



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

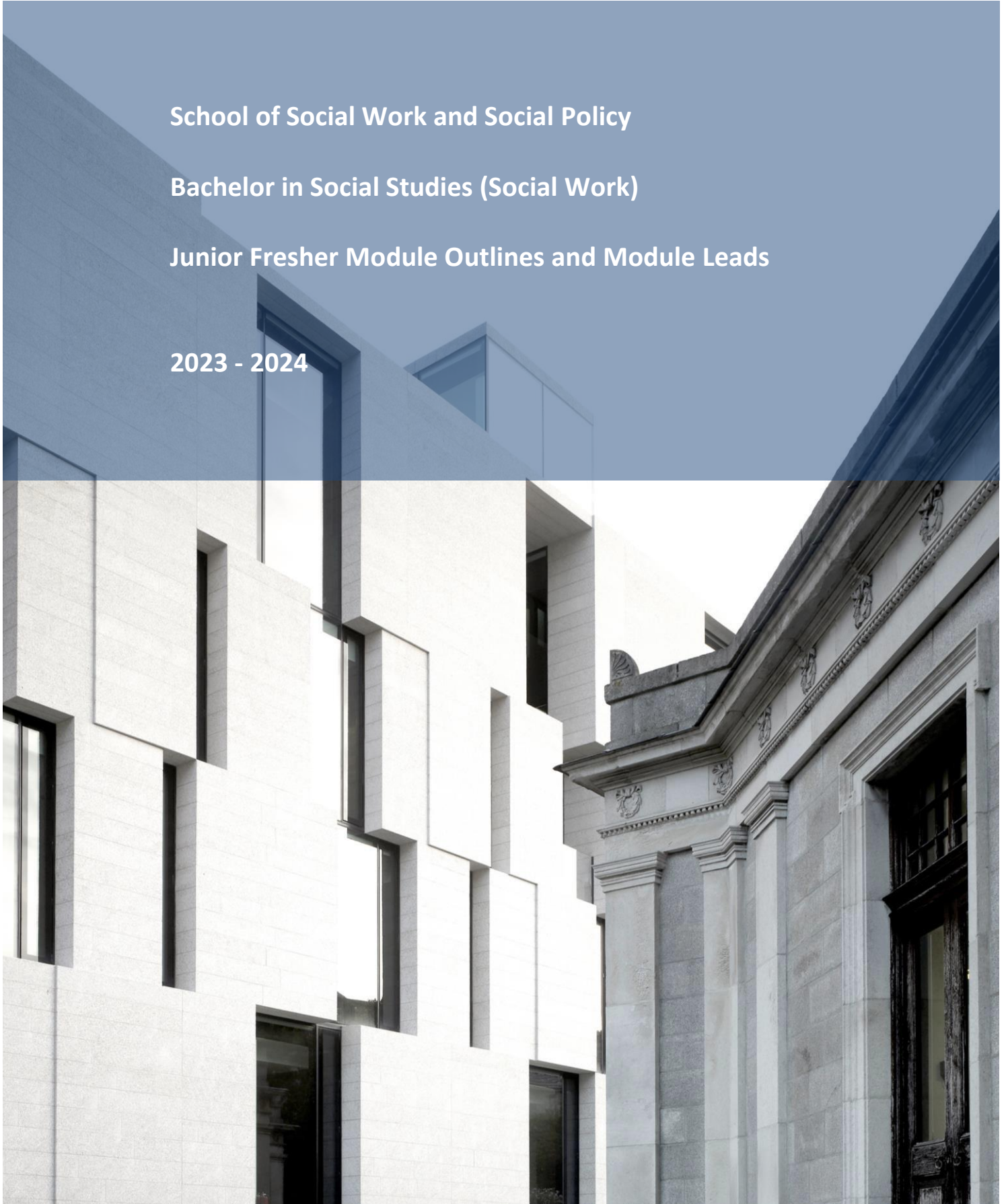
The University of Dublin

**School of Social Work and Social Policy**

**Bachelor in Social Studies (Social Work)**

**Junior Fresher Module Outlines and Module Leads**

**2023 - 2024**



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## Role Description for Module Lead on the BSS

The primary responsibility of the module lead is to ensure that the module is coherent and integrated, and that its design and delivery provides high quality learning opportunities for students. The module lead will predominantly support and manage the *module teaching and marking team*, so that the tasks outlined below are carried out effectively within the context of the module outcomes and descriptors.

The module teaching and marking team comprises the module lead and any other staff contributing to the module (within the College or outside of it), including Graduate Teaching Assistants and other postgraduates with allocated teaching responsibilities. In fulfilling these aims, the module lead will communicate with (and report to) the relevant Course Director. Essentially, the role of the module lead is to ensure that there is congruence between the learning aims, outcomes, teaching methods and content, and forms of assessment, and that all involved in the module are aware of this.

Where modules are being delivered by multiple contributors, which may include a mixture of core School staff and external contributors, the module lead must ensure that taught and assessed standards of proficiency for social workers, are suitably and fully addressed across the module. The module lead will convene at least one meeting, or more as necessary with module contributors.

### Module Design and Review

The module lead should:

- (a) Review the module aims and learning outcomes to ensure that the module is aligned with programme-level learning outcomes, CORU standards of proficiency and the College's (list of) Graduate Attributes;
- (b) Ensure that the teaching and learning methods (including contact time and guided independent study) are planned to facilitate the achievement of the module learning outcomes, and actively engage students in their learning;
- (c) Keep abreast with developments within the Trinity Educational Project (TEP) and apply relevant strictures or innovations from it to the module;
- (d) Consider resource issues and the cost effectiveness of module delivery;
- (e) Review and amend as necessary appropriate formative and summative assessment methods that allow students to demonstrate achievement of the module learning outcomes and progression towards programme-level learning outcomes;
- (f) Take proactive account of the needs of different learners in the module learning outcomes, delivery and assessment methods;
- (g) Consider how service-user perspectives can be embraced within the module;

- (h) Take account of evidence-informed, inter-disciplinary and international perspectives when reviewing the content of the module curriculum;
- (i) Ensure that the notional hours of learning (including contact time, guided independent study and completion of the assessments) are commensurate with the credit weighting of the module;
- (j) Prepare and review module descriptions in line with established School and College deadlines for programme management; and
- (k) Ensure that module evidences the teaching and assessment of appropriate CORU standards of proficiency and where there are multiple contributors, that a coherent, integrated and effective approach to covering standards of proficiency occurs.

### **Teaching and Supporting Learning**

The module lead should:

- (a) Act as a point of contact for students enrolled in the module where necessary;
- (b) Review the profile of the student cohort and proactively consider what their learning needs are;
- (c) Ensure that subject knowledge, skills, attributes and values that are outlined in the module learning outcomes are integrated so that the module forms a coherent, integrated whole;
- (d) Ensure that the module content is up-to-date and informed by current research, theory and scholarship;
- (e) Ensure that the module content is diverse and inclusive;
- (f) Provide opportunities to connect subject knowledge, skills and attributes to their use in the wider world, as appropriate;
- (g) Ensure that the module is delivered using pedagogies appropriate to the discipline of social work and the learning needs of the students;
- (h) Provide students with opportunities to learn collaboratively together and with other disciplines, if possible, as well as individually;
- (i) Support contributors with integrating technology-enhanced learning methods, where appropriate;
- (j) Ensure that Blackboard for the module is set up and maintained to create a supportive learning environment;
- (k) Ensure any cause for concern as to a student's academic engagement or fitness to study/practice has been raised with the Course Director; and
- (l) Support and advise external contributors to the module, enabling them to shape their contributions to the learning outcomes for the module, to ensure they address standards of proficiency in a manner that works in the context of the overall module, and to make connections with other lectures and learning inputs. When the external

contributor is a service user, make sure that he/she is fully briefed, supported and recompensed.

### **Assessing and Giving Feedback to Students**

The module lead should:

- (a) Ensure that assessment guidance includes clear criteria and hand-in dates and, where appropriate, confirm that they are internally and externally moderated before distribution to students;
- (b) Ensure that the assessment e-submission points are set up in Blackboard, unless there is an agreed exception;
- (c) In line with the College's established deadlines and specifications, and the Course Director's and External Examiner's comments, ratify the appropriateness of examination questions and papers;
- (d) Liaise with the School and College Disability Officers (where appropriate) regarding any special examination arrangements that may be required;
- (e) Ensure that markers for the module provide helpful feedback on assessed work with advice to students on how to improve the submission; and
- (f) Ensure that feedback on assessed work is congruent with the College's conceptual equivalents on degree classifications.

### **Marking, Feedback and Moderation**

The module lead should:

- (a) Provide opportunities, if required, for the marking team to discuss how the assessment criteria should be applied to ensure standards and consistency;
- (b) Ensure that relevant School and College policies and procedures are applied (eg arrangements for students with disabilities and penalties for late submission);
- (c) Ensure that the marking team provide helpful feedback to students highlighting how they can improve their submissions;
- (d) Contribute to the programme examiners' meetings and examination processes.

Version 2023, as adapted from Houston, 2019.

## Module Leads

Module	Course	Module Lead
SSU11010	Introduction to Psychology	Mr Harvey McCone <a href="mailto:mccone@tcd.ie">mccone@tcd.ie</a>
SSU11030	Introduction to Social Work	Dr Leigh-Ann Sweeney <a href="mailto:sweeney@tcd.ie">sweeney@tcd.ie</a>
SSU11051	Introduction to Social Policy Concepts	Dr Kasia Wodniak <a href="mailto:kwodniak@tcd.ie">kwodniak@tcd.ie</a>
SSU11072	Introduction to Practice-based Learning	Dr Sinéad Whiting <a href="mailto:sinead.whiting@tcd.ie">sinead.whiting@tcd.ie</a>
ECU11031	Introduction to Economic Policy A	Prof Sharyn O'Halloran <a href="mailto:shohallo@tcd.ie">shohallo@tcd.ie</a>
POU11021 & POU11022	Politics and Irish Society A & B	Eman Abboud <a href="mailto:eabboud@tcd.ie">eabboud@tcd.ie</a>
ECU11032	Introduction to Economic Policy B	Dr Joseph Kopecky <a href="mailto:jkopec@tcd.ie">jkopec@tcd.ie</a>
SOU11013	Introduction to Sociology 1	Dr Richard Layte <a href="mailto:layte@tcd.ie">layte@tcd.ie</a>
SOU11014	Introduction to Sociology 2	Dr Pablo Gracia <a href="mailto:graciap@tcd.ie">graciap@tcd.ie</a>

## Junior Fresher Module Outlines

### SSU11010 Introduction to Psychology (10 ECTS)

<b>Module code and name</b>	SSU11010 Introduction to Psychology
<b>Module aims</b>	<p>This module aims to provide students with an introduction to the scientific study of mind and behaviour. Students will gain a foundation in key topics within psychology: the history of psychology and mental illness, developmental psychology, cognitive psychology, individual differences and abnormal psychology.</p> <p>In each topic covered in the module, students will be taught to adopt a critical approach to understanding psychological research and intervention. The advantages and limitations of each topic are considered and discussed in depth in each lecture, and students will be required to demonstrate their critical understanding in the module assessments.</p> <p>The module also aims to provide students with a critical understanding of the method of scientific enquiry underpinning psychology. Students will be introduced to the scientific method underpinning psychological research and will be taught to understand the critical importance of ethical and evidence-based practice in psychological research and intervention.</p> <p>Students will also be provided with the skills to express their knowledge and critical evaluation of psychology in clear, concise and accurate manner, with appropriate use of psychological terminology and reference to relevant literature.</p>
<b>Module learning outcomes</b>	<p>Upon completion of this module, students should be able to:</p> <ol style="list-style-type: none"><li>1. Demonstrate a critical understanding of key theories and concepts within the discipline of psychology (SOP 5.3, 5.21).</li><li>2. Critically understand the principles of scientific enquiry in psychology, and how this underpins psychological research and intervention (SOP 5.21).</li><li>3. Demonstrate a critical appreciation for the importance of ethical practices within psychological research and intervention (SOP 5.21).</li><li>4. Show a critical understanding of the contributions and criticisms of the major schools of psychological thought (SOP 5.3).</li></ol>

	<p>5. Appreciate the importance of evidence-based practice within psychology (SOP 5.21).</p> <p>6. Express a critical understanding of psychological topics in a clear, concise and accurate manner, with reference to relevant psychological literature and using appropriate psychological terminology (SOP 5.3, 2.6, 5.20).</p>
<b>Module content</b>	<p>This module will include the following topics:</p> <ul style="list-style-type: none"> <li>• History of the development of psychology, including the main schools of psychology</li> <li>• Research and ethical principles in psychology</li> <li>• Developmental Psychology (from early childhood to late adulthood)</li> <li>• Individual Differences (theories and measurement of personality and intelligence)</li> <li>• Cognitive Psychology (including memory and attentional processes)</li> <li>• Abnormal Psychology (an overview of psychological disorder, including diagnostic and therapeutic approaches)</li> </ul> <p>Social Psychology (the psychology of interpersonal and group processes).</p>
<b>Standards of proficiency taught</b>	2.6, 5.3, 5.20, 5.21
<b>Standards of proficiency assessed</b>	2.6, 5.3, 5.20, 5.21
<b>Teaching and learning format</b>	Weekly in-person lectures.
<b>Attendance &amp; Assessment</b>	<p>Students are expected to attend 100% of this module.</p> <p>A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p> <hr/> <p>This module has 6 Assessment components:</p> <p><b>A: Michaelmas Term</b>, 2 quizzes [Weighting 5%] and 1 video essay [Weighting 45%]</p>



	<ul style="list-style-type: none"> <li>• Quiz 1: The Science of Psychology, History of Psychology, History of Mental Illness (Learning Outcomes Assessed: 2, 3, 4, 5)</li> <li>• Quiz 2: Developmental Psychology, Social Psychology (Learning Outcomes Assessed: 1, 3, 4)</li> <li>• <b>Video Essay 1:</b> Students required to outline and critically evaluate of a psychological school of thought. (Learning Outcomes Assessed: 1, 4, 6).</li> </ul> <p><b>B: Hilary Term</b>, 2 quizzes [Weighting 5%] and 1 video essay [Weighting 45%] (Learning outcome assessed)</p> <ul style="list-style-type: none"> <li>• Quiz 1: Cognitive Psychology, Personality and Individual Differences (Learning Outcomes Assessed: 1, 3).</li> <li>• Quiz 2: Abnormal Psychology (Learning Outcomes Assessed: 1, 2, 3).</li> <li>• <b>Video Essay 2:</b> Students required to either: A. Characterize a psychological disorder, and critically evaluate the strength and weaknesses of treatment approaches for that disorder.</li> <li>• B. Critically evaluate the concept of intelligence and the application of intelligence testing. C. Critically evaluate research findings on a social psychological topic (such as conformity or obedience) and discuss the implications of these findings for psychological interventions (Learning Outcomes Assessed: 1, 3, 5, 6).</li> </ul> <p>Students must attempt and pass all components of assessment to pass the module overall.</p>
<b>Reassessment</b>	Reassessment as above.
<b>Assessment deadlines &amp; extensions</b>	<p>There are penalties for late submission of written work without an agreed extension.</p> <ul style="list-style-type: none"> <li>• Up to one week's lateness incurs a penalty of 5 marks;</li> <li>• One to two week's lateness incurs a penalty of 10 marks.</li> <li>• After 2 weeks a mark of 0 will be awarded.</li> </ul> <p>Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.</p>

<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Biswas-Diener, R., &amp; Diener, E. (Eds.). (2019). Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers.</p> <p>Kalat, J. W. (2017). Introduction to Psychology. Cengage Learning.</p> <p>Marcus, G. (2006). The Norton psychology reader. WW Norton &amp; Co.</p>
<b>Useful web-based content</b>	<p>Useful web-based content:</p> <p><a href="https://digest.bps.org.uk/">https://digest.bps.org.uk/</a></p> <p><a href="https://www.psychologytoday.com/ie">https://www.psychologytoday.com/ie</a></p> <p><a href="https://www.scientificamerican.com/mind/">https://www.scientificamerican.com/mind/</a></p> <p><a href="https://www.ted.com/playlists/173/fascinating_psych_experiments">https://www.ted.com/playlists/173/fascinating_psych_experiments</a></p> <p><a href="https://courses.lumenlearning.com/waymaker-psychology/">https://courses.lumenlearning.com/waymaker-psychology/</a></p> <p><a href="https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf">https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf</a></p>
<b>Relevant Journals</b>	<p>PsycINFO and PsycArticles.</p>

## SSU11030: Introduction to Social Work: (10 ECTS)

<b>Module code and name</b>	SSU11030: Introduction to Social Work
<b>Module aims</b>	This module, delivered across Michaelmas and Hilary Terms, aims to provide an introductory overview of the essential nature of social work. This includes the historical development of the profession in Ireland and its many contemporary forms and influences.
<b>Module learning outcomes</b>	<p>On successful completion of this section of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an introductory understanding of approaches to relationship-based practice, reflective practice, reflexivity, and critical reflection in social work. 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12, 2.13, 2.15, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.17, 5.23.</li> <li>• Articulate core roles and responsibilities of social work, fields of practice, foundational competencies, and be able to distinguish social work from cognate disciplines such as social care. 1.1, 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.17, 5.23.</li> <li>• Comprehend the historical genesis of the social work profession in Ireland and its relationship to contemporary practice 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23.</li> <li>• Determine the role of values and core ethical principles in professional competency for social work practice 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18. 4.2, 4.3, 4.4, 4.5.</li> <li>• Demonstrate an introductory awareness of core skills and competencies, theories, perspectives, and knowledge that social work practitioners utilise in their work. 2.2, 2.3, 2.4, 2.9, 2.12, 2.13, 2.15 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23.</li> <li>• Critically evaluate the basic nature of supported living/</li> </ul>

	<p>alternative care services in Ireland 1.3, 1.4, 1.5, 1.6, 1.10, 1.11, 1.12, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.14, 5.1, 5.2, 5.6, 5.9, 5.10, 5.12.</p> <ul style="list-style-type: none"> <li>• Illustrate an understanding of the implications of professional accreditation, regulation, and statutory registration for qualified social work practitioners 1.8, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.14, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.6, 5.9, 5.10, 5.12.</li> </ul>
<b>Module content</b>	<p>The purpose of this module, delivered across Michaelmas and Hilary Terms, is to gain an introductory overview of the essential nature of social work. This includes the historical development of the profession in Ireland and its many contemporary forms and influences. The varying roles that social workers occupy and the regulatory system that supports the statutory registration of social workers in Ireland are introduced.</p> <p>Within this, the ethical imperative of satisfying standards of proficiency and upholding the code of conduct and ethics and practicing in accordance with the best interests of service users is emphasised. Foundational practice competencies such as understanding legislation and responsibilities relating to candour, disclosure and confidentiality will be taught.</p> <p>Through reflection on the position of marginalised service users, a particular focus is given to the nature and form of supported living /alternative care in Ireland.</p> <p>Unique characteristics of social work are explored to gain insight into what distinguishes social work from cognate disciplines such as social care. Basic skills and competencies of social work, common tools such as the genogram, and elements of the social work process such as assessment and intervention are introduced.</p> <p>Students are also familiarised with the profession's traditional social justice mandate and approaches to support this such as anti-discriminatory practice.</p> <p>Core theories and perspectives in social work are explored including ecological systems theory, task centred practice, person-</p>

	<p>centred approaches, strengths-based and solution-focused perspectives, and feminism. An appreciation of the importance of the life-course in social work is also conveyed through exploration of relevant theory.</p> <p>Lastly, the role of values and ethics in social work for professional competency features. In this context, the module dwells upon the crucial nature of reflective practice, reflexivity, and critical thinking for competent and collaborative social work. Here, emphasis is placed on the contribution these skills make to anti-oppressive practice and relationship-based practice.</p> <p><b>Module Topics include:</b></p> <ul style="list-style-type: none"> <li>• An introduction to core values, moral reasoning, and ethical principles in social work.</li> <li>• An examination of the historical development of social work, including social work education, to thereby contextualise major themes in contemporary practice.</li> <li>• An introduction to skills and competencies in social work, key aspects of the social work knowledge base, and the nature of the social work process.</li> <li>• An introduction to key theories and perspectives in social work such as strengths-based and solution-focused perspectives, ecological system theory, life-course perspectives, and task centred practice.</li> <li>• An exploration of defining features of social work in the context of other occupations.</li> <li>• Consideration of the position of social work service users whereby a particular focus is given to the nature of residential / alternative care in Ireland, and the need for person-centred approaches.</li> <li>• Implications of statutory registration and regulation of the profession.</li> </ul>
<b>Teaching and learning format</b>	<p>The module will be delivered through a mix of lectures and tutorial work. Students will also be asked to engage with learning resources provided on the relevant module Blackboard page. Vignettes will be used to encourage critical thinking about scenarios that could be encountered in practice.</p>
<b>CORU domains of</b>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16,</p>

<b>proficiency taught.</b>	1.17,1.18, 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12, 2.13, 2.15, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.14, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23,
<b>Standards of proficiency assessed</b>	1.1, 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17,1.18, 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12, 2.13, 2.15, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.14, 4.2, 4.3, 4.4, 4.5 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23,
<b>Attendance &amp; Assessment</b>	<p>Students are expected to attend 100% of this module.</p> <p>A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p> <hr/> <p>Michaelmas Term: Essay (30%)  Hilary Term: Exam (70%)  The essay question for this module is:</p> <p>“Social work is variously defined” (Dominelli, 2009, p.7). In this context, discuss major influences on the essential nature of social work.</p>
<b>Re-assessment</b>	Students who fail the assessment will be reassessed by way of a written assignment.
<b>Assessment deadlines &amp; extensions</b>	<p>There are penalties for late submission of written work without an agreed extension.</p> <ul style="list-style-type: none"> <li>• Up to one week’s lateness incurs a penalty of 5 marks;</li> <li>• One to two week’s lateness incurs a penalty of 10 marks.</li> <li>• After 2 weeks a mark of 0 will be awarded.</li> </ul> <p>Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available for example a short extension or a deferral.</p>
<b>Indicative bibliography (if</b>	Skehill, C. (2011). <i>History of Social Work in the Republic of Ireland</i> . OUP.

<p><b>available) 4-5 titles max.</b></p>	<p>Davies, M. (ed) (2013) <i>The Blackwell Companion to Social Work</i>. 4<sup>th</sup> edn. Blackwell Publishers. Chapter 6.2.13, p.451; Chapter 6.2.24, p.492; and book 2, The Human Life-Cycle.</p> <p>Banks, S. (2012) <i>Ethics and Values in Social Work</i>. 4<sup>th</sup> edn. Macmillan International Higher Education.</p> <p>Wilson, K. (2011) <i>Social Work: An Introduction to Contemporary Practice</i>. 2<sup>nd</sup> edn. Prentice Hall.</p>
<p><b>Useful web-based content</b></p>	<p>For this module, a reading list has been created through Trinity's 'myreadinglist' function. Please access this through the module blackboard page.</p>
<p><b>Relevant Journals</b></p>	<p>British Journal of Social Work  Journal of Social Work  Journal of Social Work Practice  International Social Work  European Journal of Social Work  Child and Family Social Work  Qualitative Social Work  Child Care in Practice  Child Abuse Review  Child Abuse &amp; Neglect  Child Maltreatment  Child and Youth Services Review  Disability and Society.</p>

## SSU11051 Introduction to Social Policy Concepts

<b>Module code and name</b>	SSU11051: Introduction to Social Policy Concepts
<b>Module aims</b>	<ol style="list-style-type: none"> <li>1. To introduce the dynamic field of social policy through the main concepts and theories</li> <li>2. To connect the theory and practice of social policy</li> <li>3. To set foundations for the in-depth analysis of social policy and how it is shaped by social, cultural and political factors.</li> </ol>
<b>Module learning outcomes</b>	<p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and conceptualise the remit of social policy.</li> <li>2. Identify the relationship and interface between historical, social and political developments and the evolution of social policy.</li> <li>3. Articulate the contested nature of rights, entitlements, welfare and social justice.</li> <li>4. Recognise the extent to which social policies are influenced by social and political values.</li> <li>5. Appreciate key ideological, social, cultural and political factors shaping contemporary social policy at national and international level.</li> </ol> <p>Understand the extent to which history, ideology and politics come together to form normative concepts shaping social practices and policy measures.</p>
<b>Module content</b>	<p>The Principles of Social Policy module introduces you to the dynamic Field of Social Policy and is designed to provide you with a critical knowledge and understanding of the principles that underpin social policy affecting all citizens' lives.</p> <p>Throughout this module, you will develop an appreciation of the influences that have shaped the development of social policy to allow you understand directions being taken by diverse governments in relation to policies</p>



	<p>targeted at social welfare and well-being.</p> <p>You will learn to critically examine principles at work in diverse policy contexts and identify differences in approaches to social policy to facilitate a deeper appreciation of the breadth and hybrid nature of the subject area. A key focus will be to examine the interaction of state, market, family and individuals/communities in providing for and enhancing welfare and well-being at the social level.</p> <p>This module equips students to recognise how ideology, politics and values influence and shape social policy and to question patterns, assumptions and normative concepts and constructs generated by social policy.</p> <p>You will explore multiple concepts shaping social policy across national and international contexts. The module is designed to provide learners with key foundational concepts to prepare you for deeper exploration of specific policy issues and debates throughout your studies of social policy.</p>
<p><b>Key concepts, theories and authors</b></p>	<p><b>Key concepts and theories:</b></p> <ul style="list-style-type: none"> <li>• Field of social policy</li> <li>• Remit of social policy</li> <li>• Evolution of social policy</li> <li>• Ideological underpinnings of social policy and their dynamic character</li> <li>• Welfare state.</li> </ul> <p><b>Key authors:</b></p> <ul style="list-style-type: none"> <li>• Peter Alcock</li> <li>• Hartley Dean</li> </ul>

	<ul style="list-style-type: none"> <li>• Goats Esping-Andersen.</li> </ul>
<b>Teaching and learning format</b>	<p>For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest:</p> <ul style="list-style-type: none"> <li>- Class (lecture &amp; tutorial) attendance and participation: 27 hours</li> <li>- Time spent reviewing instructional material (notes &amp; assigned readings): 60 hours.</li> <li>- Time spent on further recommended reading: 35 hours.</li> <li>- Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 25.</li> <li>- Researching current social policy initiatives inform class discussion and written assessment: 10.</li> <li>- Learning academic writing methods including citation styles for written assessment: 15</li> <li>- Preparation to lead class discussion for assessment: 3 hours.</li> <li>- Drafting and Finalising writing of essay for written assessment: 12 hours</li> </ul> <p><b>Exam preparation: 13 hours TOTAL: 205 hours.</b></p>
<b>Learning methods</b>	Lectures, tutorials, practical classes involving students analysing a policy initiative in groups.

<b>Assessment</b>	<p><b>This module has 2 assessment components:</b></p> <p>A: Individual presentation. Week due: 6-8 &amp; 10-14 (as per TCD academic year calendar) (Learning outcome assessed: 1,5) [Weighting 10%].</p> <p>B: Essay, 2000-word end of semester essay. Week due: 16 (TCD academic year calendar) (Learning outcome assessed: 1,2,3,4,5,6) [Weighing's 90%]</p> <p><b>Presentation &amp; Essay Deadline – 15<sup>th</sup> December 2023 at 12 noon.</b></p>
<b>Reassessment</b>	<p>2 assessment components:</p> <p>A: Individual Presentation. (Learning outcome assessed: 1,5) [Weighting 10%], should be recorded and submitted, along with the Power point slide presentation.</p> <p>B: Essay, 2000-word end of semester essay. (Learning outcome assessed: 1,2,3,4,5,6) [weighing's 90%]</p>
<b>Indicative bibliography 4-5 titles max.</b>	<ul style="list-style-type: none"> <li>• Alcock, P., Haux, T., May, M. and Wright, S. (2016) <i>The Students Companion to Social Policy</i>. Chichester: Wiley.</li> <li>• Considine, M., and Dukelow, F., (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2<sup>nd</sup> Edition. Bristol: Policy Press.</li> <li>• Dean, H. (2012) <i>Social Policy</i> (2<sup>nd</sup> Edition). Cambridge: Polity.</li> <li>• Dwyer, P., and Shaw, S. (2014) <i>An Introduction to Social Policy</i>. London: Sage.</li> <li>• Kennedy, P. (2013) <i>Key Themes in Social Policy</i>. London: Routledge.</li> </ul>
<b>Useful web-based content</b>	<ul style="list-style-type: none"> <li>• <a href="https://ec.europa.eu/social/">https://ec.europa.eu/social/</a></li> <li>• <a href="https://blogs.lse.co.uk">blogs.lse.co.uk</a></li> <li>• <a href="https://theconversation.com">theconversation.com</a></li> </ul>

<b>Relevant Journals</b>	<ul style="list-style-type: none"> <li>• Sociology</li> <li>• Politics and Policy</li> <li>• Journal of Sociology and Social Welfare</li> <li>• Journal of International and Comparative Social Policy.</li> </ul>
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## ECU11031 Introduction to Economic Policy A

<b>Module code and name</b>	ECU11031 Introduction to Economic Policy A
<b>Module aims</b>	<p>This module aims to provide students with a comprehensive outline of some of the core elements of microeconomics and their applications. By the end of the first half of the module, students can use their knowledge of economic theory and policy to understand better the drivers of demand and supply and the decision-making processes of individuals and businesses.</p> <p>Students will understand market systems. Students should also understand the concept of market failure and how governments can sometimes improve market outcomes.</p>
<b>Module content</b>	<p><b>Section A: Microeconomics</b></p> <ul style="list-style-type: none"><li>• Topic 1: Introduction to economics: microeconomics</li></ul> <p><b>Section B: Market: What is and how markets work</b></p> <ul style="list-style-type: none"><li>• Topic 2: Demand curve, supply curve, equilibrium</li><li>• Topic 3: Elasticity</li><li>• Topic 4: Price ceilings and price floors</li></ul> <p><b>Section C: Market structures</b></p> <ul style="list-style-type: none"><li>• Topic 5: Perfect Competition and Monopoly</li><li>• Topic 6: Oligopoly &amp; monopolistic competition</li></ul> <p><b>Section D: Interventions in markets</b></p> <ul style="list-style-type: none"><li>• Topic 7: Externalities</li><li>• Topic 8: Public goods and information asymmetry</li><li>• Topic 9: Taxation</li></ul> <p><b>Section E: Global Development</b></p> <ul style="list-style-type: none"><li>• Topic 10: Poverty and Income Distribution</li></ul>

<b>Module learning outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the concepts of economics, demand, supply, prices, and equilibrium, and illustrate shifts and movements in demand and supply curves.</li> <li>• Discuss the concepts of price floors, price ceilings, and elasticity.</li> <li>• Explain the causes of market failure and understand the role of government.</li> <li>• Evaluate market structures, including monopoly, oligopoly, and monopolistic competition. Outline the role of competition policy and regulation.</li> <li>• Understand how income inequality and poverty are defined, measured, and addressed in an economic context.</li> </ul>
<b>Recommended Reading List</b>	<p>Core resources:</p> <ul style="list-style-type: none"> <li>• Gregory Mankiw and Mark P. Taylor's Economics 5th Edition (Southwestern: Cengage learning)</li> <li>• Coreecon: <a href="http://www.core-econ.org">www.core-econ.org</a></li> <li>• Rethinking Economics: <a href="https://www.rethinkeconomics.org/">https://www.rethinkeconomics.org/</a></li> </ul>
<b>Module Co-Requisite</b>	ECU11032
<b>Assessment Details</b>	The assessment for this module comprises a group work project 30% and an end-of-term examination of 70%.
<b>Module Website</b>	Blackboard.

## SSU11072 Introduction to Practice-based Learning (10 ECTS)

<b>Module code and name</b>	<b>SSU11072 Junior Fresh Placement: Preparation for Practiced Based Learning</b>
<b>Module aims</b>	<p>This module introduces students to practice-based learning and the development of core social work skills which are required to engage in practice learning. The module includes the completion of 40 hours of volunteering, attendance at lectures and participation in small group role play sessions.</p> <p>The module aims to resource students to undertake their required volunteering hours and to develop introductory social work skills that are essential to support the development of effective professional relationships. Students' experiences while volunteering will be discussed, and skill development will be driven by the learning needs student identify from their volunteering experiences.</p>
<b>Module learning outcomes</b>	<p>On successful completion of this section of the module and the placement, students should be able to:</p> <ol style="list-style-type: none"><li>1. Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional. (SOP 1.2).</li><li>2. Recognise the importance of practicing in a non-discriminatory, culturally sensitive way and acknowledge and respect the differences in beliefs and cultural practices of individuals or groups.</li><li>3. Recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made.</li><li>4. Be aware of and be able to take responsibility for managing one's own health and wellbeing.</li><li>5. Be able to modify and adapt communication methods and styles, including verbal and nonverbal methods to suit the individual service users considering issues of language, culture, beliefs and health and/or social care needs (SOP 1.17, 2.2, 2.7, 5.27).</li><li>6. Recognise service users as active participants in their health and social care, and be able to support service users in communicating their health and/or social care needs, choices and concerns.</li></ol>

	<ol style="list-style-type: none"> <li>7. Be able to evaluate and reflect critically on own professional practice to identify learning and development needs; be able to select appropriate learning activities to achieve professional development goals and be able to integrate new knowledge and skills into professional practice (SOP 4.1, 4.3, 5.23).</li> <li>8. Critically understand the importance of effective supervisory frameworks and be able to actively participate in same.</li> <li>9. Understand the importance of and be able to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice (SOP 4.5).</li> <li>10. Be able to maintain professional boundaries with service users within a volunteering setting and be able to identify and manage any associated challenges. (SOP 5.11).</li> </ol>
<b>Module content</b>	<p>This module provides students with an overview of the practice education requirements of the BSS programme with a specific focus on the requirements of the JF volunteering requirements and how students can effectively engage in practice based learning.</p> <p>Through weekly lectures and active engagement in small group work, the students will be encouraged to think about making the transition from volunteer to student on placement in a health and social care setting. To identify learning needs for placement, examine reflective practice tools and to develop an understanding of the value and importance of reflective practice in supporting the development of practice learning, and of working as part of the team, under supervision.</p> <p>Students will examine issues faced by service users and carers, consider how to deliver safe care that meets the needs of the service user and the agency, and to develop effective communication skills in a variety of contexts.</p> <p>Students will be challenged to consider their own personal attributes and previous life experiences and to examine how these may impact upon themselves, upon services users and colleagues in practice. They will have opportunities to consider how best to mitigate potentially negative impacts of previous experiences, through engagement in reflective practice and supervision.</p>
<b>Standards of proficiency taught</b>	1.1, 1.2, 1.3, 1.15, 1.17, 2.2, 2.3, 2.7, 2.10, 2.13, 2.15, 3.11, 4.1, 4.3, 4.5, 4.11, 4.13, 5.20, 5.22, 5.23, 5.26, 5.27.



<b>Standards of proficiency assessed</b>	1.2, 1.17, 2.2, 2.7, 4.1, 4.3, 4.5. 5.11, 5.23, 5.27.
<b>Teaching and learning format</b>	3 hours of classes in semester 1 15 hours of classes in semester 2.
<b>Attendance &amp; Assessment</b>	<p>Students are expected to attend 100% of this module.</p> <p>A minimum attendance of 80% is required to pass this module. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.</p> <hr/> <p>This module is assessed via the students' participation in 40 hours of volunteering and the completion of their JF Volunteering Project.</p> <p>In order to pass the module overall, students must both complete their volunteering and pass the associated project.</p>
<b>Reassessment</b>	<p>If a student completes their volunteering hours but fails their Volunteering Project, they are given the opportunity to submit a new Project, which they must pass.</p> <p>Students who fail their repeat project will not be given permission to proceed to their Senior Fresh year.</p> <p>Students who do not complete their 40 hours of volunteering will not be given permission to proceed to Senior Fresh year.</p>
<b>Assessment deadlines &amp; extensions</b>	<p>There are penalties for late submission of written work without an agreed extension.</p> <ul style="list-style-type: none"> <li>• Up to one week's lateness incurs a penalty of 5 marks;</li> <li>• One to two week's lateness incurs a penalty of 10 marks.</li> <li>• After 2 weeks a mark of 0 will be awarded.</li> </ul> <p>Students who are experiencing difficulties that are affecting their ability to complete their assessment component(s) by due date should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties, and the possible options available for example a short extension or a deferral.</p>

<b>Indicative bibliography (if available) 4-5 titles max.</b>	<p>Knott, C., &amp; Scragg, T. (Eds.). (2016). Reflective practice in social work. Learning Matters.</p> <p>Loughran, H. (2018) Counselling Skills for Social Workers, London: Routledge</p> <p>Teater, B (2020) An Introduction to Applying Social Work Theories and Methods. London: McGraw Hill/ Open University Press.</p> <p>Trevithick, P. (2012) Social Work Skills: A Practice Handbook. Maidenhead: McGraw Hill/ Open University Press.</p> <p>Ward, A. (2006) Working in group care: Social work and social care in residential and day care settings. 2nd edition. Policy Press</p> <p>Wilson, G. (2011). Evidencing reflective practice in social work education: Theoretical uncertainties and practical challenges. British Journal of Social Work, 43(1), 154-172.</p>
<b>Useful web-based content</b>	<p>Relevant materials may be provided by the course lecturer.</p>
<b>Relevant Journals</b>	<p>Relevant materials may be provided by the course lecturer.</p>

## ECU11031: Introduction to Economic Policy A ( 5 ECTS)

<b>Module code and name</b>	<b>ECU11031: Introduction to Economic Policy A</b>
<b>Module aims</b>	<p>This module aims to provide students with a comprehensive outline of some of the core elements of micro economics and their applications. By the end of the first half of the module it is hoped that students will be able to use their knowledge of economic theory and policy so as to have a better understanding of the drivers of demand and supply and of the decision-making processes of individuals and businesses.</p> <p>Students will have an understanding of market systems. Students should also have an understanding of how governments can sometimes improve market outcomes.</p>
<b>Module learning outcomes</b>	<p>On successful completion of this module, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain in detail the concepts of demand, supply, prices and equilibrium and illustrate shifts and movements in demand and supply curves (SOP 5.3)</li> <li>2. Discuss the concepts of price floors, price ceilings and elasticity</li> <li>3. Explain the causes of market failure and understand the role for government (SOP 5.3)</li> <li>4. Understand how income inequality and poverty are defined, measured and addressed in an economic context (SOP 5.3)</li> <li>5. Evaluate market structures including monopoly, oligopoly and monopolistic competition Outline the role of competition policy and regulation (SOP 5.3)</li> </ol>
<b>Module content</b>	<p><b>A. Introduction to economics: how markets work</b>  Introduction to the subject of Economics  The characteristics of different demand and supply curves, equilibrium  Elasticity, price ceilings and price floors</p> <p><b>B. Market failure</b>  Externalities  Public goods  Information asymmetry</p> <p><b>C. Income inequality and poverty</b></p>

	<p>Poverty and income distribution Global development and inequality</p> <p><b>D. Market structures</b> Perfect competition Monopoly Oligopoly &amp; monopolistic competition</p>
<b>Standards of proficiency taught</b>	5.3
<b>Standards of proficiency assessed</b>	5.3
<b>Teaching and learning format</b>	Class teaching will be supported by the Blackboard platform.
<b>Assessment</b>	The assessment for this module comprises a group work project 30% and an end-of-term examination 70%. (Learning outcomes 1,2,3,4,5)
<b>Reassessment</b>	Reassessment details will be provided where required.
<b>Indicative bibliography (if available) 4-5 titles max.</b>	The core textbook is Gregory Mankiw and Mark P. Taylor's Economics 3rd Edition (South-western: Cengage learning).
<b>Useful web-based content</b>	This will be provided by module personnel where relevant.
<b>Relevant Journals</b>	This will be provided by module personnel where relevant.

**POU11021 Politics and Irish Society A (5 ECTS) &  
POU11022 Politics and Irish Society B (5 ECTS)**

<b>Module code and name</b>	<b>POU11021 Politics and Irish Society A POU11022 Politics and Irish Society B</b>
<b>Course description</b>	<p>This is an introductory course in political science that takes a comparative approach to the discipline and to studying Irish society. In this course, we will cover the foundations of political science as well as a number of sub-disciplines to provide you with a holistic understanding of the study of political science.</p> <p>We will look at the application of political theory and study the role of institutions in shaping society broadly and in Ireland. We will compare and contrast Ireland to countries in the Global North and South in order to understand how Ireland compares to other countries.</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>• Understand the study of political science broadly</li> <li>• Engage with the academic literature on the various topics covered</li> <li>• Develop a critical view of politics and society</li> <li>• Understand how to analyse and assess popular media for its validity</li> <li>• Apply and identify theory and application of political science</li> </ul>
<b>Getting in contact</b>	<p>If you have questions regarding the logistics of the course please first look in this course guide, which will contain the answers to most of your questions. If you cannot find the answer here should you get in contact with me. Dr Eman Abboud <a href="mailto:eabboud@tcd.ie">eabboud@tcd.ie</a></p>
<b>Assessment course structure</b>	<p>POU11021- Part A</p> <ul style="list-style-type: none"> <li>• Participation - 10%</li> <li>• Midterm Essay - 30%</li> <li>• Assignment 1 - 10%</li> <li>• Final Essay – 50%</li> </ul> <p>POU11022 - Part B</p> <ul style="list-style-type: none"> <li>• Participation - 10%</li> <li>• Assignment 1 - 20%</li> <li>• Assignment 2 - 20%</li> <li>• Final Essay - 50%</li> </ul>

	<p>Essay due dates will be announced at the start of term. All late work, unless excused in advance by the course lecturer, or justified by medical certificate or tutors note, will be penalized at a rate of 5 marks per week.</p> <p>Under no circumstances will work be accepted after the set work has been marked and handed back to other students, or after the end of Hilary lecture term. You should submit your essay on Blackboard</p>
<b>Referencing style</b>	You should use Harvard referencing style in your essays and response papers (i.e. name and date in the text and full reference at the end). All essays should include in-text citations as well as a complete bibliography.
<b>Extensions</b>	Extensions: Extensions for essays will be granted only in exceptional circumstances. Please remember to back up your work. You must reach out to your Tutor for extensions.
<b>Essay writing advice</b>	<p>Essay writing advice: Please look at the undergraduate handbook for advice on how to write your essay and what is expected:</p> <p><a href="http://www.tcd.ie/Political_Science/undergraduate/module-outlines">http://www.tcd.ie/Political_Science/undergraduate/module-outlines</a></p>
<b>Academic dishonesty</b>	<p>Academic dishonesty will not be tolerated. Any student who attempts to represent someone else's work as his/her own will be failed, and a letter noting the offence will be sent to the Senior Lecturer.</p> <p>In your work for this and other courses you will inevitably rely on the theories, findings, and arguments of others, and using these sources inappropriately constitutes plagiarism.</p> <p>Please be aware of the hazards of accidental plagiarism, you must cite all sources completely. Copying and pasting passages from articles and books will be picked up on via Turnitin, and will have a serious negative effect on your grade. Please read the University's plagiarism policy here: <a href="http://tcd-ie.libguides.com/plagiarism/calendar">http://tcd-ie.libguides.com/plagiarism/calendar</a></p>
<b>Required reading</b>	In this course we will use the textbook Politics by Andrew Heywood (4th edition but 5th or 6th is fine too). There are multiple copies of this book available in the library.

## Lecture Schedule – Politics & Irish Society A.

### Required Reading

In this course we will use the textbook Politics by Andrew Heywood (4<sup>th</sup> edition but 5<sup>th</sup> or 6<sup>th</sup> is fine too). There are multiple copies of this book available in the library.

Calendar Week	Admin Week	Lecture Week	Lecture Topic (Mondays)	Lecture/Seminar Topic (Wednesdays)	Readings
25 Sept	5	1	Intro to the course	Why study politics ?	None
02 Oct	6	2	Key concepts – Power & Nation State	Poli-sci 101 jargon	Heywood ch 1
02 Oct	7	3	What is the purpose of the state ?	Philosophical foundations of politics – Guest Lecture	Heywood ch 3
09 Oct	8	4	What is the purpose of the State ?	Political Ideologies	Heywood ch2 and ch 12
23 Oct	9	5	READING WEEK – NO LECTURES	READING WEEK – NO SEMINAR	None
30 Oct	10	6	No Class Bank Holiday	Recorded Lecture – Media and Politics	Heywood ch 8. Worksheet due.
06 Nov	11	7	Democratization	Authoritarianism	Heywood ch 10 & 12
13 Nov	12	8	Institutions and CAPS	Workshop – Journal Articles	See BB
20 Nov	13	9	Lobbying in Ireland – Guest Lecture	Group Work – Project Prep	None
27 Nov	14	10	Conclusions	Final Essay Prep	None
04 Dec	15	11	Revisions No Class	Revisions No Class	None
11 Dec	16	12	Assessment	Assessment	See Blackboard.

### SOU11013 Introduction to Sociology 1 (5 ECTS)

<b>Module code and name</b>	<b>SOU11013 Introduction to Sociology 1</b>
<b>Module aims</b>	This module aims to provide students with an introduction to the discipline of Sociology.
<b>Module content</b>	<p>Sociology enables us to understand and critically explore the social world in which we live. The module introduces students to the distinctive questions that sociologists ask about human societies and the theories, concepts and analytical tools used in the search for answers. Students are encouraged to develop a 'sociological imagination' in order to understand the inter-relationships and dependencies between the individual, society and wider global processes.</p> <p>The module explores why we need a sociological approach to the explanation of human behaviour and the historical emergence of sociology as a way of understanding key issues in social life. It then examines core sociological processes such as how social norms shape behaviour, the structure of social networks and the roles of social capital, social conformism and group identity. The module also examines issues of social stratification and inequality.</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>• Explain the role of social context in shaping human behaviour and group processes.</li><li>• Know the different types of social structures, their characteristics and the social processes associated with each.</li><li>• Have a knowledge of the main contribution of some of the classical sociological thinkers.</li><li>• Be able to compare and contrast different theoretical approaches to key issues.</li><li>• Identify and apply sociological theories to real world social phenomena and the evidence that is available to support them (or not).</li></ul>



<b>Recommended Reading List</b>	<ul style="list-style-type: none"> <li>• Christakis, N. and Fowler, J. (2011) Connected: The Amazing Power of Social Networks and How They Shape Our Lives, Harper Press, London.</li> <li>• Haidt, J. (2012) The Righteous Mind: Why Good People Are Divided by Politics and Religion. Penguin Books, London.</li> <li>• Gelfand, M (2018) Rule Makers, Rule Breakers, Robinson, London.</li> <li>• Norenzayan, A. (2010) Big Gods: How Religion Transformed Cooperation and Conflict, Princeton University Press, Princeton.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• One Power point presentation during the semester (20%)</li> <li>• 40 questions, 1 hour multiple choice exam (70%)</li> <li>• Class participation (10%)</li> </ul>
<b>Reassessment</b>	<ul style="list-style-type: none"> <li>• 1500 word essay.</li> </ul>

## SOU11014 Introduction to Sociology 2 (5 ECTS)

<b>Module code and name</b>	<b>SOU11014 Introduction to Sociology 2</b>
<b>Module aims</b>	This module aims to provide students with an introduction to the discipline of Sociology.
<b>Module learning outcomes</b>	Have a critical understanding of Sociology where students would be facilitated to critically explore the social world in which we live. (SOP 5.3)
<b>Module content</b>	<p>This module introduces students to the discipline of Sociology. Sociology enables us to understand and critically explore the social world in which we live. The module introduces students to the distinctive questions that sociologists ask about human society and the theories, concepts and analytical tools used in the search for answers.</p> <p>Students are encouraged to develop a 'sociological imagination' in order to understand the inter-relationships and dependencies between the individual, society and wider global processes.</p> <p>The first term of the module explores why we need a sociological approach to the explanation of human behaviour and the historical emergence of sociology as a way of understanding key issues in social life. It then examines core sociological processes such as how social norms shape behaviour, the structure of social networks and the roles of social capital, social conformism and group identity.</p> <p>The module also examines issues of social stratification and inequality and the role of educational reproduction in this plus the dynamics of social movements and collective action. The module provides an introduction to the nature of explanation in sociology as well as the methods which sociologists use to gather data and analyse their data.</p> <p>The second term of the module applies different sociological concepts to empirical research using both qualitative and quantitative methodologies. Topics covered include patterns of migration,</p>

	<p>demographic transformation and its relationship to change in the nature of occupations, family form and gender roles.</p> <p>The module will also examine the consequences of these changes for social inequalities. In addition, the module will examine some of the policy responses to these changes and how they vary across different countries in Europe and North America.</p> <p>Special attention is given to the rapid social, demographic and cultural changes that have occurred in the Irish society in recent decades.</p>
<b>Standards of proficiency taught</b>	5.3
<b>Standards of proficiency assessed</b>	5.3
<b>Teaching and learning format</b>	Class teaching will be supported by learning materials.
<b>Assessment</b>	1500 word essay (100%).
<b>Reassessment</b>	Reassessment details will be provided where required.
<b>Indicative bibliography (if available) 4-5 titles max.</b>	This will be provided by module personnel where relevant.
<b>Useful web-based content</b>	This will be provided by module personnel where relevant.
<b>Relevant Journals</b>	This will be provided by module personnel where relevant.