></li> </ul>
<b>Relevant Journals</b>	<ul style="list-style-type: none"> <li>- Social Policy and Society</li> <li>- Journal of Social Policy</li> <li>- Social Policy &amp; Administration</li> </ul>



	- Work, Employment and Society
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<b>Module Code</b>	SSU22072
<b>Module Name</b>	An Introduction to Research Methods for Social Policy
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Senior Fresh, 2024 / 2025
<b>Semester Taught</b>	Semester 2, Hilary Term
<b>Module Co-Ordinator/s</b>	Dr Carla Petautschnig Arancibia
<b>Module Description/Content</b>	<p>This <i>Introduction to Research Methods for Social Policy</i> 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.</p>
<b>Module Aims</b>	<p>The <i>Introduction to Research Methods for Social Policy</i> module aims:</p> <ul style="list-style-type: none"> <li>• Introduce social policy students to research practice in policy studies;</li> <li>• 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;</li> <li>• Introduce key policy theories and frameworks and apply</li> </ul>

	<p>these to case studies in national and international contexts;</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• To develop entry level skills in qualitative and quantitative research, and evidence synthesis methods.</li> </ul>
<p><b>Module Learning Outcomes</b></p>	<p>On completion of the <i>Introduction to Research Methods for Social Policy</i> module students will be able to:</p> <ul style="list-style-type: none"> <li>• Delineate the key stages involved in the policy making process;</li> <li>• Assess how adequately frameworks offered within policy science capture policy action through selected national and international case studies;</li> <li>• 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;</li> <li>• Demonstrate entry level skills in qualitative and quantitative research methods for policy research.</li> </ul>
<p><b>Key Concepts, Theories and Authors</b></p>	<ul style="list-style-type: none"> <li>• Kingdon’s Theory of Policy Streams;</li> <li>• Stages heuristic model of public policymaking;</li> <li>• Policy Transfer theory;</li> <li>• Walt &amp; Gilsen’s Policy Analysis Triangle;</li> <li>• Theories of Evidence Based Policy;</li> <li>• Policy-relevant research methods.</li> </ul>
<p><b>Teaching and Learning Methods</b></p>	<ul style="list-style-type: none"> <li>• Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.</li> </ul>

<b>Assessment Requirements</b>  <b>Due: Week 25: Mon 10.02.25, 12.00 Noon</b>  <b>Due: Week 30: Mon 18.03.25, 12.00 Noon</b>  <b>Due: Week 35: Mon 21.04.25, 12.00 Noon</b>	<b>Assessment Component</b>	<b>Assessment Description</b>	<b>% of total</b>	<b>LOs</b>	
	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	
<b>Reassessment Requirements</b>	<b>Assessment Component</b>	<b>Assessment Description</b>	<b>% of total</b>	<b>LOs</b>	
	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	
<b>Indicative bibliography</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>Eszter Hargittai (2021) <i>Research Exposed : How Empirical Social Science Gets Done in the Digital Age</i>. New York: Columbia University Press. Available at: <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=2458751">https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=2458751</a> (Accessed: 23 January 2024).</li> <li>Creswell, J., Creswell, D. (2023). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Sage Publications, 6<sup>th</sup> Edition.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Bardach E. (2005). <i>A practical guide for policy analysis: The eightfold path to more effective problem solving</i> (2nd ed.). Washington, DC: CQ Press.</li> <li>• Einbinder, S. (2010). Policy analysis. In <i>The Handbook of Social Work Research Methods</i> ( Second Edition ed., pp. 527-546). SAGE Publications, Inc., <a href="https://doi.org/10.4135/9781544364902">https://doi.org/10.4135/9781544364902</a></li> <li>• Jennifer Browne, Brian Coffey, Kay Cook, Sarah Meiklejohn, Claire Palermo, A guide to policy analysis as a research method, <i>Health Promotion International</i>, Volume 34, Issue 5, October 2019, Pages 1032–1044, <a href="https://doi.org/10.1093/heapro/day052">https://doi.org/10.1093/heapro/day052</a></li> </ul>
<p><b>Useful web-based content</b></p>	
<p><b>Relevant Journals</b></p>	<ul style="list-style-type: none"> <li>• Critical Social Policy</li> <li>• Social Policy and Society</li> <li>• Journal of European Social Policy</li> <li>• Global Social Policy</li> <li>• International Journal of Sociology and Social Policy</li> </ul>

<b>Module Code</b>	SSU22062
<b>Module Name</b>	An Introduction to Research Methods for Social Policy
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Senior Fresh, 2024 / 2025
<b>Semester Taught</b>	Semester 2, Hilary Term
<b>Module Co-Ordinator/s</b>	Dr Carla Petautschnig Arancibia
<b>Module Description/Content</b>	<p>This <i>Introduction to Research Methods for Social Policy</i> 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.</p>
<b>Module Aims</b>	<p>The <i>Introduction to Research Methods for Social Policy</i> module aims:</p> <ul style="list-style-type: none"> <li>• Introduce social policy students to research practice in policy studies;</li> <li>• 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;</li> <li>• Introduce key policy theories and frameworks and apply these to</li> </ul>

	<p>case studies in national and international contexts;</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• To develop entry level skills in qualitative and quantitative research, and evidence synthesis methods.</li> </ul>
<p><b>Module Learning Outcomes</b></p>	<p>On completion of the <i>Introduction to Research Methods for Social Policy</i> module students will be able to:</p> <ul style="list-style-type: none"> <li>• Delineate the key stages involved in the policy making process;</li> <li>• Assess how adequately frameworks offered within policy science capture policy action through selected national and international case studies;</li> <li>• 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;</li> <li>• Demonstrate entry level skills in qualitative and quantitative research methods for policy research.</li> </ul>
<p><b>Key Concepts, Theories and Authors</b></p>	<ul style="list-style-type: none"> <li>• Kingdon's Theory of Policy Streams;</li> <li>• Stages heuristic model of public policymaking;</li> <li>• Policy Transfer theory;</li> <li>• Walt &amp; Gilson's Policy Analysis Triangle;</li> <li>• Theories of Evidence Based Policy;</li> <li>• Policy-relevant research methods.</li> </ul>
<p><b>Teaching and Learning Methods</b></p>	<ul style="list-style-type: none"> <li>• Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.</li> </ul>

<b>Assessment Requirements</b>	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 ( <i>Higher order assessment</i> )	50%	3 & 4
	Quantitative Research Assignment SSU22072 (10 ECTs)	Data analysis exercise using Excel	30%	4
<b>Due: Week 25: Mon 10.02.25, 12.00 Noon</b>				
<b>Due: Week 30: Mon 18.03.25, 12.00 Noon</b>				
<b>Due: Week 35: Mon 21.04.25, 12.00 Noon</b>				
<b>Reassessment Requirements</b>	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 ( <i>Higher order assessment</i> )	50%	3 & 4
	Quantitative Research Assignment SSU22072 (10 ECTs)	Data analysis exercise using Excel	30%	4
<b>Indicative bibliography</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>Eszter Hargittai (2021) <i>Research Exposed : How Empirical Social Science Gets Done in the Digital Age</i>. New York: Columbia University Press. Available at: <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=2458751">https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=2458751</a> (Accessed: 23 January 2024).</li> <li>Creswell, J., Creswell, D. (2023). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Sage Publications,</li> </ul>			



	<p>6<sup>th</sup> Edition.</p> <ul style="list-style-type: none"> <li>• Bardach E. (2005). <i>A practical guide for policy analysis: The eightfold path to more effective problem solving</i> (2nd ed.). Washington, DC: CQ Press.</li> <li>• Einbinder, S. (2010). Policy analysis. In <i>The Handbook of Social Work Research Methods</i> ( Second Edition ed., pp. 527-546). SAGE Publications, Inc., <a href="https://doi.org/10.4135/9781544364902">https://doi.org/10.4135/9781544364902</a></li> <li>• Jennifer Browne, Brian Coffey, Kay Cook, Sarah Meiklejohn, Claire Palermo, A guide to policy analysis as a research method, <i>Health Promotion International</i>, Volume 34, Issue 5, October 2019, Pages 1032–1044, <a href="https://doi.org/10.1093/heapro/day052">https://doi.org/10.1093/heapro/day052</a></li> </ul>
<p><b>Useful web-based content</b></p>	
<p><b>Relevant Journals</b></p>	<ul style="list-style-type: none"> <li>• Critical Social Policy</li> <li>• Social Policy and Society</li> <li>• Journal or European Social Policy</li> <li>• Global Social Policy</li> <li>• International Journal of Sociology and Social Policy</li> </ul>

<b>Module Code</b>	SSU22172
<b>Module Name</b>	Policy Issues in Human Services
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Senior Fresh, 2024/2025
<b>Semester Taught</b>	Semester 2, Hilary term
<b>Module Co-Ordinator</b>	Dr Julie Byrne
<b>Module Aims</b>	<p>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.</p> <p>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.</p> <p>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</p>

	group methods.
<b>Module Learning Outcomes</b>	<p><b>On successful completion of this module, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Recognise the distinctive features of human services and human service organisations contexts within which they are provided.</li> <li>2. Analyse the role of human services in social policy implementation and the achievement of social policy goals.</li> <li>3. Critically evaluate the impact of public policy initiatives on human services.</li> <li>4. Apply research, analysis and writing skills.</li> <li>5. Contribute to a research informed, interactive policy discussion.</li> </ol>
<b>Indicative Content</b>	<p><b>Human services and human service organisations</b></p> <ul style="list-style-type: none"> <li>• Features of human services, human service organisations and sectors of operation</li> <li>• Effectiveness and efficiency in human services</li> <li>• Complexity of the human service context</li> </ul> <p><b>Public policy, social policy and human services</b></p> <ul style="list-style-type: none"> <li>• Public policy and social policy: scope, goals, actors and interplay</li> <li>• Human services and social policy implementation and goals</li> </ul> <p><b>Impact of public policies on human services</b></p> <ul style="list-style-type: none"> <li>• Digitalisation</li> <li>• Regulation of human services and professionals</li> <li>• Quality enhancement</li> </ul> <p><b>Policy making in complexity</b></p> <ul style="list-style-type: none"> <li>• Policy making processes</li> <li>• Citizen assemblies</li> </ul>
<b>Key Concepts, Frameworks, Theories and Authors</b>	<ul style="list-style-type: none"> <li>• Human services and organisations</li> <li>• Social policy goals</li> <li>• Public policy goals</li> <li>• Digitalisation</li> <li>• Regulation</li> <li>• Quality enhancement</li> <li>• Policy making actors and processes</li> <li>• Citizen assemblies</li> </ul>
<b>Teaching and Learning Methods</b>	<p>Weekly lectures will be used to present theory, empirical research and for large group discussion of key policy issues and interconnections.</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 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</p>

	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.		
Assessment Components	Assessment Description	% of total	Week due (Academic calendar)
1. Case analysis. <b>Individual:</b> <b>Due Weds 12<sup>th</sup> February 2025</b>	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. <b>Individual [LO 1, 2]</b>	30%	25
2. Research analysis. <b>Individual:</b> <b>Analysis supports group work throughout the term.</b> <b>Final upload of slides and speaking notes by Tues 22<sup>nd</sup> April 2025</b>	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. <b>Individual [LO 3, 4]</b>	40%	35
3. Interactive presentation. <b>Group:</b> <b>Due throughout the term.</b>	Participate in a citizen assembly, share your research, ask and answer questions in a group. <b>Group [LO 5]</b>	30%	Throughout the term
<b>Reassessment Requirements</b>	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.		
<b>Indicative bibliography 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Brody, R. &amp; Nair, M. (2014) <u>Effectively Managing and Leading Human Service Organizations</u>, 4th edition, Los Angeles: Sage.</li> <li>• Ellison, N. and Haux, T. (editors) (2020) <u>Handbook on Society and Social Policy</u>, Cheltenham: Edward Elgar Publishing.</li> <li>• Bochel, C. and Bochel, H. (2018) <u>Making and Implementing Public Policy: Key Concepts and Issues</u>, New York: Springer Nature, Palgrave Macmillan Education.</li> </ul>		
<b>Relevant Journals</b>	<ul style="list-style-type: none"> <li>• Human Service Organizations, Management, Leadership and Governance - <a href="https://www.tandfonline.com/journals/wasw21">https://www.tandfonline.com/journals/wasw21</a></li> <li>• Social Policy and Administration - <a href="https://onlinelibrary.wiley.com/journal/14679515">https://onlinelibrary.wiley.com/journal/14679515</a></li> <li>• Policy and Society - <a href="https://academic.oup.com/policyandsociety">https://academic.oup.com/policyandsociety</a></li> </ul>		

<b>Module Code</b>	SSU22182
<b>Module Name</b>	Policy Issues in Human Services
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Senior Fresh, 2024/2025
<b>Semester Taught</b>	Semester 2, Hilary term
<b>Module Co-Ordinator</b>	Dr Julie Byrne
<b>Module Aims</b>	<p>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.</p> <p>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.</p> <p>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</p>

	group methods.
<b>Module Learning Outcomes</b>	<p><b>On successful completion of this module, students should be able to:</b></p> <ol style="list-style-type: none"> <li>6. Recognise the distinctive features of human services and human service organisations contexts within which they are provided.</li> <li>7. Analyse the role of human services in social policy implementation and the achievement of social policy goals.</li> <li>8. Critically evaluate the impact of public policy initiatives on human services and their stakeholders.</li> <li>9. Apply research, evaluation and analysis skills.</li> <li>10. Contribute to a research informed, interactive policy discussion.</li> <li>11. Prepare policy advice for a policy actor drawing on an understanding of the interaction between public policy, social policy and human services.</li> </ol>
<b>Indicative Content</b>	<p><b>Human services and human service organisations</b></p> <ul style="list-style-type: none"> <li>• Features of human services, human service organisations and sectors of operation</li> <li>• Effectiveness and efficiency in human services</li> <li>• Complexity of the human service context</li> </ul> <p><b>Public policy, social policy and human services</b></p> <ul style="list-style-type: none"> <li>• Public policy and social policy: scope, goals, actors and interplay</li> <li>• Human services and social policy implementation and goals</li> </ul> <p><b>Impact of public policies on human services e.g.</b></p> <ul style="list-style-type: none"> <li>• Digitalisation</li> <li>• Regulation of human services and professionals</li> <li>• Quality enhancement</li> </ul> <p><b>Policy making in complexity</b></p> <ul style="list-style-type: none"> <li>• Policy making processes</li> <li>• Citizen assemblies</li> </ul>
<b>Key Concepts, Frameworks, Theories and Authors</b>	<ul style="list-style-type: none"> <li>• Human services and organisations</li> <li>• Social policy goals</li> <li>• Public policy goals</li> <li>• Digitalisation</li> <li>• Regulation</li> <li>• Quality enhancement</li> <li>• Policy making actors and processes</li> <li>• Citizen assemblies</li> </ul>
<b>Teaching and Learning Methods</b>	<p>Weekly lectures will be used to present theory, empirical research and for large group discussion of key policy issues and interconnections.</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 five students who work together for brief periods, to answer</p>

	<p>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 group based understanding of the complexities affecting policy making.</p>		
Assessment Components	Assessment Description	% of total	Week due (Academic calendar)
<p>4. Case analysis.</p> <p><b>Individual:</b> <b>Due by Weds 12<sup>th</sup> February 2025</b></p>	<p>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.</p> <p><b>Individual [LO 1, 2]</b></p>	15%	25
<p>5. Research analysis.</p> <p><b>Individual:</b> <b>Analysis supports group work throughout the term.</b> <b>Final upload of slides and speaking notes by Tues 22<sup>nd</sup> April 2025</b></p>	<p>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.</p> <p><b>Individual [LO 3, 4]</b></p>	20%	35
<p>6. Interactive presentation.</p> <p><b>Group:</b> <b>Due throughout the term.</b></p>	<p>Participate in a citizen assembly, share your research, ask and answer questions in a group.</p> <p><b>Group [LO 5]</b></p>	15%	Throughout the term
<p>7. Policy paper.</p> <p><b>Individual:</b> <b>Due by Tues 22<sup>nd</sup> April 2025</b></p>	<p>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.</p> <p><b>Individual [LO 6]</b></p>	50%	35
Reassessment Requirements	<p>Students who fail the module will be reassessed using the same assessments in the supplemental period. Presentations must be recorded and uploaded.</p> <p>Supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.</p>		
Indicative bibliography 4-5 titles max.	<ul style="list-style-type: none"> <li>• Brody, R. &amp; Nair, M. (2014) <u>Effectively Managing and Leading Human Service Organizations</u>, 4th edition, Los Angeles: Sage.</li> <li>• Ellison, N. and Haux, T. (editors) (2020) <u>Handbook on Society and Social Policy</u>, Cheltenham: Edward Elgar Publishing.</li> <li>• Bochel, C. and Bochel, H. (2018) <u>Making and Implementing Public Policy: Key Concepts and Issues</u>, New York: Springer</li> </ul>		

	Nature, Palgrave Macmillan Education.
<b>Relevant Journals</b>	<ul style="list-style-type: none"><li>• Human Service Organizations, Management, Leadership and Governance - <a href="https://www.tandfonline.com/journals/wasw21">https://www.tandfonline.com/journals/wasw21</a></li><li>• Social Policy and Administration - <a href="https://onlinelibrary.wiley.com/journal/14679515">https://onlinelibrary.wiley.com/journal/14679515</a></li><li>• Policy and Society - <a href="https://academic.oup.com/policyandsociety">https://academic.oup.com/policyandsociety</a></li></ul>



## APPENDIX II. Teaching Staff Biographies

### Dr Julie Byrne



**Dr Julie Byrne** 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.

## Dr Lynne Cahill



**Dr Lynne Cahill** 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.

## 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.

## Dr Ann Nolan



**Dr Ann Nolan** is an Assistant Professor in Social Policy with a research and teaching portfolio in global and public health policy. She was among the first mature-student graduates of the B.A. modular night-degree in University College Dublin in 1991 from which she commenced an MSc in Social Policy funded by the European Commission. She was awarded a Postgraduate Research Studentship by the School of Social Work and Social Policy, Trinity College, Dublin, to undertake doctoral research in HIV and sexual health in Ireland from which she graduated in 2014.

Ann is a technical specialist in HIV and sexual health with research interests in sexual and reproductive health and rights; the politics of health; inclusion health, and brain health. Her current research portfolio includes an Irish Research Council-funded collaboration with Addis Ababa University that engages Ethiopian youth in the development and delivery of sexual and reproductive health services. She is also co-PI on EMERALD-Lewy, a €2.4 million programme of interdisciplinary research funded by the Health Research Board to improve the diagnosis, management, and lived experiences of people with Lewy body dementias (LBD) and their carers led by Trinity's Global Brain Health Institute. Ann is a former Executive Director and Chairperson of HIV Ireland Ltd and an advocate for the rights of sexual minorities and people living with HIV. She has led the development of global policy frameworks for adolescents and most-at-risk young people with UNICEF and UNAIDS and has been an advisor to Ireland's International Development Cooperation programme at the Department of Foreign Affairs and Trade. As team lead for social science research in the Houses of the Oireachtas she supported dialogue and debate on a range of health and social care priorities in the programme for Government. Ann brings to academia a lengthy professional career that has emphasised the relationship between evidence and policy at national, bilateral, and multilateral levels.

## Dr Joe Whelan



**Dr Joe Whelan** 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 IRC.

**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. (2023) *Hidden Voices: Lived experiences in the Irish Welfare Space*. Bristol: Policy Press.

Whelan, J. (2021) *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*. Upcoming special issue on Institutional Processes of Silencing. Available on Early view: <https://doi.org/10.17645/si.7737>.

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](#).

## Dr Carla Petautschnig



**Dr Carla Petautschnig** 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.

## Dr 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.

## APPENDIX III Trinity JARGON Buster

In the first few weeks at College, you will be bombarded with an array of abbreviations, titles and place names. The following is a glossary of terms that should help you get through the first semester!

TITLE / ABBREVIATION	MEANING
1937 Reading Room	The letters NIKH on the front spell out the name of the Greek goddess of victory. The building is actually a World War 1 memorial opened on the 12th November 1928. The octagonal postgraduate reading room was added subsequently in 1937 which is why it is all out of perspective for the space that it occupies between the Exam Hall and the Old Library. Part of the film Michael Collins was shot in here.
1st, 2.1, 2.2, etc.	Academic grades for your assignments and examinations. More details will be found in your course handbooks.
Accommodation Officer	Designated person to help administer campus accommodation issues.
Almanack	Calendar of important dates. Despite the old-fashioned name, it is online.
Alumni	Past students; our Chancellor, Mary Robinson, for example, or you after you've graduated.
AR	Academic Registry, located in the Watts Building.
Aras an Phiarsaigh (or-ass on feer-sig)	Irish. Literally "Big-house on Pearse Street". Behind the Printing House. Home of the Business School, Psychology, some Engineering and the IT Service Desk. Has a small café in the foyer while you are waiting to chat to the IT Service Desk.
Arts Building	AKA "Arts Block". A nineteen seventies listed architectural masterpiece. Contains large lecture theatres downstairs (named after distinguished past students), small ones upstairs, and Arts Faculty staff.
Beckett Theatre	Wooden theatre attached to Drama Studies beside Aras an Phiarsaigh where you can enjoy theatrical delights at reasonable prices.
BLU Library	Where the books are kept unless you are doing science in which case the books are in the Hamilton Building. Once separate Berkeley, Lecky and Ussher Libraries. Now all one building hence BLU. Nothing to do with colour.
Botany Bay	As in Botany Bay, the convict settlement in Sydney, Australia but not so far away and easier to get out of. Originally a botanical collection from the South Pacific, now tennis courts. The Houses adjacent to it are located on Botany Bay.
Calendar	Book of rules, regulations, staff members, awards and yes, a few dates (see Almanack). The Bible of Trinity, if you like...
Campanile	Bell tower in Library Square. Stands on the foundations of the original All Hallows monastery on which College was built.

Chapel	Mirror image of the Exam Hall on Front Square. It actually is a chapel and regularly used by the major Christian faiths and for ecumenical services. (Students of other faiths can talk to the Chaplains in House 27 regarding the location of their faith services).
College Green	The area in front of College before it becomes Dame Street. No longer green but it was once. It may eventually be pedestrianised as a historical precinct.
College Health Centre	Located near Beckett Theatre – to look after your health and well being
College Park	Large oval lawn in front of the Pav. Used for cricket and athletics and sitting around in summer when the sun is out (or not, as the case may be).
College Secretary	Administrative support to Board, deals with College's legal matters, art collection and hosting of conferences. Unlikely to type your assignments for you.
Colours	Inter-university events competing with UCD.
Commencement	Graduation ceremony, as in commencing your career as a graduate.
Commons	On-campus meal served in the Dining Hall.
COO	The noise the College pigeons make. Also the Chief Operating Officer.
CSC	Central Societies Committee. People in charge of societies (located in House 6).
Dean	Academic head of a collection of services or departments; postscripts indicate specificity e.g. Dean of Students is the person in charge of student services. Dean of Health Sciences heads up the Faculty of Health Sciences.
Dean of Graduate Studies	In charge of academic administration etc. for postgraduate students.
Dining Hall	Large building between the GMB and the Chapel. Contains the Buttery, the Scholars' dining hall, the staff dining hall and staff rooms upstairs (known as the Senior Common Room) and an open meeting area called the Atrium constructed after fire damage.
DU	Dublin University. Trinity College is the only college of Dublin University. Not to be confused with UCD or DCU. Just say Trinity College.
DUCAC	Dublin University Central Athletics Club. The people in charge of sports clubs (located on 2nd Floor of the Sports Centre).
East Chapel	Offices on the East side of the Chapel. Houses the Trinity Foundation.
East End	Also commonly referred to as the "Hamilton End" or the Hamilton Building, this is the part of campus that runs alongside Westland Row. The East End also contains the Watts Building, where the Academic Registry is located.



East Theatre	Offices on the East side of the Public Theatre (see below). Houses TCD Global and the Communications Office.
Emergency Procedures	For rescue or emergency service call 1999 Front Gate.
Exam Hall	In Front Square. Also known as the Public Theatre. Georgian building still used for exams and official functions. Very grand inside. You have your own grand formal room and family portraits now that you are a student of TCD.
Fellows	Male and female. Trinity College Dublin was founded in 1592 as a corporation consisting of the Provost, the Fellows and the Scholars. Fellows are elected by their peers each year. Scholarship or research achievement of a high order is the primary qualification for Fellowship, coupled with evidence of the candidate's contribution to the academic life of the College and an effective record in teaching.
Fellows' Square	The grass area between the Arts Building & the Old Library. Used to be much bigger before the Arts Building was built.
Fire assembly Points	The Campanile, Fellows Square, the Rugby Ground, the Flat Iron, North East Car Park, Cumberland Place, Foster Place- at a building near you..
Foster Place	
Freshers' Week	Intensive orientation activities occur this week so you know which way is up when lectures start the following week.
Front Square	Also known as Parliament Square. The two grass areas & cobblestones between Front Gate & the Campanile.
Glossary for new students	
GMB	Graduate Memorial Building. The neo-gothic building beside the Buttery, home to the debating societies the Hist and the Phil (or is it around the other way?)
Goldsmith Hall	Sometimes called Goldhall. Off-campus building on Pearse St where some societies have rooms. Home to the JCR (Junior Common Room) as well, cheap sandwiches & pool tables a- plenty. Goldsmith Hall is also student residences.
GSU	The Graduate Students' Union, representing all postgraduate students.
House 6	Mandela House; home to the Students' Unions and societies.
Houses	As in terraced houses. The numbered doorways around the squares on campus. Originally "houses" were student accommodation. Most still are. Over 700 students live on campus.
International phone access code	
Invigilator	An examination supervisor.

IT Services	<a href="https://www.tcd.ie/itservices">The department that provide you with your Trinity computer account and manage the IT facilities in Trinity - https://www.tcd.ie/itservices.</a>
Junior Dean	No reference to age. Responsible for student discipline on campus. You have rights and obligations under College regulations.
Junior Fresh	First year undergraduate students of any age. College undergraduates are divided into two tiers; Fresh and Sophisters, hence Senior Fresh (2nd undergraduate year), Junior Sophisters (3rd undergraduate year) and Senior Sophisters (final undergraduate year). The terms 1st year, second year etc., refer to postgraduate years.
Library Square	The grass area between the Campanile & the Rubrics. Location of a Henry Moore sculpture.
Mature students	Anyone who can be relied on to behave sensibly. No actually, they are students over 23 years of age who do not come directly from secondary school. You might be one yourself. The older, distinguished looking person standing next to you might be a class mate or the Provost. Get used to it.
Michaelmas, Hilary, and Trinity Terms	Michaelmas is first term, Hilary is second term, and Trinity is the third term.
Museum Building	It was once. It is the grand Victorian flourish of a building to the west of New Square. It is even more impressive inside. It still has dead animals and curious models of inventions and long since redundant machines. It is now home to part of the Engineering Department.
New Square	The grass area behind the Rubrics and beside the Museum Building. Only 200 years old.
Parliament Square	Also known as Front Square. Built a very long time ago with money provided by the Irish Parliament when it was located over the other side of College Green in what is now a bank. The revolutionary efforts, by some past Trinity graduates among others, to set up an Irish Parliament, made home rule untenable.
People Finder	Not Sherlock Holmes but a facility to search on line for staff of the college on local home page.
Pink	The award you may be given if you have represented the College in a sport.
Printing House	Second oldest building on campus. Originally the home of the Dublin University Printing Press. Now used as a lecture hall for Electrical Engineering.
Provost	Our College President.
Public Theatre	Aka Exam Hall, located in Front Square.
Rag Week	University Rag societies are student-run charitable fundraising organisations that are widespread in the United Kingdom and Ireland. The Oxford English Dictionary states that the origin of the

	word from "An act of ragging; esp. an extensive display of noisy disorderly conduct, carried on in defiance of authority or discipline", and provides a citation from 1864, noting that the word was known in Oxford before this date. From Wikipedia. One can only assume that funds were raised in some way
	through this noisy disorderly conduct. Also known as Raise and Give Week.
Regent House	Front Gate - the main entrance to college.
Registrar of Chambers	In charge of Trinity accommodation & rules relating to it.
Registration	What you must do online before coming to College in Freshers' Week.
Rubrics	The red brick building behind the Campanile. Oldest building on campus dating back to the very early 1700s. Previous buildings collapsed or were demolished to make way for progress.
Rugby Ground	Large rectangular lawn behind New Square. Oldest continuously used rugby club and ground in the world (1854).
Schol	Scholarship examinations held in the break between Michaelmas and Hilary Terms. Scholarships are funded in part from rents on land in Ireland set aside for that purpose by Queen Elizabeth the First when Trinity was set up in 1592. Farsighted, wasn't it?
Scholars - Foundation	Students who get a 1st in scholarship exams & are elected to the governing body of College (only 70 at any one time).
Scholars - Non-foundation	Students who achieve a 1st in scholarship exams but are not on the governing body of College (most scholars).
Senior Lecturer / Dean of Undergraduate Studies	In charge of academic administration, student records, examinations, etc for undergraduate students.
Senior Tutor	In charge of pastoral tutors.
Sports Centre	Huge, brand new sports complex at Hamilton end of College.
Student Counselling Service	Located in Phoenix House just across from the main campus on Leinster Street. A space to tease out stress related issue, worries or mental health challenges in a confidential setting.
Students Health Service	Located near Beckett Theatre – to look after your health and well being. Student Health is properly called College Health Centre
SU Students' Union	An organisation run by your fellow students to represent your views, protect your rights and provide the services that make college life run more smoothly.
Supervisor	An academic person allocated to support you with planning and following through on your work/thesis-make contact regularly.
The Buttery	Large and noisy café underneath the Dining Hall for students and visitors. One of several cafés and shops on campus.
The Old Library	The home of the Book of Kells and other 8th Century illuminated biblical manuscripts. The Long Room is upstairs. Go see and

	marvel.
The Pav	Short for Pavilion. The only remaining on-campus bar, at the Hamilton end of the cricket pitch.
The Ramp	Slope inside College and outside of Arts Building. Popular meeting place.
Trinity Week	The week between the end of lectures and the beginning of examinations. Various activities occur such as the Trinity Ball, the announcement of Scholars, a Chapel service, invited lecturers, and sport and recreation events to get students in a positive frame of mind for exams.
Tutor	Also referred to as pastoral tutor, responsible for you *should* something go wrong. Advisor and advocate.
Unilink	Support service for students experiencing mental health difficulties or physical health challenges.
Watts Building	Inside what used to be (and often still is) referred to as the Hamilton Building, where many science lecture theatres and departments are located. The Watts Building is also home to the Global Room and the Academic Registry.
West Chapel	Offices on the west side of the Chapel. Houses the Accommodation Office.
West Theatre	Houses various College administrators.