



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

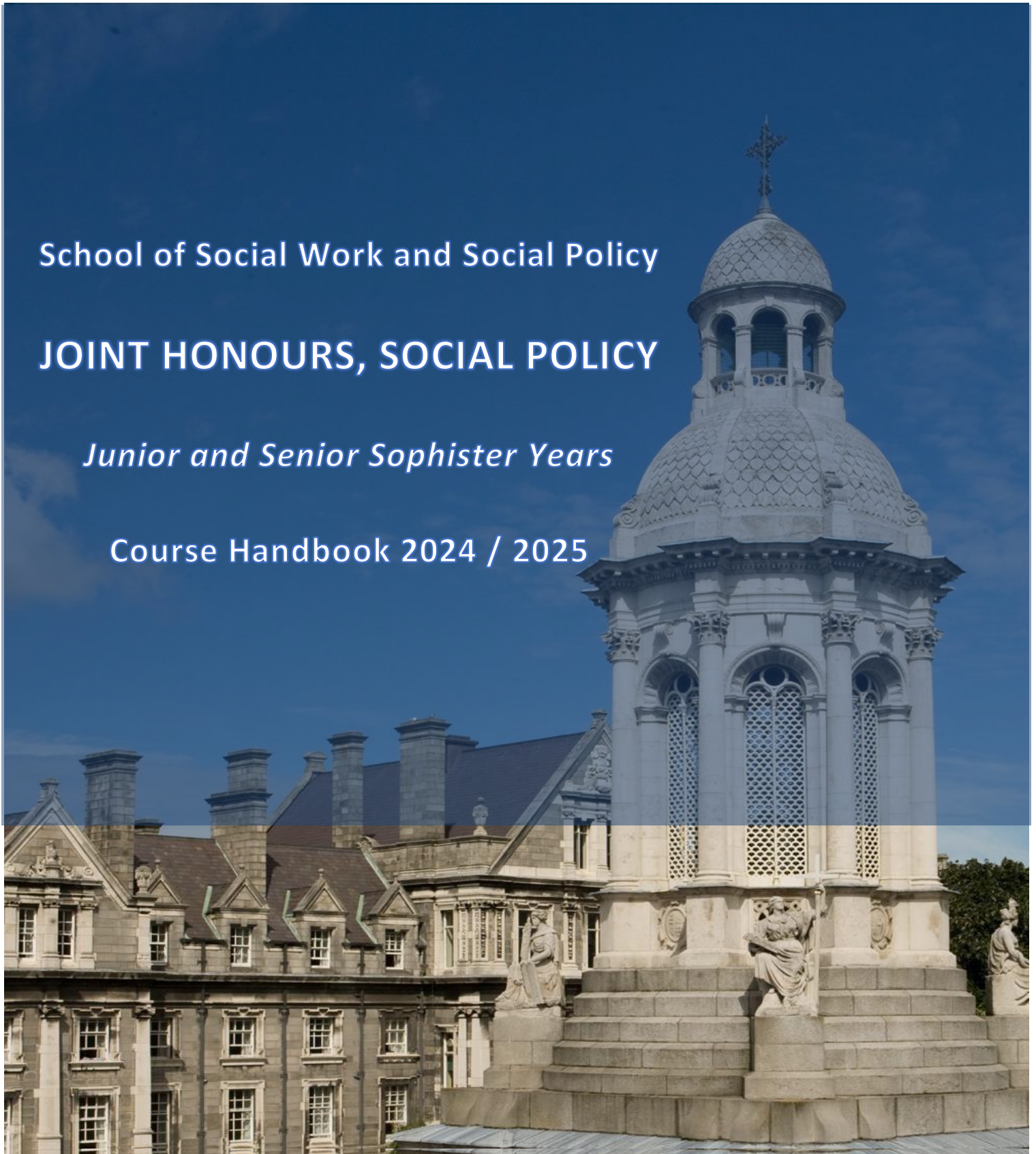
The University of Dublin

School of Social Work and Social Policy

**JOINT HONOURS, SOCIAL POLICY**

*Junior and Senior Sophister Years*

Course Handbook 2024 / 2025



## Table of Contents

A Note on this Handbook .....	5
Welcome from Course Director .....	6
Welcome from the Course Administrator .....	7
Welcome to International Students .....	8
Important Contact Details .....	9
Summary of Key Dates for 2024 / 2025 .....	9
<b>SECTION ONE – GENERAL COLLEGE INFORMATION .....</b>	<b>10</b>
Student Services and Supports .....	10
Tutors .....	10
Student-2-Student .....	10
Support Provision for Students with Disabilities .....	10
Examination Accommodation Requests and Deadlines .....	11
Mature Students .....	11
Careers Advisory Service .....	11
Co-curricular Activities .....	12
TCD Sports Clubs .....	12
Student Union – TCDSU .....	12
Emergency Procedure .....	12
Data Protection .....	12
<b>SECTION TWO – GENERAL PROGRAMME INFORMATION .....</b>	<b>13</b>
Academic Calendar 2024/2025 .....	13
Course Governance .....	14
Module Choice Registration .....	14
Module Timetables .....	14
My.tcd.ie - Checking Your Personal Student Record .....	14
Email .....	15
Blackboard .....	15
Course Transfer Procedures .....	15
<b>SECTION THREE – TEACHING AND LEARNING .....</b>	<b>16</b>
Social Policy Joint Honours Teaching Staff (Junior and Senior Sophister Years) .....	16
Course Structure and Workload, Academic Year 2024 / 2025 .....	17
Junior Sophister, Year 3 .....	17
Joint Honours Assessment Timetable .....	18
Joint Honours, Social Policy, Junior Sophister (Third Year) 2024 / 2025 .....	18
Course Structure and Workload, Academic Year 2024 / 2025 .....	19
Senior Sophister, Year 4 .....	19

Joint Honours, Social Policy, Senior Sophister (Fourth Year) 2024 / 2025 .....	20
<b>SECTION FOUR – Joint Honours Programme Architecture .....</b>	<b>21</b>
Pathway Selection for 2025 / 2026 .....	21
Note (1) Trinity Electives: .....	21
Note (2): Open Modules (OM): .....	21
CAPSTONE Project.....	22
Programme Attributes, Learning Outcomes and Structure.....	23
Graduate Attributes.....	23
Why are the Graduate Attributes important? .....	23
Social Policy Joint Honours Programme Learning Outcomes.....	24
Feedback and Evaluation.....	25
<b>SECTION FIVE – GENERAL EXAM RULES AND REGULATIONS.....</b>	<b>26</b>
Fitness to Study .....	26
Plagiarism .....	26
Plagiarism Declaration.....	27
Plagiarism Policy .....	27
Examination Regulations – General.....	29
Attendance at Classes.....	29
Late Assessment Submission and Absence from Examinations .....	29
Examination Timetables .....	30
Examination Venues.....	30
Academic Progress .....	30
Grading Conventions.....	31
School of Social Work and Social Policy Marking Scale.....	31
Publication of Results .....	36
Re-checks.....	36
Appeals .....	36
University Regulations.....	37
Academic Policies.....	37
Careers Information and Events .....	37
<b>APPENDIX I. Module Descriptors .....</b>	<b>38</b>
<b>Junior Sophister 2024 / 2025 .....</b>	<b>38</b>
SSU33011 .....	38
SSU33022 .....	42
SSU33702 .....	46
SSU33802 .....	50
SSU34002 .....	54
SSU34012 .....	58

SSU34022 .....	62
SSU34032 .....	64
<b>Senior Sophister 2024 / 2025 .....</b>	<b>66</b>
SSU44021 .....	66
SSU44031 .....	69
SSU44001 .....	72
SSU44152 .....	74
SSU44162 .....	77
SSU44112 .....	80
SSU44102 .....	83
<b>APPENDIX II. Teaching Staff Biographies.....</b>	<b>86</b>
Dr Catherine Elliott O' Dare .....	86
Prof. Nicola Carr .....	87
Dr Philip Curry .....	88
Dr Edurne Garcia Iriarte .....	89
Dr Paula Mayock .....	90
Dr Ann Nolan .....	91
Dr Carla Petautschnig.....	92
Dr Joe Whelan .....	93
Dr Kasia Wodniak.....	95

## 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.

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

## Welcome from Course Director

Dear Junior Sophister and Senior Sophister students,

Welcome back, to the Social Policy Joint Honours course for the Academic Year 2024/25. I hope you all had a great summer and are looking forward to the year ahead. You are entering Sophister years of your degree programme, and your results for both of Junior Sophister (third year) and Senior Sophister (fourth year) will count towards your final degree. The weighting is 30/70 split, so Junior Sophister accounts for 30% of your final grade and Senior Sophister for 70%. I am confident your foundation from your Fresh years have put you in good stead to deepen your insights and perspectives on Social Policy so you should feel confident too and really strive to let your critical scholarship shine in class and assessments during these years.

Another key feature of your Sophister programme is that you will undertake a Capstone project in Senior Sophister year. The Capstone project is intended to provide students with the opportunity to demonstrate the attainment of Graduate Attributes laid down by the University for Undergraduate study. These are: to think independently, act responsibly, develop continuously and communicate effectively. The Capstone project requires a significant level of independent research by the student allowing you to integrate learning across your degree to showcase skills and knowledge developed over their four years of study. Joint Honours students select which of their subjects they will undertake their Capstone in during Hilary Term of Junior Sophister (third year) and then carry out the project throughout Senior Sophister year. All School faculty enjoy seeing the projects students undertake and the levels of attainment achieved in Capstone projects, and you can look forward to an opportunity for highly engaged, autonomous learning during this process.

Otherwise, as with your years to date with us in Social Policy at TCD, we encourage you to participate fully in broader student life of the University and make the most of your college experience. Also be sure to draw on supports for student learning and development across college during these important years and with Trinity's Career Service who can help you prepare for your next steps following graduation.

In my role as Course Director, I am always available to you to discuss any questions, concerns or suggestions you have about your learning and progression on this programme and give you some ideas for your future as a Social Policy graduate. Keep in touch, knock my door or drop me an email and never hesitate to ask for advice, help or support.

Enjoy your Sophister years, we will certainly enjoy seeing your Scholarship deepen and develop!

Yours sincerely,

***Dr Ann Nolan***

## Welcome from the Course Administrator

Welcome Back Junior and Senior Sophister Students !

I hope you all had a wonderful Summer and are looking forward to the year ahead, as you enter the final year(s) of your degree.

Most of you will know by now that my name is Michelle Moore, and I am the Course Administrator for the Social Policy Joint Honours course. I can be contacted by email, [moorem11@gmail.com](mailto:moorem11@gmail.com), Teams or drop into me in the office, room 3063 in the Arts Building. (See contact details below).

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

If you are reading this while studying abroad, I hope you have/are having an amazing time and enjoy the experience, and we look forward to welcoming you back on campus soon. As always, please, do not hesitate to contact me if you have any queries, questions or concerns.

Good luck with the year ahead.

*Michelle*

---

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 Sophister 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.i.e., email and Blackboard for any potential updates.

IMPORTANT DATES FOR JOINT HONOURS JUNIOR AND SENIOR FRESH STUDENTS	
<b>CAPSTONE</b>	
Presentation of CAPSTONE Project options for 2024 / 2025	17 <sup>th</sup> September 2024
CAPSTONE supervisors appointed by:	25 <sup>th</sup> October 2024
CAPSTONE Meeting with JS 2024/2025 Students	Late Semester 1 TBC
CAPSTONE selection for 2025/2026 (JS Students)	January 2025
Change of mind for JS Students	May 2025
CAPSTONE Submission Due:	14 <sup>th</sup> April 2025
<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

The University of Dublin

### 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.

## Course Governance

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

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

## Module Choice Registration

It is the responsibility of each student to ensure that they take sufficient modules amounting to 60 ECTS during an academic year, that their selected modules meet the programme requirements of the particular year for which they are registered, and that they have taken account of any prerequisites from previous years associated with the modules.

## Module Timetables

Timetables are published to 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 of your timetabled slots 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 won't start until after you have done one 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.

## SECTION THREE – TEACHING AND LEARNING

### Social Policy Joint Honours Teaching Staff (Junior and Senior Sophister Years)

Year	Term	Course Lecturers	Email Address	Module Code	Module Name	Biography
Junior Sophister	Semester 1; Michaelmas	<a href="#">Dr Paula Mayock</a>	<a href="mailto:pmayock@tcd.ie">pmayock@tcd.ie</a>	SSU33011 / SSU33022	Youth and Society	<a href="#">Dr Paula Mayock</a>
Junior Sophister	Semester 1; Michaelmas	<a href="#">Dr Catherine Elliott O' Dare</a>	<a href="mailto:elliott@tcd.ie">elliott@tcd.ie</a>	SSU34002 / SSU34012	Ageing and Intergenerational Relations	<a href="#">Dr Catherine Elliott O' Dare</a>
		-	-			-
Junior Sophister	Semester 2; Hillary	Dr Kasia Wodniak	<a href="mailto:kwodniak@tcd.ie">kwodniak@tcd.ie</a>	SSU33802 / SSU33702	Global Social Policy	<a href="#">Dr Kasia Wodniak</a>
Junior Sophister	Semester 2; Hillary	Dr Philip Curry / Dr Carla Petautschnig	<a href="mailto:pcurry@tcd.ie">pcurry@tcd.ie</a> ; <a href="mailto:cpetauts@tcd.ie">cpetauts@tcd.ie</a>	SSU34022 / SSU34032	Social Policy Research Methods for Capstone	<a href="#">Dr Philip Curry</a> / <a href="#">Dr Carla Petautschnig</a>
Senior Sophister	Semester 1; Michaelmas	Dr Joe Whelan	<a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a>	SSU44031 / SSU44021	Eco Social Policy	<a href="#">Dr Joe Whelan</a>
Senior Sophister	Semester 1; Michaelmas	Dr Philip Curry / Dr Carla Petautschnig	<a href="mailto:pcurry@tcd.ie">pcurry@tcd.ie</a> ; <a href="mailto:cpetauts@tcd.ie">cpetauts@tcd.ie</a>	SSU44001	Social Policy Research Methods for Capstone	<a href="#">Dr Philip Curry</a> / <a href="#">Dr Carla Petautschnig</a>
Senior Sophister	Semester 2; Hillary	Prof Nicola Carr	<a href="mailto:ncarr@tcd.ie">ncarr@tcd.ie</a>	SSU44112 / SSU44102	Crime and Justice – Theories, Responses and Contemporary Debates	<a href="#">Prof. Nicola Carr</a>
Senior Sophister	Semester 2; Hillary	Dr Edurne Garcia Iriarte	<a href="mailto:iriartee@tcd.ie">iriartee@tcd.ie</a>	SSU44162 / SSU44152	Disability and Human Rights: Global Perspectives	<a href="#">Dr Edurne Garcia Iriarte</a>

**MODULE SSU44000 - Social Policy Capstone, Will be taught by:  
Dr Paula Mayock and Dr Kasia Wodniak**



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

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

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

### Junior Sophister, Year 3

*Our Social Policy Junior Sophister Modules (Year 3) for 2024 / 2025 are:*

Term	Module Code	Module Name	ECT's
Michaelmas	SSU33011	<i>Youth and Society</i>	5
Michaelmas	SSU33022	<i>Youth and Society</i>	10
Michaelmas	SSU34002	<i>Ageing and Intergenerational Relations</i>	5
Michaelmas	SSU34012	<i>Ageing and Intergenerational Relations</i>	10
Hilary	SSU33802	<i>Global Social Policy</i>	5
Hilary	SSU33702	<i>Global Social Policy</i>	10
***Hilary	SSU34022	<i>Social Policy Research Methods for Capstone</i>	5
***Hilary	SSU34032	<i>Social Policy Research Methods for Capstone</i>	10

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

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

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

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

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

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

**\*\*\* Social Policy students planning on completing their CAPSTONE in Social Policy in Senior Sophister year, must take our Social Policy Research Methods for Capstone module in Junior Sophister year.**

# Joint Honours Assessment Timetable

## Joint Honours, Social Policy, Junior Sophister (Third Year) 2024 / 2025

Michaelmas Term 2024 / 2025	Module Code	ECTs	Assignment 2024/2025	Assignment Deadline
<b>Youth and Society</b>	SSU33011	5	400 Word Written Commentary (20%)	Week 11. Fri 08.11.24 / 5.00 pm
			End of Term Essay (80%)	Week 17. Mon 16.12.24 / 5.00 pm
<b>Youth and Society</b>	SSU33022	10	Presentation (30%)	Week 11. Mon 04..11.24 / 12 noon
			2,500 Word End of Term Essay (70%)	Week 17. Mon 16.12.24 / 5.00 pm
<b>Ageing and Intergenerational Relations</b>	SSU34002	5	Blog Post Number 1 (10%)	Week 6. Thurs 03.10.24, 9.00pm
	SSU34002	5	Blog Post Number 2 (10%)	Week 10. Thurs 31.10.24, 9.00pm
	SSU34002	5	1,200 Policy Analysis Assignment (80%)	Week 16. Thurs 12.12.24, 9.00pm
<b>Ageing and Intergenerational Relations</b>	SSU34012	10	Blog Post Number 1 (10%)	Week 6. Thurs 03.10.24, 9.00pm
	SSU34012	10	Blog Post Number 2 (10%)	Week 10. Thurs 31.10.24, 9.00pm
	SSU34012	10	2,000 - 2,500 Policy Analysis Assignment (80%)	Week 16. Thurs 12.12.24, 9.00pm

Hilary Term 2024 / 2025 - Semester 2	Module Code	ECTs	Assignment 2024/2025	Assignment Deadline
<b>Global Social Policy</b>	SSU33802	5	Critique No 1, 500 Words. (15%)	Week 27. Thurs 27.02.25
			Individual presentation (Weighting 25%)	Week 34. Thurs 17.04.25
			Group Project (60%)	Week 34. Thurs 17.04.25
<b>Global Social Policy</b>	SSU33702	10	Critique No 1, 500 Words. (10%)	Week 25. Thurs 13.02.25
			Critique No 2, 500 Words. (10%)	Week 27. Thurs 27.02.25
			Individual presentation (Weighting 20%)	Week 34. Thurs 17.04.25
			Group Project (60%)	Week 34. Thurs 17.04.25
<b>Social Policy Research Methods for Capstone</b>	SSU34022	5	1200-word proposal for a Capstone research project. (100%)	Week 35. Tues 22.04.25
<b>Social Policy Research Methods for Capstone</b>	SSU34032	10	2000-word proposal for a Capstone research project. (100%)	Week 35. Tues 22.04.25

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

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

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

Senior Sophister, Year 4

*Our Social Policy Senior Sophister Modules (Year 4) for 2024 / 2025 are:*

Term	Module Code	Module Name	ECT's
Michaelmas	SSU44031	<i>Eco Social Policy</i>	5
Michaelmas	SSU44021	<i>Eco Social Policy</i>	10
****Michaelmas	SSU44001	<i>Social Policy Research Methods for Capstone</i>	10
Hilary	SSU44112	<i>Crime and Justice – Theories, Responses and Contemporary Debates</i>	5
Hilary	SSU44102	<i>Crime and Justice – Theories, Responses and Contemporary Debates</i>	10
Hilary	SSU44162	<i>Disability and Human Rights: Global Perspectives</i>	5
Hilary	SSU44152	<i>Disability and Human Rights: Global Perspectives</i>	10
Hilary	SSU44000	<i>CAPSTONE DISSERTATION SUBMISSION</i>	20

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

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

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

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

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

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

**\*\*\* Social Policy students completing their CAPSTONE in Social Policy must take our Social Policy Research Methods for Capstone module in Senior Sophister year.**

Joint Honours, Social Policy, Senior Sophister (Fourth Year) 2024 / 2025

Michaelmas Term 2024 / 2025	Module Code	ECTs	Assignment 2024/2025	Assignment Deadline
<i>Eco Social Policy</i>	SSU44031	5	Portfolio (Responses 1, 2 and 3) 100%	Week 16. Mon 09.12.24
<i>Eco Social Policy</i>	SSU44021	10	Discussion Blog No 1 (10%)	Opens Week 6. Closes day before Class in Week 7
			Discussion Blog No 2 (10%)	Opens Week 8. Closes day before Class in Week 9
			Portfolio (Responses 1, 2 and 3) 80%	Week 16. Mon 09.12.24
<i>Social Policy Research Methods for Capstone</i>	SSU44001	10	Individual 2000-word proposal for a Capstone Research Project. (100%)	Week 16. Tuesday 10.12.24

Hilary Term 2024 / 2025 - Semester 2	Module Code	ECTs	Assignment 2024/2025	Assignment Deadline
<i>Crime and Justice – Theories, Responses and Contemporary Debates</i>	SSU44112	5	Discussion Blog No 1 (10%)	Week 25. Friday 14.02.25
			Discussion Blog No 2 (10%)	Week 29. Friday 14.03.25
			End of Term Essay – 1,500 Words (80%)	Week 33. Fri 11.04.25
<i>Crime and Justice – Theories, Responses and Contemporary Debates</i>	SSU44102	10	Discussion Blog No 1 (10%)	Week 25. Friday 14.02.25
			Discussion Blog No 2 (10%)	Week 29. Friday 14.03.25
			End of Term Essay – 2,500 Words (80%)	Week 33. Fri 11.04.25
<i>Disability and Human Rights: Global Perspectives</i>	SSU44162	5	Essay/Project Outline 15%	Week 30. Fri 21.03.25
			Final Essay / Project 2,000 words (65%)	Week 33. Thurs 10.04.25
			Group Presentation (15%)	Week 33. Thurs 10.04.25
			Individual Reflection (5%)	Week 33. Thurs 10.04.25
<i>Disability and Human Rights: Global Perspectives</i>	SSU44152	10	Essay/Project Outline 15%	Week 30. Fri 21.03.25
			Final Essay / Project 4,000 words (65%)	Week 33. Thurs 10.04.25
			Group Presentation (15%)	Week 33. Thurs 10.04.25
			Individual Reflection (5%)	Week 33. Thurs 10.04.25
<b>CAPSTONE DISSERTATION SUBMISSION</b>	SSU44000	20	DISSERTATION	<b>MONDAY 14.04.25</b>

## 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.

## CAPSTONE Project

The Capstone project in Social Policy provides you with an opportunity to apply the knowledge and skills you have acquired, as a student of social policy, to a piece of original research presented in a 12,000-word written dissertation or thesis.

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

Pre-requisites and co-requisites for undertaking a Capstone Project in Social Policy. Selection of a Capstone Project in Social Policy is available to the following cohort of students:

- Students on the Joint Honours Social Policy pathway in 2024-2025.
- Social Policy Major, with Minor (A) Students (Social Policy Capstone is compulsory)
- Social Policy Major, with Minor (B) Students (Social Policy Capstone is compulsory)

The Capstone project requires a significant level of independent research by the student. It should be an integrative exercise allowing students to showcase skills and knowledge developed over their four years of study.

**Joint Honours, Junior Sophister students 2024 / 2025 will be invited to choose their CAPSTONE subject for Senior Sophister year in January 2025. The due date, and details of the application process will be provided by The Joint Honours Office early in Semester 1 of 2024 / 2025.**

**For more information on Social Policy CAPSTONE, please look at the Social Policy CAPSTONE Handbook for 2024 / 2025. This handbook can be found [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.



---

**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.

---

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

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

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

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

**Third Class Honors      III      40-49**

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

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

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

**Fail      F1      30-39**

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

misunderstanding of basic material.

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

---

**Bad Fail      F2      0-29**

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

---

**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.

## APPENDIX I. Module Descriptors

### Junior Sophister 2024 / 2025

<b>Module Code</b>	SSU33011
<b>Module Name</b>	Youth & Society
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Junior Sophister 2024/2025
<b>Semester Taught</b>	Semester 1 - Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Paula Mayock
<b>Module Description/Content</b>	<p>This module is interdisciplinary and draws on research linked to Youth Studies, Sociology, Criminology, Psychology and Social Policy. The core aim is to provide students with an in-depth, research-based understanding of youth, adolescence, and emerging adulthood. The module interrogates key theoretical approaches to understanding youth in society and considers a range of substantive issues and areas within contemporary research on both 'mainstream' and 'marginalised' youth. There is a strong focus on youth 'at risk', including young people who experience homelessness, care experienced youth, and young people who use drugs. Approaches to the study of youth are reviewed and the module examines how social and economic forces shape the lives and experiences of young people generally and marginalised youth, in particular.</p>
<b>Module Aims</b>	<p><b><i>The aim of the module is:</i></b></p> <ul style="list-style-type: none"><li>• To enable students to identify the theoretical constructs that have been used to conceptualise and understand 'youth' across time.</li><li>• To critically appraise the impact of social context, social diversity and inequality on the lives and experiences of young people.</li><li>• To examine the challenges that young people frequently confront due to structural inequalities within contemporary society, particularly during the transition from 'child' to 'adult', with specific attention directed to the situations and experiences of homeless youth, young people in and leaving the care system and young people who use drugs.</li><li>• To consider how governments, and Irish social policy in particular, have conceptualised and responded to the lived experiences and needs of both mainstream and marginalised young people.</li></ul>

<b>Indicative Module Content</b>	Conceptualising ‘youth’ and ‘adolescence’; Understanding contemporary youth transitions; Young lives and divisions in youth; Images and discourses of youth; Youth homelessness: The nature and extent of the problem; Young people’s homeless pathways; Young people and state care; Leaving care and aftercare supports; Young people and substance use; The normalisation of drug use among young people.
<b>Module Learning Outcomes</b>	<p><b><i>On completion of the module students should:</i></b></p> <ul style="list-style-type: none"> <li>• Have knowledge and understanding of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time.</li> <li>• Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience.</li> <li>• Have the knowledge to critically assess popular discourses and dominant debates on young people.</li> <li>• Understand how social inequalities impact the life experiences and life chances of young people in general and marginalised youth, in particular.</li> <li>• Have written a 400-word commentary on a youth-related topic covered in the media.</li> <li>• Have written a well-researched 2,000-word essay on a topic directly related to one of areas covered in the module.</li> </ul>
<b>Key Concepts, Theories and Authors</b>	<p>The concept of ‘youth’ versus ‘adolescence’  The social construction of ‘youth’  Representations of ‘youth’  Youth transitions  Pathways and ‘careers’  Social exclusion  The normalisation theory of drug use  Andy Furlong; Alan France; Howard Becker; Stanley Cohen; Mike Stein; David Clapham; Howard Parker; Fiona Measham; Michael Shiner; Tim Newburn</p>
<b>Teaching and Learning Methods</b>	<p>Lectures, assigned readings, classroom discussion, ‘think, pair, share’ exercises, and independent research.</p> <p><b><i>For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:</i></b></p> <p>Class (lecture) attendance and participation: 26 hours</p> <p>Time spent reviewing instructional material (notes &amp; assigned readings): 28 hours</p> <p>Time spent on further recommended reading and on independently sourcing and reading supplementary material to prepare for essay writing: 30 hours</p>

	<p>Preparing 400-word commentary on a youth-related issue covered in the media: 6 hours</p> <p>Drafting and finalising writing of 2,000-word essay for written assessment: 35 hours.</p> <p><b>Total 125 Hours</b></p>												
<b>Assessment Requirements</b>	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>% of total</th> <th>Week/Date due</th> </tr> </thead> <tbody> <tr> <td>Written Commentary</td> <td>400-word written commentary on a youth-related issue covered in the media</td> <td>20%</td> <td>Week 11. Fri 08.11.24, 12 noon.</td> </tr> <tr> <td>End of Term Essay</td> <td>2,000-word end of term essay</td> <td>80%</td> <td>Week 17. Mon 16.12.24, 12 noon.</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	% of total	Week/Date due	Written Commentary	400-word written commentary on a youth-related issue covered in the media	20%	Week 11. Fri 08.11.24, 12 noon.	End of Term Essay	2,000-word end of term essay	80%	Week 17. Mon 16.12.24, 12 noon.
	Assessment Component	Assessment Description	% of total	Week/Date due									
	Written Commentary	400-word written commentary on a youth-related issue covered in the media	20%	Week 11. Fri 08.11.24, 12 noon.									
End of Term Essay	2,000-word end of term essay	80%	Week 17. Mon 16.12.24, 12 noon.										
<b>Reassessment Requirements</b>	<p>Written Commentary (20%): 400-word written commentary on a youth-related issue covered in the media</p> <p>Essay (80%): 2,000-word essay</p>												
<b>Indicative bibliography 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Furlong, A. (2013) <i>Youth Studies: An Introduction</i>. Abingdon: Routledge. Shelfmark: PL-571-883</li> <li>• France, A. (2007) <i>Understanding Youth in Late Modernity</i>. Basingstoke: Palgrave Shelfmark: 301.43 P793</li> <li>• Cieslik, M. &amp; Simpson, D. (2013) <i>Key Concepts in Youth Studies</i>. London: Sage Shelfmark: HL-359-258 (The Library Basement); PB-251-813 (Santry Stacks)</li> <li>• Lalor, K., deRoiste, A. &amp; Devlin, M. (2007) <i>Young People in Contemporary Ireland</i>. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72</li> </ul> <p>** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **</p>												
<b>Useful web-based content</b>	<p><a href="https://www.cso.ie/en/index.html">https://www.cso.ie/en/index.html</a></p> <p><a href="https://www.growingup.gov.ie/">https://www.growingup.gov.ie/</a></p> <p><a href="https://www.tusla.ie/">https://www.tusla.ie/</a></p> <p><a href="https://ec.europa.eu/eurostat">https://ec.europa.eu/eurostat</a></p> <p><a href="https://www.gov.ie/en/collection/80ea8-homelessness-data/">https://www.gov.ie/en/collection/80ea8-homelessness-data/</a></p> <p><a href="https://timescapes-archive.leeds.ac.uk/timescapes/">https://timescapes-archive.leeds.ac.uk/timescapes/</a></p>												



<b>Relevant Journals</b>	Journal of Youth Studies Youth & Society Youth & Policy Housing Studies European Journal of Homelessness International Journal of Drug Policy Drugs: education, prevention and policy
--------------------------	---

<b>Module Code</b>	SSU33022
<b>Module Name</b>	Youth & Society
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Junior Sophister, 2024/2025
<b>Semester Taught</b>	Semester 1 Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Paula Mayock
<b>Module Description/Content</b>	<p>This module is interdisciplinary and draws on research linked to Youth Studies, Sociology, Criminology, Psychology and Social Policy. The core aim is to provide students with an in-depth, research-based understanding of youth, adolescence, and emerging adulthood. The module interrogates key theoretical approaches to understanding youth in society and considers a range of substantive issues and areas within contemporary research on both 'mainstream' and 'marginalised' youth. There is a strong focus on youth 'at risk', including young people who experience homelessness, care experienced youth, and young people who use drugs. Approaches to the study of youth are reviewed and the module examines how social and economic forces shape the lives and experiences of young people generally and marginalised youth, in particular.</p>
<b>Module Aims</b>	<p><b><i>The aim of the module is:</i></b></p> <ul style="list-style-type: none"> <li>• To enable students to identify the theoretical constructs that have been used to conceptualise and understand 'youth' across time.</li> <li>• To critically appraise the impact of social context, social diversity and inequality on the lives and experiences of young people.</li> <li>• To examine the challenges that young people frequently confront due to structural inequalities within contemporary society, particularly during the transition from 'child' to 'adult', with specific attention directed to the situations and experiences of homeless youth, young people in and leaving the care system and young people who use drugs.</li> <li>• To consider how governments, and Irish social policy in particular, have conceptualised and responded to the lived experiences and needs of both mainstream and marginalised young people.</li> </ul>

<b>Indicative Module Content</b>	Conceptualising ‘youth’ and ‘adolescence’; Understanding contemporary youth transitions; Young lives and divisions in youth; Images and discourses of youth; Youth homelessness: The nature and extent of the problem; Young people’s homeless pathways; Young people and state care; Leaving care and aftercare supports; Young people and substance use; The normalization of drug use among young people.
<b>Module Learning Outcomes</b>	<p><b><i>On completion of the module students should:</i></b></p> <ul style="list-style-type: none"> <li>• Have knowledge and understanding of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time.</li> <li>• Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience.</li> <li>• Have the knowledge to critically assess popular discourses and dominant debates on young people.</li> <li>• Understand how social inequalities impact the life experiences and life chances of young people in general and marginalised youth, in particular.</li> <li>• Have worked as part of a group to develop an evidence-based, comprehensive presentation and contribute to the oral delivery of the presentation.</li> <li>• Have written a comprehensively researched 2,500 word essay on a topic directly related to one of areas covered in the module.</li> </ul>
<b>Key Concepts, Theories and Authors</b>	The concept of ‘youth’ versus ‘adolescence’ The social construction of ‘youth’ Representations of ‘youth’ Youth transitions Pathways and ‘careers’ Social exclusion The normalisation theory of drug use Andy Furlong; Alan France; Howard Becker; Stanley Cohen; Mike Stein; David Clapham; Howard Parker; Fiona Measham; Michael Shiner; Tim Newburn
<b>Teaching and Learning Methods</b>	Lectures, assigned readings, classroom discussion, ‘think, pair, share’ exercises, and independent research. <p><b><i>For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:</i></b></p> <p>Class (lecture) attendance and participation: 26 hours</p> <p>Time spent reviewing instructional material (notes &amp; assigned readings): 30 hours</p> <p>Time spent on further recommended reading: 60 hours</p> <p>Independent sourcing, reading and synthesising of relevant</p>

	<p>supplementary materials to prepare for assessment: 70 hours</p> <p>Conducting research to inform class presentation and working with group members to prepare the presentation: 30 hours</p> <p>Drafting and finalising 2,500-word essay for written assessment: 60 hours.</p> <p><b>Total: 276 Hours</b></p>			
<b>Assessment Requirements</b>	<b>Assessment Component</b>	<b>Assessment Description</b>	<b>% of total</b>	<b>Week/Da due</b>
	Presentation	Group presentation during class	30%	Week 11. Fri 08.11.2 12 noon.
	End of Term Essay	2,500-word end of term essay	70%	Week 17. Mon 16.1 12 noon.
<b>Reassessment Requirements</b>	<p>Written Commentary (30%): 800-word written commentary on a youth-related issue covered in the media</p> <p>Essay (70%): 2,500-word essay</p>			
<b>Indicative bibliography 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Furlong, A. (2013) <i>Youth Studies: An Introduction</i>. Abingdon: Routledge. Shelfmark: PL-571-883</li> <li>• France, A. (2007) <i>Understanding Youth in Late Modernity</i>. Basingstoke: Palgrave Shelfmark: 301.43 P793</li> <li>• Cieslik, M. &amp; Simpson, D. (2013) <i>Key Concepts in Youth Studies</i>. London: Sage Shelfmark: HL-359-258 (The Library Basement); PB-251-813 (Santry Stacks)</li> <li>• Lalor, K., deRoiste, A. &amp; Devlin, M. (2007) <i>Young People in Contemporary Ireland</i>. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72</li> </ul> <p>** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **</p>			
<b>Useful web-based content</b>	<p><a href="https://www.cso.ie/en/index.html">https://www.cso.ie/en/index.html</a></p> <p><a href="https://www.growingup.gov.ie/">https://www.growingup.gov.ie/</a></p> <p><a href="https://www.tusla.ie/">https://www.tusla.ie/</a></p> <p><a href="https://ec.europa.eu/eurostat">https://ec.europa.eu/eurostat</a></p> <p><a href="https://www.gov.ie/en/collection/80ea8-homelessness-data/">https://www.gov.ie/en/collection/80ea8-homelessness-data/</a></p> <p><a href="https://timescapes-archive.leeds.ac.uk/timescapes/">https://timescapes-archive.leeds.ac.uk/timescapes/</a></p>			

<b>Relevant Journals</b>	Journal of Youth Studies Youth & Society Youth & Policy Housing Studies European Journal of Homelessness International Journal of Drug Policy Drugs: education, prevention and policy
--------------------------	---

<b>Module Code</b>	SSU33702
<b>Module Name</b>	Global Social Policy
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Junior Sophister, 2024/2025
<b>Semester Taught</b>	Semester 2, Hilary Term
<b>Module Co-Ordinator</b>	Dr Kasia Wodniak
<b>Module Description/Content</b>	<p>This course will examine the issues of social policy from global as well as historical perspectives. Rather than trying to take a snapshot of certain “welfare regimes”, this course will compare various systems to create a “library of solutions” from which one could “mix and match” depending on the specific social issues and contexts. Creative solutions and social innovations are crucial in times when we face global challenges of unprecedented scale, especially climate change and rising inequalities.</p> <p>We will start with a diagnosis of the most pressing issues, their causes and the influence of some outdated but still powerful discourses. We will examine the connection between political ideas and the dominant economic model, the power dynamics among global actors and their consequences. We will discuss the promise of polycentricity as an approach to the social policy where various actors, e.g. central government, local government, local communities and civil society organisations are loosely connected and manage social issues at different levels in a coordinated or uncoordinated way. The resulting system is complex but not chaotic with local communities playing a special role. Cooperativism and “high-energy” democracy in both political and economic contexts will also be examined. In the second part of the semester, we will move from analysing social policy at the macro level to the meso level of cities. We will continue comparing issues and solutions geographically and historically. We will examine how various aspects of life in cities could be improved and made circular and sustainable through social policy. We will focus on three areas, namely housing, energy and food production and sourcing.</p> <p>One of the main aims of this course is to go beyond the usual boundaries of our imagination and what we take for granted when we think about solutions to social issues. We will attempt to rethink social policies, break down the main discourses and redefine what is feasible.</p>

<p><b>Module Aims</b></p>	<ul style="list-style-type: none"> <li>• To analyse social policy solutions in the framework of inequalities and climate change</li> <li>• To apply the concept of polycentricity to social policy</li> <li>• To initiate „the library of solutions” approach to the creation of social policy</li> <li>• To rethink and redefine what is feasible in the field of social policy</li> </ul>
<p><b>Module Learning Outcomes</b></p>	<p><b>At the end of this module the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Think analytically and critically about the issues of social policy and the welfare state across different countries and historical periods.</li> <li>• Recognise the relationship of social policies and the welfare state with the economy, society and politics of the given period.</li> <li>• Recognise the importance of social policy and social innovation for addressing the main challenges of our time, especially inequality and climate change.</li> <li>• Critically assess academic and policy readings.</li> <li>• Linking theoretical and practical aspects of circularity as illustrated by the doughnut model.</li> <li>• Identifying existing social innovations and solutions.</li> <li>• Designing circular and sustainable systems on a limited scale of a neighbourhood.</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>• Polycentricity</li> <li>• Inequalities</li> <li>• Climate change</li> <li>• Doughnut economics</li> <li>• Cooperativism</li> <li>• Circular cities</li> <li>• Circular housing</li> <li>• Energy communities</li> </ul> <p><b>Key authors</b></p> <ul style="list-style-type: none"> <li>• Kate Raworth</li> <li>• Elinor Ostrom</li> <li>• Mary P. Murphy</li> </ul>

	<ul style="list-style-type: none"> <li>• Thomas Piketty</li> <li>• Maria Koinova</li> </ul>
<b>Teaching and Learning Methods</b>	Lectures and seminars with a strong exercise and discussion component.
<b>Assessment Requirements</b>	<p><b>This module has 3 assessment components:</b></p> <ul style="list-style-type: none"> <li>• 500-words critiques/reflections x 2, due in weeks 25 and 27 (TCD academic year calendar) (Weighting 20% for the two critiques, 10% for each of them)</li> </ul> <p><b>Critique No 1: DUE Week 25. Thurs 13.02.25</b></p> <p><b>Critique No 2: DUE Week 27. Thurs 27.02.25</b></p> <ul style="list-style-type: none"> <li>• Individual presentation (Weighting 20%)</li> </ul> <p><b>DUE: Week 34. Thurs 17.04.25</b></p> <ul style="list-style-type: none"> <li>• Group project due in week 34 (TCD academic year calendar) (Weighting 60%)</li> </ul> <p><b>DUE: Week 34. Thurs 17.04.25</b></p>
<b>Reassessment Requirements</b>	<ul style="list-style-type: none"> <li>• Individual project (Weighting 100%)</li> </ul>
<b>Indicative bibliography 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Murphy, M. P. (2023) Creating an Ecosocial Welfare Future. Bristol: Bristol University Press</li> <li>• Raworth, K. (2017) Doughnut Economics. Random House: UK</li> <li>• Ostrom, E., 1990. Governing the commons. Cambridge: Cambridge University Press.</li> <li>• Piketty, T. (2023) A brief history of inequality. Harvard University Press</li> <li>• Williams, J. (2019) "Circular cities", Sustainability, 56(13)</li> </ul>
<b>Useful web-based content</b>	<p><a href="https://doughnuteconomics.org/">https://doughnuteconomics.org/</a></p> <p><a href="https://ecosocial.ie/">https://ecosocial.ie/</a></p> <p><a href="https://www.ipcc.ch/">https://www.ipcc.ch/</a></p> <p><a href="https://www.c40.org/">https://www.c40.org/</a></p> <p><a href="https://housingunlocked.ie/">https://housingunlocked.ie/</a></p> <p><a href="https://tdem.eu/en/treaty/">https://tdem.eu/en/treaty/</a></p> <p><a href="https://theconversation.com/europe">https://theconversation.com/europe</a></p>



**Relevant Journals**

- Sociology
- The Sociology Quarterly
- The Anthropocene Review
- Sustainability
- Energy Research & Social Science

<b>Module Code</b>	SSU33802
<b>Module Name</b>	Global Social Policy
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Junior Sophister, 2024/2025
<b>Semester Taught</b>	Semester 2, Hilary Term
<b>Module Co-Ordinator</b>	Dr Kasia Wodniak
<b>Module Description/Content</b>	<p>This course will examine the issues of social policy from global as well as historical perspectives. Rather than trying to take a snapshot of certain “welfare regimes”, this course will compare various systems to create a “library of solutions” from which one could “mix and match” depending on the specific social issues and contexts. Creative solutions and social innovations are crucial in times when we face global challenges of unprecedented scale, especially climate change and rising inequalities.</p> <p>We will start with a diagnosis of the most pressing issues, their causes and the influence of some outdated but still powerful discourses. We will examine the connection between political ideas and the dominant economic model, the power dynamics among global actors and their consequences. We will discuss the promise of polycentricity as an approach to the social policy where various actors, e.g. central government, local government, local communities and civil society organisations are loosely connected and manage social issues at different levels in a coordinated or uncoordinated way. The resulting system is complex but not chaotic with local communities playing a special role. Cooperativism and “high-energy” democracy in both political and economic contexts will also be examined. In the second part of the semester, we will move from analysing social policy at the macro level to the meso level of cities. We will continue comparing issues and solutions geographically and historically. We will examine how various aspects of life in cities could be improved and made circular and sustainable through social policy. We will focus on three areas, namely housing, energy and food production and sourcing.</p> <p>One of the main aims of this course is to go beyond the usual boundaries of our imagination and what we take for granted when we think about solutions to social issues. We will attempt to rethink social policies, break down the main discourses and redefine what is feasible.</p>

<p><b>Module Aims</b></p>	<ul style="list-style-type: none"> <li>• To analyse social policy solutions in the framework of inequalities and climate change</li> <li>• To apply the concept of polycentricity to social policy</li> <li>• To initiate „the library of solutions” approach to the creation of social policy</li> <li>• To rethink and redefine what is feasible in the field of social policy</li> </ul>
<p><b>Module Learning Outcomes</b></p>	<p><b>At the end of this module the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Think analytically and critically about the issues of social policy and the welfare state across different countries and historical periods.</li> <li>• Recognise the relationship of social policies and the welfare state with the economy, society and politics of the given period.</li> <li>• Recognise the importance of social policy and social innovation for addressing the main challenges of our time, especially inequality and climate change.</li> <li>• Critically assess academic and policy readings.</li> <li>• Linking theoretical and practical aspects of circularity as illustrated by the doughnut model.</li> <li>• Identifying existing social innovations and solutions.</li> <li>• Designing circular and sustainable systems on a limited scale of a neighbourhood.</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>• Polycentricity</li> <li>• Inequalities</li> <li>• Climate change</li> <li>• Doughnut economics</li> <li>• Cooperativism</li> <li>• Circular cities</li> <li>• Circular housing</li> <li>• Energy communities</li> </ul> <p><b>Key authors</b></p> <ul style="list-style-type: none"> <li>• Kate Raworth</li> <li>• Elinor Ostrom</li> <li>• Mary P. Murphy</li> <li>• Thomas Piketty</li> </ul>

	<ul style="list-style-type: none"> <li>• Maria Koinova</li> </ul>
<b>Teaching and Learning Methods</b>	Lectures and seminars with a strong exercise and discussion component.
<b>Assessment Requirements</b>	<p><b>This module has 3 assessment components:</b></p> <ul style="list-style-type: none"> <li>• 500-words critique/reflection, due in week 27 (TCD academic year calendar) (Weighting 15%) <b>DUE: Week 27. Thurs 27.02.25</b></li> <li>• Individual presentation (Weighting 25%) <b>DUE: Week 34. Thurs 17.04.25</b></li> <li>• Group project due in week 34 (TCD academic year calendar) (Weighting 60%) <b>DUE: Week 34. Thurs 17.04.25</b></li> </ul>
<b>Reassessment Requirements</b>	Individual project (Weighting 100%)
<b>Indicative bibliography 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Murphy, M. P. (2023) Creating an Ecosocial Welfare Future. Bristol: Bristol University Press</li> <li>• Raworth, K. (2017) Doughnut Economics. Random House: UK</li> <li>• Ostrom, E., 1990. Governing the commons. Cambridge: Cambridge University Press.</li> <li>• Piketty, T. (2023) A brief history of inequality. Harvard University Press</li> <li>• Steffen, W. et al. (2015), The Trajectory of the Anthropocene. The Great Acceleration, „The Anthropocene Review”, 2(1)</li> <li>• Williams, J. (2019) “Circular cities”, Sustainability, 56(13)</li> </ul>
<b>Useful web-based content</b>	<a href="https://doughnuteconomics.org/">https://doughnuteconomics.org/</a> <a href="https://ecosocial.ie/">https://ecosocial.ie/</a> <a href="https://www.ipcc.ch/">https://www.ipcc.ch/</a> <a href="https://www.c40.org/">https://www.c40.org/</a> <a href="https://housingunlocked.ie/">https://housingunlocked.ie/</a> <a href="https://tdem.eu/en/treaty/">https://tdem.eu/en/treaty/</a> <a href="https://theconversation.com/europe">https://theconversation.com/europe</a>

<b>Relevant Journals</b>	<ul style="list-style-type: none"><li>• Sociology</li><li>• The Sociology Quarterly</li><li>• The Anthropocene Review</li><li>• Sustainability</li><li>• Energy Research &amp; Social Science</li></ul>
--------------------------	---

<b>Module Code</b>	SSU34002
<b>Module Name</b>	Ageing and Intergenerational Relations
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Junior Sophister 2024 / 2025
<b>Semester Taught</b>	Semester 1, Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Catherine Elliott O'Dare
<b>Module Aims</b>	<p>Evidence indicates that societies are ageing, with the World Health Organisation advising that between 2015 and 2050, the proportion of the world's population aged over 60 will nearly double from 12% to 22% (WHO, 2018). This module will provide students with an opportunity to explore and understand the implications of this demographic change. The module takes a critical, social gerontological approach to understanding how ageing and older age is socially constructed, portrayed, understood, and experienced in everyday life at the macro and micro level. Students will engage with theories of ageing, and concepts such as intersectionality, inequality and ageism, the life course, generations and intergenerational relations. The module content will encourage students to challenge stereotyping and to interrogate the diversity of 'ways' of ageing in contemporary societies.</p> <p>Students will become conversant with theories, literature, and empirical evidence to critically analyse contemporary policy developments, nationally and internationally in relation to ageing. Finally, students will critically engage with the current international and national policy solutions designed to promote and achieve an equitable and inclusive society for all citizens as they age.</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>• Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people.</li> <li>• Engage with and apply the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies.</li> <li>• Recognise the diversity in the 'ways' of ageing for</li> </ul>

	<p>social groups, and the lived experiences, expectations, and outcomes in relation to health, care, finance, leisure, and work.</p> <ul style="list-style-type: none"> <li>• Frame and critically analyse the concept of ‘generations’ and ageing and intergenerational relations in everyday life through engagement with empirical data and literature to understand how intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older people.</li> <li>• Demonstrate a critical understanding of the concept of age discrimination and exclusion, and the policy measures taken to counter age inequality in the workplace and society.</li> </ul>
<p><b>Indicative Module Content</b></p>	<ul style="list-style-type: none"> <li>• Demographic change</li> <li>• The ‘value’ of older populations – burden or bounty?</li> <li>• Social construction of ageing – culture, media and policy.</li> <li>• Theories of ageing.</li> <li>• Diversity in experiences of ageing and older age.</li> <li>• Who cares in later life– in caring for and caring about older people?</li> <li>• Older people in everyday life: communities, work and retirement.</li> <li>• Equality in later live – age discrimination</li> <li>• Generations and intergenerational relations – myths, theories, and concepts.</li> <li>• Ageism and intergenerational relations in the workplace and society.</li> </ul>
<p><b>Key Concepts, Frameworks, Theories and Authors</b></p>	<ul style="list-style-type: none"> <li>• Critical Gerontology</li> <li>• Social Construction</li> <li>• Theories of Ageing (various)</li> <li>• Generations and intergenerational relations</li> <li>• Ageism</li> </ul>

<b>Teaching and Learning Methods</b>	Two hours per week, in-person lectures. Students will be encouraged to participate in peer-learning and in-class interactive exercises.
<b>Assessment Requirements</b>	<p>2 x online peer-reviewed academic Blog posts (Week 6 and 10) = 20%</p> <p><b>Blog 1 – Week 6, Monday 30.09.24</b></p> <p><b>Blog 2 – Week 10, Monday 28.10.24</b></p> <p>Policy analysis assignment (1,200 words excl. references) = 80%</p> <p><b>Week 16, Mon 09.12.24</b></p>
<b>Reassessment Requirements</b>	<p>Policy analysis assignment (1,200 words excl. references) = 80%</p> <p><i>Students retain marks earned for blog posts completed= 10%/20%. If no blogs were completed, both blogs required at supplementals (20%).</i></p>
<b>Indicative bibliography 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Biggs, S. Hendricks, J. and Lowenstein, A (2020). Critical approaches to Social Gerontology. New York: Routledge.</li> <li>• Carney, G &amp; Nash, P (2020). Critical questions for Ageing Societies. Bristol: Policy Press.</li> <li>• De Medeiros, K. (2017) The Short Guide to Ageing and Gerontology. Bristol: Policy Press.</li> <li>• Gullette, M. M (2017) Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press.</li> <li>• Wellin, C (2018) Critical gerontology comes of age: advances in research and theory for a new century. United States: Taylor &amp; Francis.</li> </ul> <p><i>The above books are available electronically or in print at Trinity Library. Additional readings for each week will be assigned during term. Policy documents and policy analysis documents are additionally made available on Blackboard.</i></p>
<b>Useful web-based content</b>	<p><a href="https://tilda.tcd.ie/">https://tilda.tcd.ie/</a></p> <p><a href="#">Home - CSO - Central Statistics Office</a></p> <p><a href="#">Home - Age &amp; Opportunity (ageandopportunity.ie)</a></p> <p><a href="#">Demographic Change and Healthy Ageing (who.int)</a></p> <p><a href="#">The Economic and Social Research Institute - Informed Policy for a Better Ireland (esri.ie)</a></p> <p><a href="#">Age Action   For all older people</a></p> <p><a href="#">Home - Age &amp; Opportunity (ageandopportunity.ie)</a></p> <p><a href="#">gov.ie - National Positive Ageing Strategy (www.gov.ie)</a></p>



	<a href="https://oldschool.info/">https://oldschool.info/</a>
<b>Relevant Journals</b>	<ul style="list-style-type: none"><li>• Ageing and Society</li><li>• Canadian Journal of Ageing</li><li>• Journal of Ageing Studies</li><li>• Journal Of Population Ageing</li><li>• Social Inclusion</li><li>• Intergenerational Relations</li></ul>

<b>Module Code</b>	SSU34012
<b>Module Name</b>	Ageing and Intergenerational Relations
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Junior Sophister 2024 / 2025
<b>Semester Taught</b>	Semester 1, Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Catherine Elliott O'Dare
<b>Module Aims</b>	<p>Evidence indicates that societies are ageing, with the World Health Organisation advising that between 2015 and 2050, the proportion of the world's population aged over 60 will nearly double from 12% to 22% (WHO, 2018). This module will provide students with an opportunity to explore and understand the implications of this demographic change. The module takes a critical, social gerontological approach to understanding how ageing and older age is socially constructed, portrayed, understood, and experienced in everyday life at the macro and micro level. Students will engage with theories of ageing, and concepts such as intersectionality, inequality and ageism, the life course, generations and intergenerational relations. The module content will encourage students to challenge stereotyping and to interrogate the diversity of 'ways' of ageing in contemporary societies.</p> <p>Students will become conversant with theories, literature, and empirical evidence to critically analyse contemporary policy developments, nationally and internationally in relation to ageing. Finally, students will critically engage with the current international and national policy solutions designed to promote and achieve an equitable and inclusive society for all citizens as they age.</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>• Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people.</li> <li>• Engage with and apply the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies.</li> <li>• Recognise the diversity in the 'ways' of ageing for</li> </ul>

	<p>social groups, and the lived experiences, expectations, and outcomes in relation to health, care, finance, leisure, and work.</p> <ul style="list-style-type: none"> <li>• Frame and critically analyse the concept of ‘generations’ and ageing and intergenerational relations in everyday life through engagement with empirical data and literature to understand how intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older people.</li> <li>• Demonstrate a critical understanding of the concept of age discrimination and exclusion, and the policy measures taken to counter age inequality in the workplace and society.</li> </ul>
<b>Indicative Module Content</b>	<ul style="list-style-type: none"> <li>• Demographic change</li> <li>• The ‘value’ of older populations – burden or bounty?</li> <li>• Social construction of ageing – culture, media and policy.</li> <li>• Theories of ageing.</li> <li>• Diversity in experiences of ageing and older age.</li> <li>• Who cares in later life– in caring for and caring about older people?</li> <li>• Older people in everyday life: communities, work and retirement.</li> <li>• Equality in later live – age discrimination</li> <li>• Generations and intergenerational relations – myths, theories, and concepts.</li> <li>• Ageism and intergenerational relations in the workplace and society.</li> </ul>
<b>Key Concepts, Frameworks, Theories and Authors</b>	<ul style="list-style-type: none"> <li>• Critical Gerontology</li> <li>• Social Construction</li> <li>• Theories of Ageing (various)</li> <li>• Generations and intergenerational relations</li> <li>• Ageism</li> </ul>
<b>Teaching and Learning Methods</b>	Two hours per week, in-person lectures. Students will be

	encouraged to participate in peer-learning and in-class interactive exercises.
<b>Assessment Requirements</b>	2 x online peer-reviewed academic Blog posts (Week 6 and 10) = 20% Blog 1 – Week 6, Monday 30.09.24 Blog 2 – Week 10, Monday 28.10.24  Policy analysis assignment (2,000-2,500 words excl. references) = 80% Week 16, Mon 09.12.24
<b>Reassessment Requirements</b>	Policy analysis assignment (2,000-2,500 words excl. references) = 80% Students retain marks earned for blog posts completed= 10%/20%. If no blogs were completed, both blogs required at supplementals (20%).
<b>Indicative bibliography 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Biggs, S. Hendricks, J. and Lowenstein, A (2020). Critical approaches to Social Gerontology. New York: Routledge.</li> <li>• Carney, G &amp; Nash, P (2020). Critical questions for Ageing Societies. Bristol: Policy Press.</li> <li>• De Medeiros, K. (2017) The Short Guide to Ageing and Gerontology. Bristol: Policy Press.</li> <li>• Gullette, M. M (2017) Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press.</li> <li>• Wellin, C (2018) Critical gerontology comes of age: advances in research and theory for a new century.</li> <li>• United States: Taylor &amp; Francis.</li> </ul> <p><i>The above books are available electronically or in print at Trinity Library. Additional readings for each week will be assigned during term. Policy documents and policy analysis documents are additionally made available on Blackboard.</i></p>
<b>Useful web-based content</b>	<a href="https://tilda.tcd.ie/">https://tilda.tcd.ie/</a> <a href="#">Home - CSO - Central Statistics Office</a> <a href="#">Home - Age &amp; Opportunity (ageandopportunity.ie)</a> <a href="#">Demographic Change and Healthy Ageing (who.int)</a> <a href="#">The Economic and Social Research Institute - Informed Policy for a Better Ireland (esri.ie)</a> <a href="#">Age Action   For all older people</a> <a href="#">Home - Age &amp; Opportunity (ageandopportunity.ie)</a> <a href="#">gov.ie - National Positive Ageing Strategy (www.gov.ie)</a>

	<a href="https://oldschool.info/">https://oldschool.info/</a>
<b>Relevant Journals</b>	<ul style="list-style-type: none"><li>• Ageing and Society</li><li>• Canadian Journal of Ageing</li><li>• Journal of Ageing Studies</li><li>• Journal Of Population Ageing</li><li>• Social Inclusion</li><li>• Intergenerational Relations</li></ul>

<b>Module Code</b>	SSU34022
<b>Module Name</b>	Social Policy Research Methods for Capstone
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Junior Sophister, 2024 / 2025
<b>Semester Taught</b>	Semester 2, Hilary Term
<b>Module Co-Ordinator</b>	Dr Philip Curry / Dr. Carla Petautschnig Arancibia
<b>Module Description/Content</b>	This Module is designed to introduce students to core Social Policy research techniques that can be applied in the context of a Capstone project. The module covers essential research skills like literature reviewing, formulating research questions, quantitative and qualitative social research. The module is taught using practical examples and students are encouraged to apply module material to their own Capstone project proposals.
<b>Module Aim</b>	The aim of this module is to equip students with the social research skills they need to complete a Social Policy Capstone project.
<b>Module Learning Outcomes</b>	On successful completion of this module, students should be able to:  LO1. Review research literature and formulate research questions.  LO2. Implement qualitative research methods for social policy analysis.  LO3. Use key quantitative Social Research methods.  LO4. Devise their own Capstone research project.
<b>Indicative Content</b>	Week 1: Introduction and Assignment / The nature of Social Research  <b>Qualitative research – Weeks 2 to 5</b> Weeks 2: Qualitative research (principles, key concepts, primary and secondary data). Week 3: Literature searching and reviewing Week 4: Qualitative methods of data collection and analysis Weeks 5: Documentary and policy analysis research  <b>Quantitative Research – Weeks 6 to 11</b> Week 6. Sources of Quantitative data

	<p>[Week 7: Reading week]</p> <p>Week 8. Data Quality</p> <p>Week 9. Univariate Descriptive statistics</p> <p>Week 10. Crosstabulations / Comparing means</p> <p>Week 11. Covariance</p> <p style="text-align: center;"><b>Assignment Workshop – Week 12</b></p> <p>Week 12. Assignment workshop and clinic</p>
<b>Key Concepts, Frameworks, Theories and Authors</b>	<ul style="list-style-type: none"> <li>• Social research methods</li> <li>• Quantitative research methods</li> <li>• Qualitative research methods</li> </ul>
<b>Teaching and Learning Methods</b>	Lectures, workshops, online resources.
<b>Assessment Requirements</b>	<p>This module is assessed (100%) by means of an individual 1200-word proposal for a Capstone research project.</p> <p><b>DUE: Week 35. Tues 22.04.25</b></p>
<b>Reassessment Requirements</b>	The course is reassessed using the same assignment as above
<b>Indicative bibliography 4-5 titles max.</b>	<p>Braun, V. &amp; Clarke, V. (2022). Thematic analysis: A practical guide. London: Sage.</p> <p>** Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6<sup>th</sup>). OUP, Oxford.</p> <p>Denscombe, Martyn. The good research guide: for small-scale social research projects. McGraw-Hill Education (UK), 2014.</p> <p>Patton, M.Q. (2015). Qualitative research and evaluation methods: integrating theory and practice. Thousand Oaks, California: Sage.</p>

<b>Module Code</b>	SSU34032
<b>Module Name</b>	Social Policy Research Methods for Capstone
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Junior Sophister, 2024 / 2025
<b>Semester Taught</b>	Semester 2, Hilary Term
<b>Module Co-Ordinator</b>	Dr Philip Curry / Dr. Carla Petautschnig Arancibia
<b>Module Description/Content</b>	This Module is designed to introduce students to core Social Policy research techniques that can be applied in the context of a Capstone project. The module covers essential research skills like literature reviewing, formulating research questions, quantitative and qualitative social research. The module is taught using practical examples and students are encouraged to apply module material to their own Capstone project proposals.
<b>Module Aim</b>	The aim of this module is to equip students with the social research skills they need to complete a Social Policy Capstone project.
<b>Module Learning Outcomes</b>	On successful completion of this module, students should be able to:  LO1. Review research literature and formulate research questions.  LO2. Implement qualitative research methods for social policy analysis.  LO3. Use key quantitative Social Research methods.  LO4. Devise their own Capstone research project.
<b>Indicative Content</b>	Week 1: Introduction and Assignment / The nature of Social Research  <b>Qualitative research – Weeks 2 to 5</b> Weeks 2: Qualitative research (principles, key concepts, primary and secondary data). Week 3: Literature searching and reviewing Week 4: Qualitative methods of data collection and analysis Weeks 5: Documentary and policy analysis research  <b>Quantitative Research – Weeks 6 to 11</b> Week 6. Sources of Quantitative data



	<p>[Week 7: Reading week]</p> <p>Week 8. Data Quality</p> <p>Week 9. Univariate Descriptive statistics</p> <p>Week 10. Crosstabulations / Comparing means</p> <p>Week 11. Covariance</p> <p><b>Assignment Workshop – Week 12</b></p> <p>Week 12. Assignment workshop and clinic</p>
<b>Key Concepts, Frameworks, Theories and Authors</b>	<ul style="list-style-type: none"> <li>• Social research methods</li> <li>• Quantitative research methods</li> <li>• Qualitative research methods</li> </ul>
<b>Teaching and Learning Methods</b>	Lectures, workshops, online resources.
<b>Assessment Requirements</b>	<p>This module is assessed (100%) by means of an individual 2000-word proposal for a Capstone research project.</p> <p><b>DUE: Week 35. Tues 22.04.25</b></p>
<b>Reassessment Requirements</b>	The course is reassessed using the same assignment as above
<b>Indicative bibliography 4-5 titles max.</b>	<p>Braun, V. &amp; Clarke, V. (2022). Thematic analysis: A practical guide. London: Sage.</p> <p>** Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6<sup>th</sup>). OUP, Oxford.</p> <p>Denscombe, Martyn. The good research guide: for small-scale social research projects. McGraw-Hill Education (UK), 2014.</p> <p>Patton, M.Q. (2015). Qualitative research and evaluation methods: integrating theory and practice. Thousand Oaks, California: Sage.</p>

## Senior Sophister 2024 / 2025

<b>Module Code</b>	SSU44021
<b>Module Name</b>	Eco Social Policy
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Senior Sophister, 2024 / 2025
<b>Semester Taught</b>	Semester 1, Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Joe Whelan
<b>Module Description/Content</b>	<p>As the environmental crisis deepens and the effects begin to emerge in the form of disruptive and destructive climate events, more nation-states have ostensibly committed to carbon net zero by 2050. Achieving this target will require a major reconstitution of economies, societies and, thus, the lived realities of peoples. This reconstitution or shift will need to occur most forcibly and rapidly in the developed economies of the global north.</p> <p>This module will interrogate the role of social policy in addressing the climate crisis. Focusing on a range of alternative modes of economic organization along with a series of discrete policy programmes, this module will cover degrowth, postgrowth and green growth along with universal basic income, universal basic services, participation income and a capabilities approach. Current climate policy in both global and domestic contexts will also be scrutinized.</p>
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>• To contextualize the climate emergency both globally and locally.</li> <li>• To scrutinize global and domestic climate policies.</li> <li>• To equip students with an understanding of alternative forms of economic management that are geared towards sustainability.</li> <li>• To equip students with an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy.</li> <li>• To introduce students to a range of policy perspectives in the areas sustainable social policy.</li> </ul> <p>To introduce students to a range of discrete sustainable social programmes.</p>

<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 alternative and radical forms of economic management that are geared towards sustainability.</li> <li>• Demonstrate an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy.</li> <li>• Articulate an understanding of alternative, progressive and sustainable social policies and programmes.</li> <li>• Make concrete connections between social policy as a discipline and practice and the climate emergency.</li> <li>• Scrutinize social policies in the context of sustainability.</li> </ul>
<b>Key Concepts, Frameworks, Theories and Authors</b>	<p>Theories</p> <ul style="list-style-type: none"> <li>• Capabilities approach.</li> </ul> <p>Concepts and frameworks:</p> <ul style="list-style-type: none"> <li>• Degrowth</li> <li>• Postgrowth</li> <li>• Green growth</li> <li>• Sustainable social policy</li> <li>• Planetary boundaries</li> </ul> <p>Authors</p> <ul style="list-style-type: none"> <li>• Mary Murphy</li> <li>• Max Koch</li> <li>• Ian Gough</li> </ul>
<b>Teaching and Learning Methods</b>	<p>2 hours of Lectures per week; in-class discussions and exercises; assigned readings.</p>
<b>Assessment Requirements</b>	<p><b><u>10 ECTS:</u></b></p> <ol style="list-style-type: none"> <li>1. Portfolio developed over the course of the module. Students will be asked to respond to prompts through written submissions and other creative methods.</li> <li>2. Participation in discussion boards x 2 over the course of the module.</li> </ol>
<b>Reassessment Requirements</b>	<p><b><u>10 ECTS:</u></b></p> <p>A written essay which reflects the portfolio prompts (up to 2000 Words).</p>
<b>Indicative bibliography 4-5 titles max.</b>	<p><b>Core text:</b> Murphy, M.P. (2023). Creating an ecosocial welfare future: Policy Press.</p> <p><b>Further reading:</b> Special themed section of Social Policy and Society: Towards a sustainable welfare state? Available at:</p>

	<a href="https://www.cambridge.org/core/journals/social-policy-and-society/beveridge-report-anniversary-collections/beveridge-report-collections-towards-a-sustainable-welfare-state">https://www.cambridge.org/core/journals/social-policy-and-society/beveridge-report-anniversary-collections/beveridge-report-collections-towards-a-sustainable-welfare-state</a>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• Intergovernmental Panel on Climate Change: <a href="https://www.ipcc.ch/">https://www.ipcc.ch/</a></li> <li>• United Nations Climate Change: <a href="https://www.un.org/en/climatechange">https://www.un.org/en/climatechange</a></li> <li>• Climate Advisory Council: <a href="https://www.climatecouncil.ie/">https://www.climatecouncil.ie/</a></li> <li>• Ecosocial: Professor Mary Murphy's Ecosocial Site: <a href="https://ecosocial.ie/">https://ecosocial.ie/</a></li> </ul>
<b>Relevant Journals</b>	<ul style="list-style-type: none"> <li>• Social Policy and Society</li> <li>• Critical Social Policy</li> <li>• The Irish Journal of Sociology</li> <li>• Journal of European Social Policy.</li> </ul>

<b>Module Code</b>	SSU44031
<b>Module Name</b>	Eco Social Policy
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Senior Sophister, 2024 / 2025
<b>Semester Taught</b>	Semester 1, Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Joe Whelan
<b>Module Description/Content</b>	<p>As the environmental crisis deepens and the effects begin to emerge in the form of disruptive and destructive climate events, more nation-states have ostensibly committed to carbon net zero by 2050. Achieving this target will require a major reconstitution of economies, societies and, thus, the lived realities of peoples. This reconstitution or shift will need to occur most forcibly and rapidly in the developed economies of the global north.</p> <p>This module will interrogate the role of social policy in addressing the climate crisis. Focusing on a range of alternative modes of economic organization along with a series of discrete policy programmes, this module will cover degrowth, postgrowth and green growth along with universal basic income, universal basic services, participation income and a capabilities approach. Current climate policy in both global and domestic contexts will also be scrutinized.</p>
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>• To contextualize the climate emergency both globally and locally.</li> <li>• To scrutinize global and domestic climate policies.</li> <li>• To equip students with an understanding of alternative forms of economic management that are geared towards sustainability.</li> <li>• To equip students with an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy.</li> <li>• To introduce students to a range of policy perspectives in the areas sustainable social policy.</li> <li>• To introduce students to a range of discrete sustainable social programmes.</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 alternative and radical forms of economic management that are geared towards sustainability.</li> <li>• Demonstrate an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy.</li> <li>• Articulate an understanding of alternative, progressive and sustainable social policies and programmes.</li> <li>• Make concrete connections between social policy as a discipline and practice and the climate emergency.</li> <li>• Scrutinize social policies in the context of sustainability.</li> </ul>
<b>Key Concepts, Frameworks, Theories and Authors</b>	<p>Theories</p> <ul style="list-style-type: none"> <li>• Capabilities approach.</li> </ul> <p>Concepts and frameworks:</p> <ul style="list-style-type: none"> <li>• Degrowth</li> <li>• Postgrowth</li> <li>• Green growth</li> <li>• Sustainable social policy</li> <li>• Planetary boundaries</li> </ul> <p>Authors</p> <ul style="list-style-type: none"> <li>• Mary Murphy</li> <li>• Max Koch</li> <li>• Ian Gough</li> </ul>
<b>Teaching and Learning Methods</b>	<p>2 hours of Lectures per week; in-class discussions and exercises; assigned readings.</p>
<b>Assessment Requirements</b>	<p>Portfolio developed over the course of the module. Students will be asked to respond to prompts through written submissions and other creative methods.</p>
<b>Reassessment Requirements</b>	<p>A written essay which reflects the portfolio prompts (up to 2000 Words).</p>
<b>Indicative bibliography 4-5 titles max.</b>	<p><b>Core text:</b> Murphy, M.P. (2023). Creating an ecosocial welfare future: Policy Press.</p> <p><b>Further reading:</b> Special themed section of Social Policy and Society: Towards a sustainable welfare state? Available at: <a href="https://www.cambridge.org/core/journals/social-policy-and-society/beveridge-report-anniversary-collections/beveridge-report-collections-towards-a-sustainable-welfare-state">https://www.cambridge.org/core/journals/social-policy-and-society/beveridge-report-anniversary-collections/beveridge-report-collections-towards-a-sustainable-welfare-state</a></p>

<b>Useful web-based content</b>	<ul style="list-style-type: none"><li>• Intergovernmental Panel on Climate Change: <a href="https://www.ipcc.ch/">https://www.ipcc.ch/</a></li><li>• United Nations Climate Change: <a href="https://www.un.org/en/climatechange">https://www.un.org/en/climatechange</a></li><li>• Climate Advisory Council: <a href="https://www.climatecouncil.ie/">https://www.climatecouncil.ie/</a></li><li>• Ecosocial: Professor Mary Murphy's Ecosocial Site: <a href="https://ecosocial.ie/">https://ecosocial.ie/</a></li></ul>
<b>Relevant Journals</b>	<ul style="list-style-type: none"><li>• Social Policy and Society</li><li>• Critical Social Policy</li><li>• The Irish Journal of Sociology</li><li>• Journal of European Social Policy.</li></ul>

<b>Module Code</b>	SSU44001
<b>Module Name</b>	Social Policy Research Methods for Capstone
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Senior Sophister, 2024 / 2025
<b>Semester Taught</b>	Semester 1, Michaelmas Term
<b>Module Co-Ordinator</b>	Dr Philip Curry / Dr. Carla Petautschnig Arancibia
<b>Module Description/Content</b>	This Module is designed to introduce students to core Social Policy research techniques that can be applied in the context of a Capstone project. The module covers essential research skills like literature reviewing, formulating research questions, quantitative and qualitative social research. The module is taught using practical examples and students are encouraged to apply module material to their own Capstone project proposals.
<b>Module Aim</b>	The aim of this module is to equip students with the social research skills they need to complete a Social Policy Capstone project.
<b>Module Learning Outcomes</b>	On successful completion of this module, students should be able to:  LO1. Review research literature and formulate research questions.  LO2. Implement qualitative research methods for social policy analysis.  LO3. Use key quantitative Social Research methods.  LO4. Devise their own Capstone research project.
<b>Indicative Content</b>	Week 1: Introduction and Assignment / The nature of Social Research  <b>Qualitative research – Weeks 2 to 5</b> Weeks 2: Qualitative research (principles, key concepts, primary and secondary data). Week 3: Literature searching and reviewing Week 4: Qualitative methods of data collection and analysis Weeks 5: Documentary and policy analysis research  <b>Quantitative Research – Weeks 6 to 11</b> Week 6. Sources of Quantitative data



	<p>[Week 7: Reading week]</p> <p>Week 8. Data Quality</p> <p>Week 9. Univariate Descriptive statistics</p> <p>Week 10. Crosstabulations / Comparing means</p> <p>Week 11. Covariance</p> <p><b>Assignment Workshop – Week 12</b></p> <p>Week 12. Assignment workshop and clinic</p>
<b>Key Concepts, Frameworks, Theories and Authors</b>	<ul style="list-style-type: none"> <li>• Social research methods</li> <li>• Quantitative research methods</li> <li>• Qualitative research methods</li> </ul>
<b>Teaching and Learning Methods</b>	Lectures, workshops, online resources.
<b>Assessment Requirements</b>	<p>This module is assessed (100%) by means of an individual 2000-word proposal for a Capstone research project.</p> <p><b>DUE WEEK 16, Tuesday 10<sup>th</sup> December, 12 Noon.</b></p>
<b>Reassessment Requirements</b>	The course is reassessed using the same assignment as above
<b>Indicative bibliography 4-5 titles max.</b>	<p>Braun, V. &amp; Clarke, V. (2022). Thematic analysis: A practical guide. London: Sage.</p> <p>** Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6<sup>th</sup>). OUP, Oxford.</p> <p>Denscombe, Martyn. The good research guide: for small-scale social research projects. McGraw-Hill Education (UK), 2014.</p> <p>Patton, M.Q. (2015). Qualitative research and evaluation methods: integrating theory and practice. Thousand Oaks, California: Sage.</p>

<b>Module Code</b>	SSU44152
<b>Module Name</b>	Disability and Human Rights: Global Perspectives
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Senior Sophister, 2024 / 2025
<b>Semester Taught</b>	Semester 2, Hilary Term
<b>Module Co-Ordinator</b>	Dr Edurne Garcia Iriarte
<b>Module Description/Content</b>	<p>This module focuses on disability as a human rights issue in a global context. The module explores various models of disability and the influences that they, in particular the human rights-based approach, have in developing disability policy. Specifically, this module examines the Convention on the Rights of Persons with Disabilities (UN, 2006) from local, national and global perspectives using a critical approach. Drawing from current research conducted internationally, policy in the areas of supported decision making, community living, inclusive education, and employment, and personal experiences of disability, students will have the opportunity to gain in-depth knowledge of disability and skills to critically analyse human rights-based policy from a contextual standpoint. Indicative topics:</p> <ul style="list-style-type: none"> <li>• Introduction to disability (week 1)</li> <li>• Disability models (week 2)</li> <li>• The concepts of normalcy and diversity (week 3)</li> <li>• The disability movement and the human rights-based approach (week 4)</li> <li>• Decision making and the right to legal capacity (week 5)</li> <li>• Independent living and the right to live in the community (week 6)</li> <li>• Education for all and employment (week 7)</li> <li>• Deafhood (week 8)</li> <li>• Universal Design for Learning (week 9)</li> <li>• Disability Policy Analysis Frameworks (week 10)</li> <li>• Inclusion and sustainability (week 11)</li> </ul>
<b>Module Aims</b>	<p><b>This module aims to provide students with:</b></p> <ul style="list-style-type: none"> <li>• A critical analysis of disability as a human rights issue and, in particular, of the Convention on the Rights of Persons with Disabilities (UN, 2006)</li> <li>• A comprehensive insight into different models of understanding disability</li> <li>• An in-depth exploration of experiences of disability from a critical and contextual standpoint</li> <li>• An understanding of how the human rights-based approach has influenced policies in relation to</li> </ul>

	<p>decision making, independent living, inclusive education and employment.</p> <ul style="list-style-type: none"> <li>• Practical policy analysis skills and universal design for learning knowledge</li> </ul>
<b>Module Learning Outcomes</b>	<p><b>By the end of the module, students should:</b></p> <p>LO1. Critically analyse the human rights discourse in relation to disability.</p> <p>LO2. Evaluate the potential and limitations of the Convention on the Rights of Persons with Disabilities (UN, 2006) to achieve dignified lives.</p> <p>LO3. Understand key debates on decision making, independent living, inclusive education and employment.</p> <p>LO5. Apply Universal Design for Learning principles to module outputs.</p>
<b>Key Concepts, Frameworks, Theories and Authors</b>	<p>This module draws from the field of Disability Studies and explores two of the most prominent models in disability policy development, the social model of disability and the human rights-based approach. Students will be supported to critically interrogate and understand the social construction of key concepts in discourses of disability, such as normalcy and ableism, and to critically think about issues faced by disabled people.</p>
<b>Teaching and Learning Methods</b>	<p>In person lectures and flipped classroom, presentations by guest lecturers, presentations by students, small and big group discussions, reading, group work, optional field visit. The module takes a Universal Design for Learning approach.</p>
<b>Assessment Requirements</b>	<ul style="list-style-type: none"> <li>• <b>Individual essay/project* (4000 words) 80%</b> <ul style="list-style-type: none"> <li>- Essay/project outline (week 8) 15% <b>DUE Week 30. Fri 21.03.25</b></li> <li>- Final essay/project (week 12) 65% <b>DUE Week 33. Thurs 10.04.25</b></li> </ul> </li> </ul> <p>Students can choose between the following options:</p> <ol style="list-style-type: none"> <li>1. <u>Individual essay</u> on a key disability topic covered in the module and drawing from publicly available accounts of personal experience of disability and empirical research.</li> <li>2. <u>Individual project</u> tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, and develop an output (e.g., poster, video, presentation, podcast) to raise awareness about it.</li> </ol> <p>*An outline of the essay/project needs to be</p>

	<p>submitted by week 8 for approval by the module lecturer. Formative feedback will be provided.</p> <ul style="list-style-type: none"> <li>• <b>Group project 20%</b> <b>DUE Week 33. Thurs 10.04.25</b></li> </ul> <p>The group project requires students to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10 minute (approximately) presentation on their findings to inform the corresponding weekly discussion.</p> <p>*Record of each individual’s contribution to the group analysis must be recorded in an individual reflective journal (300 words). 5%</p> <p>*Students can present their work using power point presentations, video, poster, blog/journal, podcast or other formats to be discussed with the module lecturer. (15%)</p>
<b>Reassessment Requirements</b>	<ul style="list-style-type: none"> <li>• Individual essay/project (4000 words) 80%</li> <li>• Individual presentation 20%</li> </ul>
<b>Indicative bibliography 4-5 titles max.</b>	<p>Davis L. J. (2017). <i>The Disability Studies Reader</i>, 5<sup>th</sup> Edition. p. 1 - 16. NY: Routledge.</p> <p>Garcia Iriarte, E., McConkey, R., &amp; Gilligan, R. (2016). <i>Disability and human rights: Global perspectives</i>. London: Palgrave Macmillan.</p> <p>Goodley, D. (2012). <i>Disability Studies: An interdisciplinary introduction</i>. London: Sage.</p> <p>Justesen, P. (2020). <i>From the periphery: Real life stories of disability</i>. Chicago: Lawrence Hill Books</p> <p>Sabatello, M. &amp; Schulze, M. (2014). <i>Human rights and Disability Advocacy</i>. Philadelphia: University of Pennsylvania Press.</p>
<b>Useful web-based content</b>	<p>Inclusion Ireland (2018). <i>19 Stories of Social Inclusion</i>. Available from <a href="http://www.inclusionireland.ie/stories-of-social-inclusion">http://www.inclusionireland.ie/stories-of-social-inclusion</a>.</p> <p>United Nations (2006). <i>Convention on the Rights of Persons with Disabilities</i>. Available from <a href="#">Convention on the Rights of Persons with Disabilities (CRPD)   United Nations Enable</a></p>
<b>Relevant Journals</b>	<p><a href="#">African Journal of Disability</a>  Disability &amp; Society  Disability Studies Quarterly  Alter European Journal of Disability Research</p>

<b>Module Code</b>	SSU44162
<b>Module Name</b>	Disability and Human Rights: Global Perspectives
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Senior Sophister, 2024/2025
<b>Semester Taught</b>	Semester 2, Hilary Term
<b>Module Co-Ordinator</b>	Dr Eurne Garcia Iriarte
<b>Module Descriptor / Content</b>	<p>This module focuses on disability as a human rights issue in a global context. The module explores various models of disability and the influences that they, in particular the human rights-based approach, have in developing disability policy. Specifically, this module examines the Convention on the Rights of Persons with Disabilities (UN, 2006) from local, national and global perspectives using a critical approach. Drawing from current research conducted internationally, policy in the areas of supported decision making, community living, inclusive education, and employment, and personal experiences of disability, students will have the opportunity to gain in-depth knowledge of disability and skills to critically analyse human rights-based policy from a contextual standpoint. Indicative topics:</p> <ul style="list-style-type: none"> <li>• Introduction to disability (week 1)</li> <li>• Disability models (week 2)</li> <li>• The concepts of normalcy and diversity (week 3)</li> <li>• The disability movement and the human rights-based approach (week 4)</li> <li>• Decision making and the right to legal capacity (week 5)</li> <li>• Independent living and the right to live in the community (week 6)</li> <li>• Education for all and employment (week 7)</li> <li>• Deafhood (week 8)</li> <li>• Universal Design for Learning (week 9)</li> <li>• Disability Policy Analysis Frameworks (week 10)</li> <li>• Inclusion and sustainability (week 11)</li> </ul>
<b>Module Aims</b>	<p><b>This module aims to provide students with:</b></p> <ul style="list-style-type: none"> <li>• A critical analysis of disability as a human rights issue and, in particular, of the Convention on the Rights of Persons with Disabilities (UN, 2006)</li> <li>• A comprehensive insight into different models of understanding disability</li> <li>• An in-depth exploration of experiences of disability from a critical and contextual standpoint</li> <li>• An understanding of how the human rights-based approach has influenced policies in relation to</li> </ul>

	<p>decision making, independent living, inclusive education and employment.</p> <ul style="list-style-type: none"> <li>• Practical policy analysis skills and universal design for learning knowledge</li> </ul>
<b>Module Learning Outcomes</b>	<p><b>By the end of the module, students should:</b></p> <p>LO1. Critically analyse the human rights discourse in relation to disability.</p> <p>LO2. Evaluate the potential and limitations of the Convention on the Rights of Persons with Disabilities (UN, 2006) to achieve dignified lives.</p> <p>LO3. Understand key debates on decision making, independent living, inclusive education and employment.</p> <p>LO5. Apply Universal Design for Learning principles to module outputs.</p>
<b>Key Concepts, Frameworks, Theories and Authors</b>	<p>This module draws from the field of Disability Studies and explores two of the most prominent models in disability policy development, the social model of disability and the human rights-based approach. Students will be supported to critically interrogate and understand the social construction of key concepts in discourses of disability, such as normalcy and ableism, and to creatively think about solutions to address issues faced by disabled people.</p>
<b>Teaching and Learning Methods</b>	<p>In person lectures and flipped classroom, presentations by guest lecturers, presentations by students, small and big group discussions, reading, group work, optional field visit. The module takes a Universal Design for Learning approach.</p>
<b>Assessment Requirements</b>	<ul style="list-style-type: none"> <li>• <b>Individual essay/project* (2000 words) 80%</b> <ul style="list-style-type: none"> <li>- Essay/project outline (week 8) 15% <b>DUE Week 30. Fri 21.03.25</b></li> <li>- Final essay/project (week 12) 65% <b>DUE Week 33. Thurs 10.04.25</b></li> </ul> </li> </ul> <p>Students can choose between the following options:</p> <ol style="list-style-type: none"> <li>3. <u>Individual essay</u> on a key disability topic covered in the module and drawing from publicly available accounts of personal experience of disability and empirical research.</li> <li>4. <u>Individual project</u> tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, and develop an output (e.g., poster, video, presentation, podcast) to raise awareness about it.</li> </ol> <p>*An outline of the essay/project needs to be</p>

	<p>submitted by week 8 for approval by the module lecturer. Formative feedback will be provided.</p> <ul style="list-style-type: none"> <li>• <b>Group project 20%</b> <b>DUE Week 33. Thurs 10.04.25</b></li> </ul> <p>The group project requires students to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10 minute (approximately) presentation on their findings to inform the corresponding weekly discussion.</p> <p>*Record of each individual’s contribution to the group analysis must be recorded in an individual reflective journal. 5%</p> <p>*Students can present their work using power point presentations, video, poster, blog/journal, podcast or other formats to be discussed with the module lecturer. 15%</p>
<b>Reassessment Requirements</b>	<ul style="list-style-type: none"> <li>• Individual essay/project (2000 words) 80%</li> <li>• Individual presentation 20%</li> </ul>
<b>Indicative bibliography 4-5 titles max.</b>	<p>Davis L. J. (2017). <i>The Disability Studies Reader</i>, 5<sup>th</sup> Edition. p. 1 - 16. NY: Routledge.</p> <p>Garcia Iriarte, E., McConkey, R., &amp; Gilligan, R. (2016). <i>Disability and human rights: Global perspectives</i>. London: Palgrave Macmillan.</p> <p>Goodley, D. (2012). <i>Disability Studies: An interdisciplinary introduction</i>. London: Sage.</p> <p>Justesen, P. (2020). <i>From the periphery: Real life stories of disability</i>. Chicago: Lawrence Hill Books</p> <p>Sabatello, M. &amp; Schulze, M. (2014). <i>Human rights and Disability Advocacy</i>. Philadelphia: University of Pennsylvania Press.</p>
<b>Useful web-based content</b>	<p>Inclusion Ireland (2018). <i>19 Stories of Social Inclusion</i>. Available from <a href="http://www.inclusionireland.ie/stories-of-social-inclusion">http://www.inclusionireland.ie/stories-of-social-inclusion</a>.</p> <p>United Nations (2006). <i>Convention on the Rights of Persons with Disabilities</i>. Available from <a href="#">Convention on the Rights of Persons with Disabilities (CRPD)   United Nations Enable</a></p>
<b>Relevant Journals</b>	<p><a href="#">African Journal of Disability</a>  Disability &amp; Society  Disability Studies Quarterly  Alter European Journal of Disability Research</p>

<b>Module Code</b>	SSU44112
<b>Module Name</b>	Crime and Justice – Theories, Responses and Contemporary Debates
<b>ECTS Weighting</b>	5 ECTS
<b>Year</b>	Senior Sophister, 2024-2025
<b>Semester Taught</b>	Hilary Term / Semester 2
<b>Module Co-Ordinator</b>	Professor Nicola Carr
<b>Module Description/Content</b>	<p>Crime and justice are key topics in contemporary policy debates as well as in popular culture. Questions of what constitutes criminal behaviour and how best to respond to crime and social harms have been preoccupations across many societies across time. These include considerations about how we define criminal behaviour and what strategies should be in place to prevent, intervene and respond to crime. The module begins with an exploration of some of the influential criminological theories of crime and criminality, it then proceeds to look at how responses to behaviour defined as criminal have emerged and changed over time. The module will explore the rationalities of punishment including deterrence, retribution, rehabilitation, and incapacitation, as well as the institutions and practices that have been developed to give these rationalities effect. This will include a focus on policing, prison, and wider sites of detention as well as probation and community sanctions. The module will also explore the coverage of crime and justice in contemporary culture, and how this influences public perceptions. The module will draw on contemporary criminological examples and historical case studies and will explore these issues from both an international an Irish perspective.</p>
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>• To equip students with an understanding of the various ways in which crime and criminal behaviour have been defined across time and place.</li> <li>• To equip students with an understanding of policies and strategies that have emerged to address the problem of crime, both in historic and contemporary contexts.</li> <li>• To equip students with a knowledge of the rationalities that inform sentencing and the justifications for imposing punishment for</li> </ul>



	<p>criminal offences.</p> <ul style="list-style-type: none"> <li>• To equip students with an understanding of the main institutions and agencies within the criminal justice system, including their functions and critiques.</li> <li>• To ground students' understanding of crime and justice within the context of broader social policy and contemporary culture and debates.</li> </ul>
<b>Module Learning Outcomes</b>	<p><b><i>After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts.</li> <li>• Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies.</li> <li>• Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy.</li> <li>• Critically analyse policies aimed at addressing crime.</li> <li>• Apply research, critical analysis, writing, digital and presentation skills.</li> </ul>
<b>Key Concepts, Theories and Authors</b>	<p>This module will cover key criminological theories that have shaped understandings of crime and criminality, including sociological and constructionist perspectives such as <i>labelling theory</i>. It will also cover rationalities of sentencing and punishment, including concepts such as <i>retribution, deterrence, rehabilitation, and incapacitation</i>. Key authors featured include: Michele Foucault, Stan Cohen, David Garland, Jonathan Simon, Nicole Rafter and Michelle Brown.</p>
<b>Teaching and Learning Methods</b>	<p>Lectures; in-class discussions and exercises; assigned readings.</p>
<b>Assessment Requirements</b>	<p>Blog Posts (x2) (20%);  <b>Blog 1 Due: Week 25. Friday 14.02.25 (10 %)</b>  <b>Blog 2 Due: Week 29. Friday 14.03.25 (10 %)</b></p> <p>Essay – 1,500 Words (80%)  <b>Due: Week 33. Fri 11.04.25</b></p>

<b>Reassessment Requirements</b>	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.
<b>Indicative bibliography 4-5 titles max.</b>	<p>Carvalho, H. &amp; Chamberlen, A. (2023) <i>Questioning Punishment</i>. London: Routledge.</p> <p>Geiran, V. &amp; McCarthy, S. (2022) <i>Probation and Parole in Ireland: Law and Practice</i>. Dublin: Clarus Press.</p> <p>Healy et al (Eds.) (2016) <i>The Routledge Handbook of Irish Criminology</i>. London: Routledge.</p> <p>Kiely, E. &amp; Swirak, K. (2022) <i>The Criminalisation of Social Policy in Neoliberal Societies</i>. Bristol: Bristol University Press.</p> <p>Windle, J. et al (2023) <i>Criminology, Crime and Justice in Ireland. An Introduction</i>. London: Routledge.</p>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• Association for Criminal Justice Research and Development (ACJRD): <a href="https://www.acjrd.ie">https://www.acjrd.ie</a></li> <li>• Central Statistics Office (CSO) – Crime and Justice Statistics: <a href="https://www.cso.ie/en/statistics/crimeandjustice/">https://www.cso.ie/en/statistics/crimeandjustice/</a></li> <li>• Irish Penal Reform Trust: <a href="https://www.iprt.ie">https://www.iprt.ie</a></li> <li>• Irish Prison Service: <a href="https://www.irishprisons.ie">https://www.irishprisons.ie</a></li> <li>• Policing Authority: <a href="https://www.policingauthority.ie/en">https://www.policingauthority.ie/en</a></li> <li>• Probation Service: <a href="https://www.probation.ie">https://www.probation.ie</a></li> <li>• SPACE Council of Europe Penal Statistics: <a href="https://www.coe.int/en/web/prison/space">https://www.coe.int/en/web/prison/space</a></li> </ul>
<b>Relevant Journals</b>	<p><a href="#"><i>Punishment and Society</i></a></p> <p><a href="#"><i>Criminology and Criminal Justice</i></a></p> <p><a href="#"><i>Theoretical Criminology</i></a></p> <p><a href="#"><i>European Journal of Criminology</i></a></p> <p><a href="#"><i>Irish Probation Journal</i></a></p>

<b>Module Code</b>	SSU44102
<b>Module Name</b>	Crime and Justice – Theories, Responses and Contemporary Debates
<b>ECTS Weighting</b>	10 ECTS
<b>Year</b>	Senior Sophister / 2024-2025
<b>Semester Taught</b>	Hilary Term / Semester 2
<b>Module Co-Ordinator</b>	Professor Nicola Carr
<b>Module Description/Content</b>	<p>Crime and justice are key topics in contemporary policy debates as well as in popular culture. Questions of what constitutes criminal behaviour and how best to respond to crime and social harms have been preoccupations across many societies across time. These include considerations about how we define criminal behaviour and what strategies should be in place to prevent, intervene and respond to crime. The module begins with an exploration of some of the influential criminological theories of crime and criminality, it then proceeds to look at how responses to behaviour defined as criminal have emerged and changed over time. The module will explore the rationalities of punishment including deterrence, retribution, rehabilitation, and incapacitation, as well as the institutions and practices that have been developed to give these rationalities effect. This will include a focus on policing, prison, and wider sites of detention as well as probation and community sanctions. The module will also explore the coverage of crime and justice in contemporary culture, and how this influences public perceptions. The module will draw on contemporary criminological examples and historical case studies and will explore these issues from both an international an Irish perspective.</p>
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>• To equip students with an understanding of the various ways in which crime and criminal behaviour have been defined across time and place.</li> <li>• To equip students with an understanding of policies and strategies that have emerged to address the problem of crime, both in historic and contemporary contexts.</li> <li>• To equip students with a knowledge of the rationalities that inform sentencing and the justifications for imposing punishment for</li> </ul>

	<p>criminal offences.</p> <ul style="list-style-type: none"> <li>• To equip students with an understanding of the main institutions and agencies within the criminal justice system, including their functions and critiques.</li> <li>• To ground students' understanding of crime and justice within the context of broader social policy and contemporary culture and debates.</li> </ul>
<b>Module Learning Outcomes</b>	<p><i>After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts.</li> <li>• Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies.</li> <li>• Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy.</li> <li>• Critically analyse policies aimed at addressing crime.</li> <li>• Apply research, critical analysis, writing, digital and presentation skills.</li> </ul>
<b>Key Concepts, Theories and Authors</b>	<p>This module will cover key criminological theories that have shaped understandings of crime and criminality, including sociological and constructionist perspectives such as labelling theory. It will also cover rationalities of sentencing and punishment, including concepts such as retribution, deterrence, rehabilitation, and incapacitation. Key authors featured include: Michele Foucault, Stan Cohen, David Garland, Jonathan Simon, Nicole Rafter and Michelle Brown.</p>
<b>Teaching and Learning Methods</b>	<p>Lectures; in-class discussions and exercises; assigned readings.</p>
<b>Assessment Requirements</b>	<p>Blog Posts: (x2) (20%);  <b>Blog 1 Due: Week 25. Friday 14.02.25 (10 %)</b>  <b>Blog 2 Due: Week 29. Friday 14.03.25 (10 %)</b></p> <p>Essay – 2,500 Words (80%)  <b>Due: Week 33. Fri 11.04.25</b></p>

<b>Reassessment Requirements</b>	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.
<b>Indicative bibliography 4-5 titles max.</b>	<p>Carvalho, H. &amp; Chamberlen, A. (2023) <i>Questioning Punishment</i>. London: Routledge.</p> <p>Geiran, V. &amp; McCarthy, S. (2022) <i>Probation and Parole in Ireland: Law and Practice</i>. Dublin: Clarus Press.</p> <p>Healy et al (Eds.) (2016) <i>The Routledge Handbook of Irish Criminology</i>. London: Routledge.</p> <p>Kiely, E. &amp; Swirak, K. (2022) <i>The Criminalisation of Social Policy in Neoliberal Societies</i>. Bristol: Bristol University Press.</p> <p>Windle, J. et al (2023) <i>Criminology, Crime and Justice in Ireland. An Introduction</i>. London: Routledge.</p>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• Association for Criminal Justice Research and Development (ACJRD): <a href="https://www.acjrd.ie">https://www.acjrd.ie</a></li> <li>• Central Statistics Office (CSO) – Crime and Justice Statistics: <a href="https://www.cso.ie/en/statistics/crimeandjustice/">https://www.cso.ie/en/statistics/crimeandjustice/</a></li> <li>• Irish Penal Reform Trust: <a href="https://www.iprt.ie">https://www.iprt.ie</a></li> <li>• Irish Prison Service: <a href="https://www.irishprisons.ie">https://www.irishprisons.ie</a></li> <li>• Policing Authority: <a href="https://www.policingauthority.ie/en">https://www.policingauthority.ie/en</a></li> <li>• Probation Service: <a href="https://www.probation.ie">https://www.probation.ie</a></li> <li>• SPACE Council of Europe Penal Statistics: <a href="https://www.coe.int/en/web/prison/space">https://www.coe.int/en/web/prison/space</a></li> </ul>
<b>Relevant Journals</b>	<p><a href="#"><i>Punishment and Society</i></a></p> <p><a href="#"><i>Criminology and Criminal Justice</i></a></p> <p><a href="#"><i>Theoretical Criminology</i></a></p> <p><a href="#"><i>European Journal of Criminology</i></a></p> <p><a href="#"><i>Irish Probation Journal</i></a></p>

## APPENDIX II. Teaching Staff Biographies

### Dr Catherine Elliott O' Dare



**Dr Catherine Elliott O'Dare** is Assistant Professor in Social Policy at the School of Social Work and Social Policy. Catherine earned her doctorate at Trinity College Dublin, awarded in 2019. As a social scientist, Catherine's research interests include friendship, non-kin intergenerational relations, the social aspects of ageing - work, society and ageism (with an overarching emphasis on equality and social inclusion) and qualitative research methods. Catherine's recent research on intergenerational friendship and ageism have generated high impact publications including lead-authored articles in *Canadian Journal on Aging/La Revue Canadienne du vieillissement*, *Journal of Aging Studies*, *Ageing and Society*, *Social Inclusion*, along with two book chapters, and two co-authored methodological papers published in *Qualitative Health Research*, and *International Journal of Qualitative Methods*. Catherine's recent article in 'The Conversation' magazine on the topic of intergenerational friendship garnered 22,000 reads.

In addition, Catherine has participated in international conferences [including in Finland, Germany, UK, and Norway] and nationally. Catherine has also engaged with enterprise and interest organisations on the topics of ageism and intergenerational relations in the workplace and society.

## Prof. Nicola Carr



**Prof. Nicola Carr** is Professor of Social Work and Social Policy in the School. She has previously worked in Queen's University Belfast and the University of Nottingham, where she has taught on social work and criminology programmes. Nicola is professionally qualified as a probation officer and has previously worked both with adults and young people in the criminal justice system. She researches different aspects of the criminal justice system, including people's experiences of contact with the system. This has included studies of young people's interactions with police [and LGBT people's experiences of imprisonment](#). She is also interested in practice and decision-making in the criminal justice system and has carried out a range of research in this area. She has recently completed a study on sentencing in the District Courts in Ireland and is currently undertaking [research on the probation service in England and Wales](#). This has involved the production of a podcast series with the Prison Radio Association exploring the purposes and future of probation. Nicola is also currently leading [a five-nation comparative study](#) exploring practices and experiences of community supervision. Nicola has written widely on different aspects of crime and justice. She has recently published a book on [Time and Punishment](#) (with Gwen Robinson), which explores how time is an integral aspect of punishment, and a book on [Youth Justice](#) (with Roger Smith), which looks at youth justice in the global context. Nicola has acted as a Scientific Advisor to the Council of Europe and is a Board member of the [Confederation of European Probation](#). She has served as editor of the *Probation Journal* and is an editorial board member of the *British Journal of Criminology*, *Youth Justice* and the *Irish Probation Journal*.

## 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 Edurne Garcia Iriarte



**Dr Edurne Garcia Iriarte** is an assistant professor in the School of Social Work and Social Policy and Director of the Trinity Inclusive Curriculum Project. She joined Trinity in 2009 as a Marie Curie Post-Doctoral Research fellow at the National Institute for Intellectual Disability. Edurne graduated from the University of Salamanca (Spain) (BA in Psychology, 2001), and the University of Illinois at Chicago (USA) (MSc in Disability and Human Development, 2005, PhD in Disability Studies, 2009), where she also worked as a researcher and expert evaluator at the Centre for Capacity Building on Minorities with Disabilities Research (2005-2008). Edurne's research interests focus on social inclusion and disability, inclusive research, participatory research and teaching approaches, the intersection of disability, migration, and ethnicity, and inclusive education. Edurne has collaborated and led on several research and evaluation studies in Ireland and internationally. She sits on the Executive Editorial Board of the British Journal of Learning Disabilities since 2020 and, since 2009, Edurne has been a university supporter of the Inclusive Research Network, a pioneer group of people with experience of intellectual disability conducting research in Ireland. She was a recipient of the Excellence in Supervision of Research Students Award in 2023. Edurne's full profile is available here [www.tcd.ie/research/profiles/?profile=iriartee](http://www.tcd.ie/research/profiles/?profile=iriartee)

## Dr Paula Mayock



**Dr Paula Mayock** is an Associate Professor at the School of Social Work and Social Policy, Trinity College Dublin, where she teaches modules to both undergraduate and postgraduate students. She was Course Director of the Masters in Applied Social Research from 2010-2018, Director of Teaching and Learning Postgraduate from 2018-2022, and Course Director of the BA in Sociology and Social Policy from 2022-2024. She is currently Director of Research and member of the Research Ethics Committee in the School and has been a College Tutor since 2012. Paula has supervised or co-supervised ten PhDs to completion (six of them IRC-funded) and has mentored one IRC-funded postdoctoral Research Fellow. She is a qualitative methodologist with a particular interest in biographical and qualitative longitudinal research methods. Her research focuses primarily on the lives and experiences of marginalised youth and adult populations, covering areas such as homelessness, drug use and drug problems, which intersect strongly with topics including mental health, care experience, stigma and recovery. Paula's research has a strong policy focus and she has received research funding from numerous statutory and voluntary agencies, including the Irish Research Council, Health Research Board, Health Service Executive, Department of Children and Youth Affairs, Housing Agency, Dublin Region Homeless Executive, Crisis Pregnancy Agency, National Office for Suicide Prevention, Focus Ireland and Simon Communities, among others. Paula is co-editor of *Women's Homelessness in Europe* (Palgrave Macmillan 2016), co-author of *Lives in Crisis: Homeless Young People in Dublin* (Liffey Press 2007), and author of numerous articles, book chapters and research reports. She is currently Chairperson of the Steering Group for the Implementation of the *Youth Homelessness Strategy 2023-2025* at the Department of Housing, Local Government and Heritage.

## 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 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 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 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.