



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

Bachelor's in Social Studies

Junior Fresher Module Outlines and Module Leads

2026- 2027

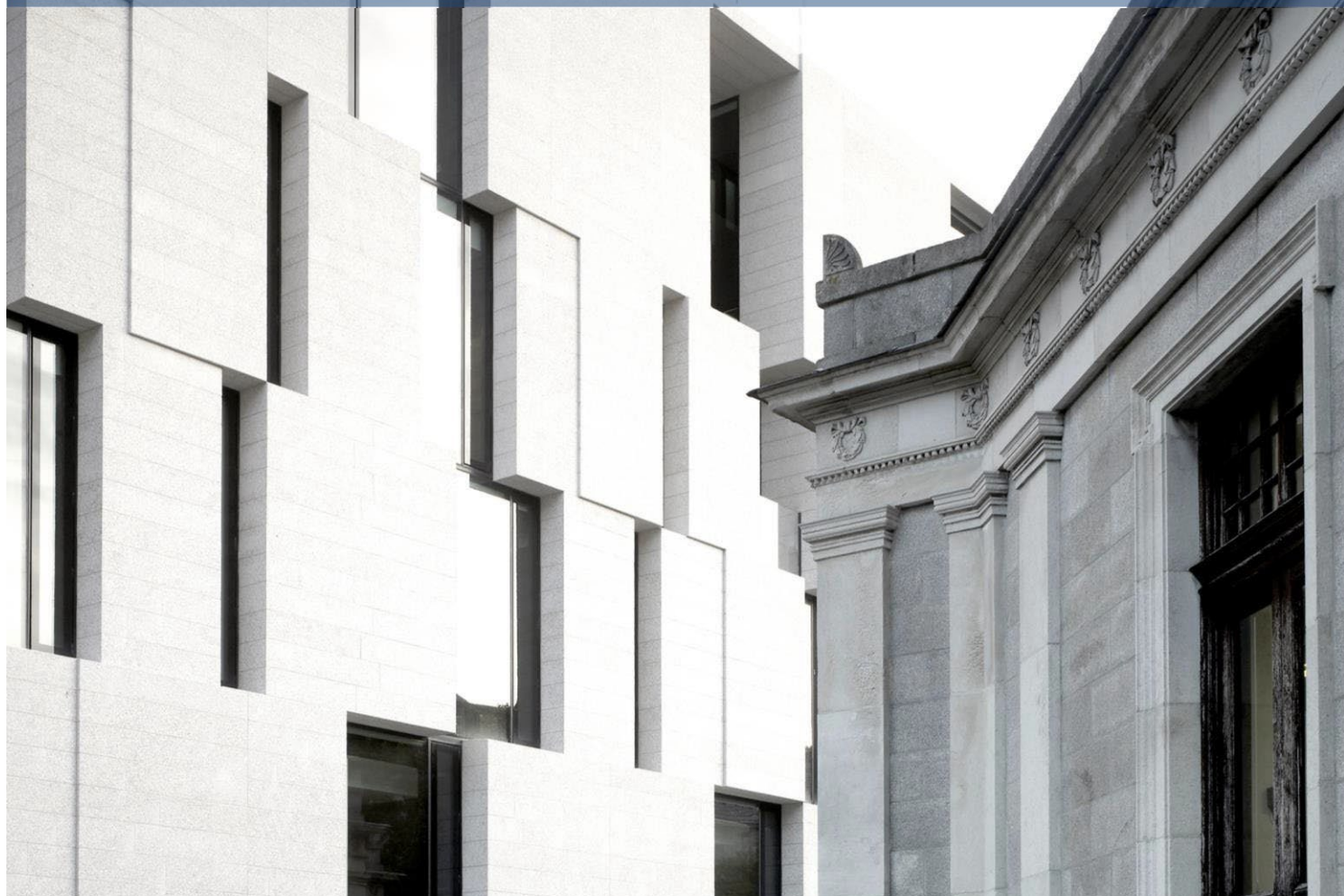


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Section 1: Role Description for Module Lead on the BSS

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.

1.1 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.

1.2 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
- (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.

1.3 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.

1.4 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.

1.5 Compensatable / Non-Compensatable Modules

All social work modules taken by BSS students are central to the achievement of the programme learning outcomes and are non compensatable. This means that students must achieve a pass in all individual components of assessment in order to pass the module overall. Failure of a non compensatable module will require the student to repeat the failed component(s). A student will not be permitted to pass the year with a fail grade in a non compensatable module.

A small selection of economic and social policy modules are compensatable. This means that, in certain circumstances, a student may be awarded ECT credit for a compensatable module in which a pass grade was not achieved and the student will not be required to be re-assessed.

For more information, please refer to BSS Progression and Award Regulations for 2025/26.

<https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php>,

Section 2: Module Leads

Module	Course	Lecturer	Email	ECTS	Semester	Compensatable/ Non Compensatable Modules
SSU11010	Introduction to Psychology	Fabian Broecker	BROECKEF@TCD.IE	10	1&2	Non-Compensatable
SSU11030	Introduction to Social Work	Dr Siorcha O'Keeffe	OKEEFFS@TCD.IE	10	1&2	Non-Compensatable
SSU11051	Introduction to Social Policy Concepts	Dr Carla Petautschnig	CPETAUTS@TCD.IE	10	1	Compensatable
SSU11072	Introduction to Practice-based Learning	Dr Sinéad Whiting	Sinead.whiting@tcd.ie	10	1&2	Non-Compensatable
ECU11031	Introduction to Economic Policy A	Professor Gaia Narciso and Professor Joan Martinez	narcisog@tcd.ie & jmartinez@tcd.ie	5	1	Compensatable
POU11033	Politics and Irish Popular Culture A	Dr Dino Hadzic	dhadzic@tcd.ie	5	1	Compensatable
POU11034	Politics and Popular Culture B	Dr Sotirios Karampampas	KARAMPAS@TCD.IE	5	2	Compensatable
ECU11032	Introduction to Economic Policy B	Prof. Tsenguunjav Byambasuren and Prof. Joseph Kopecky	BYAMBASIT@TCD.IE & JKOPECKY@TCD.IE	5	2	Compensatable
SOU11021	Making Sense of the Social World 1	Dr David Kretschmer	David.Kretschmer@tcd.ie	5	1	Compensatable
SOU11022	Making Sense of the Social World	Dr David Kretschmer	David.Kretschmer@tcd.ie	5	2	Compensatable

Section 3: Junior Fresher Module Outlines

3.1 SSU11010 Introduction to Psychology (10 ECTS)

Module Code	SSU11010		
Module Name	Introduction to Psychology		
ECTS credit weighting	10 ECTS		
Semester taught	Yearlong (Semester 1 & 2)		
Module Lecturer & Module Lead	Fabian Broecker: BROECKEF@tcd.ie		
Trinity Teaching & Learning Module Learning Outcomes with embedded Graduate Attributes Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers	Module Aim: 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, fundamentals of neuroscience, developmental psychology, cognitive psychology, social psychology, individual differences and abnormal psychology. 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 each lecture, and students will be required to demonstrate their critical understanding in the module assessments. 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. 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.		
	Module Learning Outcome	Relates to and Supports TCD Programme learning outcome (PLO)	CORU Standard of Proficiency Taught (SOP)
	Demonstrate a critical understanding of key theories and concepts within the discipline of psychology	PLO.1, PLO.2, PLO.3,	5.1, 5.3, 5.21
	Appraise the principles of scientific enquiry in psychology, and how these underpin psychological research and intervention	PLO.2, PLO.3,	5.14, 5.21, 5.22
	Demonstrate a critical	PLO.9,	5.5, 5.6, 5.21, 1.1, 1.9

	appreciation for the importance of ethical practices within psychological research and intervention		
	Show a critical understanding of the contributions and criticisms of the major schools of psychological thought	PLO.1, PLO.3,	5.1, 5.3, 5.14,
	Apply critical thinking and psychological knowledge by engaging in individual and small group activities during lectures.	PLO.3, PLO.4, PLO.5, PLO.6, PLO.7, PLO.8, PLO.10,	5.1, 5.27, 1.9,
	Evaluate the importance of evidence-based practice within psychology	PLO.3, PLO.9,	5.21, 5.22
	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	PLO.3, PLO.5, PLO.7, PLO.8	5.3, 2.6, 5.20, 5.27
Module Overview and Content	This module will include the following topics: ● The development of psychology as a scientific discipline, including the major schools of psychological thought. ● Research methods and ethical principles in psychology. ● Biological psychology, including the fundamentals of neuroscience and the relationship between brain, behaviour, and mental processes. ● Developmental psychology, including psychological development from early childhood to late adulthood. ● Individual differences, including theories and measurement of personality and intelligence. ● Cognitive psychology, including attention, perception, memory, and judgement. ● Emotion and motivation. ● Social psychology, including interpersonal, group, and social influence processes. ● Psychopathology and psychological disorders, including diagnostic and therapeutic approaches.		

Teaching and Learning Methods	Teaching strategies: Weekly in-person lectures will support students in achieving the module learning outcomes by introducing key psychological theories, concepts, research findings, and applications. Lectures will combine structured explanation with slides, multimedia, examples, demonstrations, and short small-group activities. These activities will help students apply concepts, evaluate evidence, practise psychological terminology, and develop the critical thinking skills required for the quiz, essay, and examination. The teaching approach is designed to support both knowledge acquisition and critical engagement. Students will be encouraged to connect psychological theories to empirical evidence, recognise the strengths and limitations of different approaches, and communicate psychological ideas clearly and accurately.																				
Recording of Lectures <i>Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</i>	Lecture recordings or lecture summaries for this module will not routinely be made available to students. However, recordings, summaries, or other learning materials may be made available at the lecturer’s discretion in exceptional circumstances or unavoidable disruptions to scheduled teaching. The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures.																				
Assessment Details Please include the following: ● Assessment Component ● Learning Outcome(s) addressed ● % of total It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.	<table><tr><th>Annual Assessment Component</th><th>Programme Learning Outcome Assessed (PLO)</th><th>CORU standards of proficiency assessed (SOP)</th><th>% of total</th></tr><tr><td>Michaelmas Term: Quiz</td><td>PLO.1, PLO.3, PLO.6,</td><td>5.1, 5.3, 5.21, 1.19</td><td>5%</td></tr><tr><td>Michaelmas Term: 2,000 Word Essay</td><td>PLO.2, PLO.3, PLO.5, PLO.7,</td><td>5.1, 5.3, 5.27, 2.6, 1.19</td><td>45%</td></tr><tr><td>Hilary Term: Exam</td><td>PLO.1, PLO.2, PLO.3, PLO.5 & PLO.6</td><td>5.1, 5.24, 5.27, 2.6, 1.19</td><td>50%</td></tr><tr><td>*Attendance Requirement Min 80% Attendance Pass / Fail</td><td></td><td></td><td>0%</td></tr></table>	Annual Assessment Component	Programme Learning Outcome Assessed (PLO)	CORU standards of proficiency assessed (SOP)	% of total	Michaelmas Term: Quiz	PLO.1, PLO.3, PLO.6,	5.1, 5.3, 5.21, 1.19	5%	Michaelmas Term: 2,000 Word Essay	PLO.2, PLO.3, PLO.5, PLO.7,	5.1, 5.3, 5.27, 2.6, 1.19	45%	Hilary Term: Exam	PLO.1, PLO.2, PLO.3, PLO.5 & PLO.6	5.1, 5.24, 5.27, 2.6, 1.19	50%	*Attendance Requirement Min 80% Attendance Pass / Fail			0%
Annual Assessment Component	Programme Learning Outcome Assessed (PLO)	CORU standards of proficiency assessed (SOP)	% of total																		
Michaelmas Term: Quiz	PLO.1, PLO.3, PLO.6,	5.1, 5.3, 5.21, 1.19	5%																		
Michaelmas Term: 2,000 Word Essay	PLO.2, PLO.3, PLO.5, PLO.7,	5.1, 5.3, 5.27, 2.6, 1.19	45%																		
Hilary Term: Exam	PLO.1, PLO.2, PLO.3, PLO.5 & PLO.6	5.1, 5.24, 5.27, 2.6, 1.19	50%																		
*Attendance Requirement Min 80% Attendance Pass / Fail			0%																		

	This is a non Compensatable Module Students must pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules *Attendance Requirements BSS Students are expected to attend 100% of this module. 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.								
Re- Assessment Details	Students who meet the attendance requirements but achieve a fail / mark below 40% in any assessed component of this module will be reassessed as follows: <table><tr><th>Supplemental Assessment Component</th><th>Programme Learning Outcomes (PLO) Assessed</th><th>CORU standard of proficiency (SOP) assessed</th><th>% of total</th></tr><tr><td>Exam</td><td>PLO.1, PLO.2, PLO.3, PLO.5 & PLO.6</td><td>5.1, 5.24, 5.27</td><td>50%</td></tr></table>	Supplemental Assessment Component	Programme Learning Outcomes (PLO) Assessed	CORU standard of proficiency (SOP) assessed	% of total	Exam	PLO.1, PLO.2, PLO.3, PLO.5 & PLO.6	5.1, 5.24, 5.27	50%
Supplemental Assessment Component	Programme Learning Outcomes (PLO) Assessed	CORU standard of proficiency (SOP) assessed	% of total						
Exam	PLO.1, PLO.2, PLO.3, PLO.5 & PLO.6	5.1, 5.24, 5.27	50%						
Assessment Deadlines and Extensions	The deadline/s by which assessment/s are to be submitted will be clearly outlined and communicated on commencement of the module by the lecturer/s of this module. Recognizing that students may face legitimate challenges that impact their ability to submit work on time, provisions are made for considering extenuating circumstances and offering support where needed. Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in section 3.8 of the 2026_27 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy Trinity College Dublin Please note: For logistical reasons it is not possible to grant an extension for the Michaelmas Term Quiz and the Hilary Term Exam assessment components of this module due to the structure and timing of the assessments. However please be assured that LENS examination accommodations will be provided for the Hilary Term Examination. Students should refer to section 3.8.3 of the Course Handbook for advice on deferring an examination Extensions will be accommodated for the Michaelmas Term 2000 word essay in accordance with section 3.8 of the BSS Course Handbook. Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply: ● For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply. ● For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply.								

	Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre- agreed extension, a medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero.
Generative Artificial Intelligence (GenAI) and assessment	School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: FINAL-BSS-Student-Handbook-2026_27.pdf Please note these are ‘living’ documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module. College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf Note: For this module, students may use GenAI tools to support learning activities such as brainstorming, revising notes, generating study questions, and clarifying difficult concepts. Students remain fully responsible for the accuracy, originality, and academic integrity of all submitted work. For assessed work, GenAI must not be used to generate substantial portions of the final submitted text, replace engagement with required readings, fabricate references, or present AI-generated content as the student’s own independent analysis. Any permitted use of GenAI in preparing assessed work must be acknowledged in the Coversheet Declaration and must comply with College and School policy. Students should not enter personal, confidential, sensitive, placement-related, or third-party information into GenAI tools. The lecturer may provide further assessment-specific guidance where relevant.
Indicative Reading List (approx. 4-5 titles)	Biswas-Diener, R., & Diener, E. (Eds.). (2019). Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. (<i>Free resource</i>) Kalat, J. W. (2020). Introduction to Psychology (12th ed.). Cengage Learning. Gray, P. O., & Bjorklund, D. F. (2018). Psychology (8th ed.). Worth Publishers.
Useful web-based content	Useful web-based content: https://digest.bps.org.uk/, https://www.psychologytoday.com/ie, https://www.scientificamerican.com/mind/, https://www.ted.com/playlists/173/fascinating_psych_experiments, https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf
Relevant Journals	PsycINFO and PsycArticles.
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A

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

Module Code	SSU11030		
Module Name	Introduction to Social Work		
ECTS credit weighting	10 ECTS		
Semester taught	Year-long (Semester 1 & 2)		
Module Coordinator/s	Dr SORCHA O'KEEFFE e: OKEEFFSO@tcd.ie		
Trinity Teaching & Learning Module Learning Outcomes with embedded Graduate Attributes Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers	Module Aim: 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.		
	Module Learning Outcome	Relates to and Supports TCD Programme learning outcome (PLO)	CORU Standard of Proficiency Taught (SOP)
	Demonstrate an introductory understanding of approaches to relationship-based practice, reflective practice, reflexivity, and critical reflection in social work.	PLO.1 PLO.2 PLO.5 PLO.10.	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.
	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.	PLO.1 PLO.2 PLO.10	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.
	Comprehend the historical genesis of the social work profession in Ireland and its relationship to contemporary practice	PLO.1 PLO.2 PLO.9 PLO.10	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.
	Determine the role of values and core ethical principles in professional competency for social work practice	PLO.1 PLO.2 PLO.9	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.
	Demonstrate an introductory awareness of core skills and competencies, theories, perspectives, and knowledge	PLO.1 PLO.2 PLO.3	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.

	that social work practitioners utilise in their work.		
	Critically evaluate the basic nature of supported living/ alternative care services in Ireland.	PLO.1 PLO.9 PLO.10	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.
	Illustrate an understanding of the implications of professional accreditation, regulation, and statutory registration for qualified social work practitioners	PLO.6	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.
Module Overview and Content	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. 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. Basic skills and competencies of social work and elements of the social work process such as assessment and intervention are introduced. Students are also familiarised with the profession's traditional social justice mandate and approaches to support this such as anti-discriminatory practice. Core theories and perspectives in social work are explored including ecological systems theory, task centred practice, person-centred approaches, strengths-based and solution-focused perspectives. An appreciation of the importance of the life-course in social work is also conveyed through exploration of relevant theory. Lastly, the role of values and ethics in social work for professional competency features. In this context, the module considers 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. Module Topics include: • An introduction to core values, moral reasoning, and ethical principles in social work. • An examination of the historical development of social work, including social work education, to thereby contextualise major themes in contemporary practice. • 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. • An introduction to key theories and perspectives in social work. • An exploration of defining features of social work in the context of other occupations. • Implications of statutory registration and regulation of the profession.		

Teaching and Learning Methods¹	Classes for this module will be delivered in-person on-campus, using a blended approach that combines lectures with interactive and participatory teaching methods. The module will be delivered through a mix of lectures and tutorial work. Students will be asked to engage with learning resources provided on the relevant module Blackboard page. The module places a strong emphasis on peer-led learning, encouraging students to reflect on their own perspectives and to develop these through discussions with others and engagement with recommended materials. Vignettes will be used to encourage critical thinking about scenarios that could be encountered in practice. This reflective and collaborative learning environment supports the development of critical thinking, self-awareness, and professional skills. Clear assessment guidance will be provided throughout the module.																			
Recording of Lectures <i>Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</i>	Lecture summaries for this module will be made available to students. The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures.																			
Assessment Details² Please include the following: • Assessment Component • Learning Outcome(s) addressed • % of total It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.	<table><tr><th>Annual Assessment Component</th><th>Programme Learning Outcomes (PLO) Assessed</th><th>CORU standards of proficiency assessed (SOP)</th><th>% of total</th></tr><tr><td>Michaelmas Term: Essay</td><td>PLO.1 PLO.2 PLO.3</td><td>2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12, 2.13, 2.15, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23.</td><td>30%</td></tr><tr><td>Hilary Term: Exam</td><td>PLO.1.PLO.2 PLO.3 PLO.6</td><td>1.8, 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12,2.13, 2.1, 3.1. 3.6, 3.7, 3.8, 3.10, 3.14, 4.2, 4.3, 4.4, 4.5. 5.1,5 5.2. 4.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12., 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23.</td><td>70%</td></tr><tr><td>*Attendance Requirement</td><td></td><td></td><td>0%</td></tr></table>	Annual Assessment Component	Programme Learning Outcomes (PLO) Assessed	CORU standards of proficiency assessed (SOP)	% of total	Michaelmas Term: Essay	PLO.1 PLO.2 PLO.3	2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12, 2.13, 2.15, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23.	30%	Hilary Term: Exam	PLO.1.PLO.2 PLO.3 PLO.6	1.8, 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12,2.13, 2.1, 3.1. 3.6, 3.7, 3.8, 3.10, 3.14, 4.2, 4.3, 4.4, 4.5. 5.1,5 5.2. 4.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12., 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23.	70%	*Attendance Requirement			0%			
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Hilary Term: Exam	PLO.1.PLO.2 PLO.3 PLO.6	1.8, 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12,2.13, 2.1, 3.1. 3.6, 3.7, 3.8, 3.10, 3.14, 4.2, 4.3, 4.4, 4.5. 5.1,5 5.2. 4.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12., 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23.	70%																	
*Attendance Requirement			0%																	

¹ Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

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

	<table><tr><td>Min 80% Attendance Pass / Fail</td><td></td><td></td><td></td></tr></table> This is a Non Compensatable Module Students must pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules *Attendance Requirements BSS Students are expected to attend 100% of this module. 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.	Min 80% Attendance Pass / Fail							
Min 80% Attendance Pass / Fail									
Re-Assessment Details	Students who meet the attendance requirements but achieve a fail / mark below 40% in any assessed component of this module will be reassessed as follows: <table><tr><th>Supplemental Assessment Component</th><th>Programme Learning Outcomes (PLO) Assessed</th><th>CORU standard of proficiency assessed</th><th>% of total</th></tr><tr><td>Exam</td><td>PLO.1 PLO.2 PLO.3 PLO.6</td><td>1.8, 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12,2.13, 2.1, 3.1. 3.6, 3.7, 3.8, 3.10, 3.14, 4.2, 4.3, 4.4, 4.5. 5.1,5 5.2. 4.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12., 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23.</td><td>70%</td></tr></table>	Supplemental Assessment Component	Programme Learning Outcomes (PLO) Assessed	CORU standard of proficiency assessed	% of total	Exam	PLO.1 PLO.2 PLO.3 PLO.6	1.8, 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12,2.13, 2.1, 3.1. 3.6, 3.7, 3.8, 3.10, 3.14, 4.2, 4.3, 4.4, 4.5. 5.1,5 5.2. 4.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12., 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23.	70%
Supplemental Assessment Component	Programme Learning Outcomes (PLO) Assessed	CORU standard of proficiency assessed	% of total						
Exam	PLO.1 PLO.2 PLO.3 PLO.6	1.8, 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.12,2.13, 2.1, 3.1. 3.6, 3.7, 3.8, 3.10, 3.14, 4.2, 4.3, 4.4, 4.5. 5.1,5 5.2. 4.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12., 5.12, 5.13, 5.14, 5.15, 5.17, 5.19, 5.23.	70%						
Assessment Deadlines and Extensions	The deadline/s by which assessment/s are to be submitted will be clearly outlined and communicated on commencement of the module by the lecturer/s of this module. Recognizing that students may face legitimate challenges that impact their ability to submit work on time, provisions are made for considering extenuating circumstances and offering support where needed. Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in section 3.8 of the 2026_27 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy Trinity College Dublin Please note: For logistical reasons it is not possible to grant an extension for the Hilary Term Exam assessment components of this module due to the structure and timing of the assessment. However please be assured that LENS examination accommodations will be provided for the Hilary Term Examination. Students should refer to section 3.8.3 of the Course Handbook for advice on deferring an examination Extensions will be								

	accommodated for the Michaelmas Term essay in accordance with section 3.8 of the BSS Course Handbook. Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply: • For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply. • For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply. • Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre- agreed extension, a medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero.
Generative Artificial Intelligence (GenAI) and assessment	Guidance for the use of Gen AI in this module has been informed by the University of Limerick Traffic Light Model adapted from Perkins et al. (2024). • For this module, GenAI may be used by students during the initial stages of assignment preparation to support the exploration of topics, the generation and refinement of ideas, and the development of the overall structure and design of the project. The use of GenAI should complement, rather than replace, conventional academic research methods, including literature searches. • At the beginning of the assignment, students are asked to include a statement outlining specific details of if / how GenAI was used in the completion of the submission. • GenAI can be used to make improvements to the clarity or quality of student created work to improve the final output for this assignment, but no new content can be created using AI. • GenAI can be used to make improvements to the clarity or quality of student created work to improve the final output for this assignment, but no new content can be created using AI. • Where specific words, sentences, quotations, or other content generated by a GenAI tool are included in project materials, these must be clearly acknowledged and appropriately referenced in accordance with the required referencing style. • From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism,

	which is defined as academic misconduct in accordance with College Academic Integrity Policy. Students are encouraged to use GenAI critically and transparently, recognising its limitations and verifying the accuracy, reliability, and suitability of any information or outputs it produces before incorporating them into their work. <u>College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research</u> can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: FINAL-BSS-Student-Handbook-2026_27.pdf Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.
Indicative Reading List (approx. 4-5 titles)	Skehill, C. (2011). History of Social Work in the Republic of Ireland. OUP. Davies, M. (ed) (2013) The Blackwell Companion to Social Work. 4th edn. Blackwell Publishers. Chapter 6.2.13, p.451; Chapter 6.2.24, p.492; and book 2, The Human Life-Cycle. Banks, S. (2012) Ethics and Values in Social Work. 4th edn. Macmillan International Higher Education. Wilson, K. (2011) Social Work: An Introduction to Contemporary Practice. 2nd edn. Prentice Hall.
Useful web-based content	For this module, a reading list has been created through Trinity's 'myreadinglist' function. Please access this through the module blackboard page.
Relevant Journals	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 & Neglect Child Maltreatment, Child and Youth Services Review, Disability and Society.
Module Pre-requisite	NA
Module Co-requisite	NA
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	NA

3.3 SSU11051 Introduction to Social Policy Concepts

Module Code	SSU11051
Module Name	Introduction to Social Policy Concepts
ECTS credit weighting	10 ECTS
Semester taught	Junior Fresh, Semester 1, 2026 / 2027
Module Coordinator	Dr Carla Petautschnig
Module Lecturer	Dr Carla Petautschnig
Module Learning Outcomes with embedded Graduate Attributes	At the end of this module the student should be able to: 1. Define and explain the concept and remit of social policy, including its contested goals, key areas and relevance to society. 2. Describe the evolution of the welfare state and the key historical developments influencing its varied organisation. 3. Identify and compare how political ideologies influence social policy goals, design and delivery. 4. Explain Esping-Andersen's welfare regimes model and apply it to categorise welfare systems globally. 5. Describe key theoretical perspectives in relation to the following concepts: social rights, freedom, equality and justice, and identify how varying perspectives on these concepts influence policy.
Module Content	This module provides an essential introduction to the field of social policy, exploring how societies address human needs, promote well-being, and respond to inequality. Students will examine key historical developments, core principles such as rights, justice, equality, and freedom, and major theoretical and ideological approaches to welfare. Through a focus on real-world examples, students will gain foundational understanding of how welfare states operate and evolve. The course also considers current and future challenges facing social policy in a global context. Module aims: • To introduce students to the key concepts, values, and issues in social policy. • To explore the historical and ideological foundations of welfare systems. • To examine key social principles, including, social rights, freedom, equality, and justice, in relation to policy. • To develop students' ability to engage critically with social policy debates and systems.

Teaching and Learning Methods ³	Lectures and interactive tutorials will be used to support students to develop the learning outcomes. Students will be expected to engage with weekly readings, lectures and tutorials throughout the duration of the module.				
Assessment Details ⁴ Please include the following: - Assessment Component - Assessment description - Learning Outcome(s) addressed % of total It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.	Assessment Component	Assessment Description	LO Addressed	ECTS % of total	Submission due date
	Presentation	Tutorial presentation on newspaper article addressing set questions.	LO1, LO3	10%	Weeks 7-8 and 10-14 as per college calendar
	Policy Analysis	1,200-word assignment analysing extract of a policy document.	LO1 – LO4	30%	Week 10. Weds 04.11.2026 @ 12 Noon
	Essay	1,700-word Essay (excluding references) plus 200-words metacognitive reflection.	LO1 - LO5	60%	Week 15. Fri 11.12.2026 @ 12 Noon
Re-Assessment Details	Assessment Component	Assessment Description	LO Addressed	% of total	
	Recorded presentation	Recorded presentation on newspaper article addressing set questions.	LO1 – LO3	10%	
	Policy Analysis	1,200-word assignment analysing extract of a policy document.	LO1 – LO4	30%	
	Essay	1,700-word (excluding references) Essay plus 200-words metacognitive reflection.	LO1 - LO5	60%	
All supplemental assessments must be resubmitted during the college supplemental examination period.					

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

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

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

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

Module Code	SSU11072		
Module Name	Introduction to Junior Fresh Placement: Preparation for Practice Based Learning		
ECTS credit weighting	10 ECTS		
Semester taught	Year-Long (Semester 1 & 2)		
Module Coordinator/s	Dr Sinead Whiting		
Trinity Teaching & Learning Module Learning Outcomes with embedded Graduate Attributes Also CORU Social Workers Registration Board Standards of Proficiency for Social Workers	Module Aim: This module introduces students to the principles of practice-based learning and the foundational skills required for social work practice. Through a combination of lectures, small group role-play sessions, and 40 hours of volunteering, students will begin developing core skills essential for building effective professional relationships. The module supports students in completing their volunteering hours and encourages reflection on their experiences to identify personal learning needs. Role-play activities provide a structured space to explore and enhance these skills in preparation for future placements.		
	Module Learning Outcome	Relates to and Supports TCD Programme learning outcome (PLO)	CORU Standard of Proficiency Taught (SOP)
	Identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional.	PLO.4, PLO.8	1.2
	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.	PLO.10	1.9
	Recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made	PLO.8, PLO.9	1.18
	Be aware of and be able to take responsibility for managing one's own health and wellbeing	PLO.8, PLO.11	1.21

	Develop competence in clear communication skills, both in person and via digital platforms. This includes the ability 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	PLO.5, PLO.6	1.17, 2.2, 2.7, 5.27
	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	PLO.6, PLO.10	2.3
	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.	PLO.7, PLO.11	1.21, 4.1, 4.3, 5.23
	Critically understand the importance of effective supervisory frameworks and be able to actively participate in same while recognizing impact of personal values and life experiences on professional practice.	PLO.7, PLO.9	4.4, 5.4, 5.26
	Understand the importance of and be able to seek professional development, supervision, feedback and	PLO.7, PLO.11	4.5

	peer review opportunities in order to continuously improve practice		
	Maintain professional boundaries with service users within a volunteering setting and be able to identify and manage any associated challenges.	PLO.8, PLO.9	5.11
Module Overview and Content	This module introduces students to the practice-based learning component of the Bachelor in Social Studies (Social Work) (BSS) programme, with a particular focus on the Junior Fresh (first-year) volunteering requirement. It supports students in understanding what is expected during their volunteering and how this experience contributes to their development as future social workers. Through weekly lectures and small group sessions, students explore the transition from being a volunteer to becoming a student on placement in health and social care settings. They are encouraged to reflect on their experiences, identify personal learning needs, and begin developing key skills such as effective communication, teamwork, and professional self-awareness. In Semester 2 a central feature of the module is the use of role-play exercises, which provide students with a safe and supportive environment to practise core social work skills. These sessions simulate real-life scenarios, helping students to build confidence, receive feedback, and begin to understand the complexities of working with service users and colleagues in professional settings. During class students also examine real-world issues faced by service users, and consider how to provide safe, person-centred care that meets both individual and organisational needs. They are encouraged to reflect on how their own life experiences and personal attributes may influence their interactions in practice, and how to manage these influences constructively. Overall, the module lays the foundation for professional development by combining academic learning with practical experience, helping students prepare for future placements and their ongoing journey in social work.		
Teaching and Learning Methods⁵	Teaching and Learning Strategies : To support students in achieving the module learning outcomes, a combination of lectures, role-play, reflective exercises, and peer learning will be used across two semesters. Semester 1 : Students will attend three 1-hour lectures designed to provide foundational knowledge about the practice-based learning component of the BSS programme. These sessions will include guest speakers from a range of voluntary organisations to introduce students to different volunteering opportunities and help them prepare for and source their 40 hours of volunteering. This approach supports learning outcomes related to professional autonomy, accountability, and understanding the boundaries of practice. Semester 2: Students will participate in six 2-hour small group sessions focused on role-play. These		

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

	sessions simulate real-life social work scenarios and allow students to practise beginner-level skills such as communication, boundary-setting, and reflective practice. Role-play is supported by structured peer feedback, self-reflection, and input from experienced social workers. This strategy directly supports learning outcomes related to communication, supervision and professional development. Rationale : These strategies are chosen to reflect the experiential nature of social work education. Role-play and reflection are particularly effective in helping students internalise professional values and behaviours, while lectures provide essential context and guidance. The combination of active and passive learning methods ensures alignment with the module’s blended delivery and supports both contact and independent study hours. Assessment Support : The strategies are designed to prepare students for formative assessments based on participation, reflection, and skill demonstration. Role-play sessions allow students to rehearse and receive feedback on key competencies, while reflective exercises help them articulate learning needs and professional growth.															
Recording of Lectures <i>Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</i>	Lecture recordings will not be made available to students however lecture summaries in the form of PowerPoint Presentations will be uploaded to Blackboard where appropriate. The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may record lectures when appropriate and in consultation with the lecturer.															
Assessment Details⁶ Please include the following: • Assessment Component • Learning Outcome(s) addressed • % of total It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.	<table><tr><th>Annual Assessment Component</th><th>Programme Learning Outcome Assessed (PLO)</th><th>CORU standards of proficiency assessed (SOP)</th><th>% of total</th></tr><tr><td>40 Hours of Volunteering at approved site. <i>"Students must source their own volunteering and volunteering must be completed in a setting that has been pre-approved and deemed suitable by the Practice Education Team, in accordance with programme standards and criteria designed to ensure the quality and relevance of the learning experience."</i></td><td>PLO.4, PLO.8, PLO.9, PLO.10</td><td>SOP 1.2, 1.18, 1.21, 5.11</td><td>Pass/Fail</td></tr><tr><td>JF Volunteering Project</td><td>PLO.5, PLO.6, PLO.7,</td><td>SOP 1.17, 2.2, 2.3, 4.1, 4.3, 4.4, 4.5, 5.4, 5.23</td><td>Pass/Fail</td></tr></table>				Annual Assessment Component	Programme Learning Outcome Assessed (PLO)	CORU standards of proficiency assessed (SOP)	% of total	40 Hours of Volunteering at approved site. <i>"Students must source their own volunteering and volunteering must be completed in a setting that has been pre-approved and deemed suitable by the Practice Education Team, in accordance with programme standards and criteria designed to ensure the quality and relevance of the learning experience."</i>	PLO.4, PLO.8, PLO.9, PLO.10	SOP 1.2, 1.18, 1.21, 5.11	Pass/Fail	JF Volunteering Project	PLO.5, PLO.6, PLO.7,	SOP 1.17, 2.2, 2.3, 4.1, 4.3, 4.4, 4.5, 5.4, 5.23	Pass/Fail
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⁶ <https://www.tcd.ie/academicpractice/resources/assessment/>

		PLO.10, PLO.11										
	*Attendance Requirement Min 80% Attendance Pass / Fail	PLO.8	SOP 1.21	0%								
	This is a non compensatable module. Students must pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules *Attendance Requirements BSS Students are expected to attend 100% of this module. 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.											
Re-Assessment Details	<table><tr><td>Supplemental Assessment Component</td><td>Programme Learning Outcomes (PLO) Assessed</td><td>CORU standard of proficiency (SOP) assessed</td><td>% of total</td></tr><tr><td>JF Volunteering Project</td><td></td><td></td><td>Pass/Fail</td></tr></table>				Supplemental Assessment Component	Programme Learning Outcomes (PLO) Assessed	CORU standard of proficiency (SOP) assessed	% of total	JF Volunteering Project			Pass/Fail
	Supplemental Assessment Component	Programme Learning Outcomes (PLO) Assessed	CORU standard of proficiency (SOP) assessed	% of total								
JF Volunteering Project			Pass/Fail									
	Students who do not complete 40 hours of approved volunteering will not be given permission to proceed to their Senior Fresh year. 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. Students who fail their repeat project will not be given permission to proceed to their Senior Fresh year.											
Assessment Deadlines and Extensions	The deadline/s by which assessment/s are to be submitted will be clearly outlined and communicated on commencement of the module by the lecturer/s of this module. Recognizing that students may face legitimate challenges that impact their ability to submit work on time, provisions are made for considering extenuating circumstances and offering support where needed. Information and procedures for requesting extensions and (LENS) Report - Reasonable Accommodations is set out in section 3.8 of the 2026_27 BSS Student Handbook available Course Structure & Content - School of Social Work and Social Policy Trinity College Dublin Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply: For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply.											

	- For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply. - Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre- agreed extension, a medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero.
Generative Artificial Intelligence (GenAI) and assessment	- For this module, GenAI may be used by students during the initial stages of assignment preparation to support the exploration of topics, the generation and refinement of ideas, and the development of the overall structure and design of the project. The use of GenAI should complement, rather than replace, conventional academic research methods, including literature searches. - GenAI can be used to make improvements to the clarity or quality of student created work to improve the final output for this assignment, but no new content can be created using AI. - At the beginning of the Volunteering Practice Project students are asked to include a statement outlining specific details of if / how GenAI was used in the completion of the project. <u>College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research</u> can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf School Generative Artificial Intelligence (GenAI) Policy can be found in section 3.16 of the Bachelor in Social Studies Course Handbook: FINAL-BSS-Student-Handbook-2026_27.pdf Please note these are ‘living’ documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module. - GenAI can be used to make improvements to the clarity or quality of student created work to improve the final output for this assignment, but no new content can be created using AI. - Where specific words, sentences, quotations, or other content generated by a GenAI tool are included in project materials, these must be clearly acknowledged and appropriately referenced in accordance with the required referencing style. - From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism,

	which is defined as academic misconduct in accordance with College Academic Integrity Policy. Students are encouraged to use GenAI critically and transparently, recognising its limitations and verifying the accuracy, reliability, and suitability of any information or outputs it produces before incorporating them into their work
Indicative Reading List (approx. 4-5 titles)	Knott, C., & Scragg, T. (Eds.). (2016). Reflective practice in social work. Learning Matters. Loughran, H. (2018) Counselling Skills for Social Workers, London: Routledge Teater, B (2020) An Introduction to Applying Social Work Theories and Methods. London: McGraw Hill/ Open University Press. Trevithick, P. (2012) Social Work Skills: A Practice Handbook. Maidenhead: McGraw Hill/ Open University Press. Ward, A. (2006) Working in group care: Social work and social care in residential and day care settings. 2nd edition. Policy Press Wilson, G. (2011). Evidencing reflective practice in social work education: Theoretical uncertainties and practical challenges. British Journal of Social Work, 43(1), 154-172.
Useful web-based content	Relevant materials may be provided by the course lecturer.
Relevant Journals	Relevant materials may be provided by the course lecturer.
Module Pre-requisite	
Module Co-requisite	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	

Section 4: Module Links to Schools outside of Social Work and Social Policy

Below are modules taken by BSS Junior Freshman students outside of the School of Social Work and Social Policy. For information on the module outlines listed below, the links below will take you to each school's website.

4.1 School of Economics

Module	Link
ECU11031: Introduction to Economic Policy A (5 ECTS)	ECU11031-3-Introduction-to-Economic-Policy-A-26-27.pdf
ECU11032 Introduction to Economic Policy B (5 ECTS)	ECU11032-4-Introduction-to-Economic-Policy-B-26-27.pdf

4.2 School of Political Science

Module	Link
POU11033 Politics and Irish Society A (5 ECTS)	POU11033-SSP-Module-Outline-26.pdf
POU11034 Politics and Irish Society B (5 ECTS)	POLITICS AND POPULAR CULTURE B - Political Science - Trinity College Dublin

4.3 School of Sociology

Module	Link
SOU11021 Making Sense of the Social World 1 (5 ECTS)	SOU11021-Making-Sense-of-the-Social-World-I-2627.pdf
SOU11022 Making Sense of the Social World 2 (5 ECTS)	SOU11022-Making-Sense-of-the-Social-World-II-26-27.pdf