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

SCHOOL OF SOCIAL WORK & SOCIAL POLICY

JUNIOR FRESH (FIRST YEAR) MODULE DESCRIPTORS 2026 / 2027

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
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1.1 Junior Fresh Module Descriptors 2026 / 2027

1.11 Introduction to Social Policy Concepts, (SSU11061), 5 ECTS

Module Code	**SSU11061**
Module Name	Introduction to Social Policy Concepts
ECTS credit weighting	**5 ECTS**
Semester taught	Junior Fresh, Semester 1, 2026 / 2027
Module Coordinator	Dr Carla Petautschnig
Module Lecturers	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[1]	The module is delivered through weekly lectures and tutorials. 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.

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

Assessment Details[2]

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 5 ECTS	LO Addressed	ECTS % of total	Submission due date
Presentation	Tutorial presentation on assigned reading addressing set questions.	LO1, LO3	10%	**Weeks 7-8 and 10-14 as per college calendar**
Essay	1500-word essay (excluding references) plus 200-word metacognitive reflection	LO1 - LO5	90%	**Week 15. Fri 11.12.2026 @ 12 Noon**

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Recorded presentation	Presentation on newspaper article addressing set questions	LO1 – LO3	10%
Essay	1500-word essay (excluding references) plus 200-word	LO1, LO5	90%

[2] https://www.tcd.ie/academicpractice/resources/assessment/

	metacognitive reflection		

All supplemental assessments must be resubmitted during the college supplemental examination period.

Inclusive Curriculum

	PLEASE TICK
• Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
• Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
• Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
• Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design • This module includes multiple assessment types, both oral and written The module incorporates multiple teaching methods including lectures and small group tutorial discussion	

Indicative Reading List (approx. 4-5 titles)	• Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley • Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction.* 2nd Edition. Bristol: Policy Press • Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity. • Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Polity Press. • Timonen, T (2024) Social Policy: *The Quest for Freedom, Equality and Justice*. 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.

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1.11 Introduction to Social Policy Concepts, (SSU11051), 10 ECTS

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: • Define and explain the concept and remit of social policy, including its contested goals, key areas and relevance to society. • Describe the evolution of the welfare state and the key historical developments influencing its varied organisation. • Identify and compare how political ideologies influence social policy goals, design and delivery. • Explain Esping-Andersen's welfare regimes model and apply it to categorise welfare systems globally. • 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

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	LO1 - LO5	60%	**Week 15. Fri 11.12.202**

[3] Trinity-INC provides tips and resources on how to make your curriculum more inclusive.
[4] https://www.tcd.ie/academicpractice/resources/assessment/

across the year to ensure varied assessment methods.

	metacognitive reflection.			**6 @ 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.

Inclusive Curriculum

	PLEASE TICK
• Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
• Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
• Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
• Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design • • This module includes multiple assessment types, both oral and written • The module incorporates multiple teaching methods including lectures and small group tutorial discussion	

Indicative Reading List (approx. 4-5 titles)	• Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley • Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction.* 2nd Edition. Bristol: Policy Press • Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity. • Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Polity Press. • Timonen, T (2024) Social Policy: *The Quest for Freedom, Equality and Justice*. 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

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1.12 Accessing and Reviewing Literature, (SSU11071), 5 ECTs

Module Code	**SSU11071**
Module Name	Accessing and Reviewing Literature
ECTS credit weighting	**5 ECTS**
Semester taught	Junior Fresh, Semester 1, 2026 / 2027
Module Coordinator/s	Dr Lynne Cahill
Module Learning Outcomes **with embedded** Graduate Attributes	**On successful completion of this module, students should be able to:** This is a starting point module. It assumes no previous experience of academic databases, referencing software or literature reviews. The learning outcomes (LO) below describe the skills you will build from the ground up, and what each one gives you. **LO1. Turn a broad interest into a question you can research** Take a wide topic and narrow it into a focused question and identify the key words and alternative words that go with it to search academic databases. **Graduate attributes: critical thinking, information literacy** **LO2. Build and run your own search** Use the core tools of academic searching, including Boolean operators (AND, OR, NOT), truncation and simple filters, to find sources that are relevant to your question. **Graduate attributes: information literacy, problem solving** **LO3. Find your way around the Library and its databases** Move between the Library catalogue, subject databases and open access sources with growing confidence, and know which is useful for which purpose. **Graduate attributes: information literacy, independent learning, organisational skills** **LO4. Keep track of what you find**

Use a reference management tool such as EndNote to save, organise, annotate and cite sources, and produce a correctly formatted reference list.

Graduate attributes: digital literacy, organisational skills

LO5. Keep a clear record of your searches

Keep a simple search log, so that you can explain how you found your sources and repeat or adjust a search later.

Graduate attributes: research integrity, attention to detail

LO6. Ask for help well

Work with subject librarians and ask clear, specific questions about your search strategy.

Graduate attributes: communication, confidence

LO7. Learn with and from other students

Work in a small group to develop search terms together, discuss the quality of sources, share out tasks and present your thinking to the class.

Graduate attributes: communication, teamwork, presentation skills

LO8. Read closely and write a short review in your own words

Read a small number of sources carefully, notice where they agree and disagree, judge how strong the evidence is, and write a short literature review that is clear, properly referenced and free of plagiarism.

Graduate attributes: academic writing, thematic analysis, critical analysis

Module Content

This module is where your research journey at university begins. It is designed for first year students who are new to academic databases, referencing and literature reviews, and it starts at the beginning. Nothing here assumes prior experience.

Most students arrive able to search the web, and that is a perfectly reasonable starting point. This module builds on it and shows you how searching works at university level. You will learn how to turn a broad interest into a question you can actually search, practise with the Library databases, and gather a small set of good quality sources on a social policy topic that interests you. You will learn how to keep your references in order, how to credit other people's work properly, and how to write a short literature.

You are at the very start of this journey, and the module is built for that. You will not be producing a comprehensive or systematic review of a body of literature. That is a later stage skill. What you will be doing is learning the individual moves that those larger pieces of work are made from, at a scale that is manageable in your first term and practising each one with support before it is assessed.

What you will gain from taking this module:

- Confidence using the Library, which is one of the biggest practical differences between a struggling first year and a comfortable one.
- A search you can explain, rather than a list of results you cannot account for.
- Skills that transfer straight into every other module you take, in social policy and beyond, because every essay you write needs sources.
- A referencing system that saves you hours later and keeps you well clear of accidental plagiarism.
- The ability to tell a stronger source from a weaker one, and to say why.
- Experience of working in a small group and presenting, in a low stakes setting, before it counts for more.

Habits that are just as useful outside college, in any job where you have to find

	reliable information and explain where it came from.
Teaching and Learning Methods[5]	Lectures, demonstrations, in-class practical and presentations, so that you apply each skill soon after you meet it rather than only reading about it. We will be using informal cooperative learning groups as part of the module. These are small, temporary, ad-hoc groups of four to six students who work together for brief periods (typically one or two classes), to answer questions, respond to prompts posed by the lecturer and present their output. Working in these groups will help you to develop your group work skills, which are important in both college and work, and it means you are never sitting with a search problem on your own for long. **Contact hours and indicative student workload** For this module, the guidelines for student inputs are as follows. These represent the minimum number of hours that students are expected to invest: • Lecture attendance and participation: 18 hours • Time spent on further recommended reading and other resources such as videos and instructional guides: 25 hours • Practising search skills in databases: 12 hours • Independent sourcing and reading of relevant materials to prepare for assessment: 25 hours • Drafting and finalising written assessments: 25 hours

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

How the assessments build your skills, step by step

The four assessment components are sequenced deliberately. Each one adds a single new skill to the one before it, so that across the semester you move from a rough idea to a short, referenced piece of written analysis. Nothing is assessed before it has been taught and practised in class.

1. Social policy research topic and search terms

Skill you gain: turning a broad interest into a question you can actually work with.

Most first year students begin with a topic that is far too broad, and that is completely normal. Learning to narrow a broad theme such as "homelessness" into a focused question such as "How have long stays in emergency accommodation impacted the school attendance of children in Dublin?", and then drawing out the search terms that go with it ("emergency accommodation", "school attendance", "Dublin", "impact evaluation"), trains you to think carefully about scope, relevance and precision.

2. Search strategy

Skill you gain: searching a database on purpose rather than by chance and keeping track of what you did.

A quick search in Google Scholar will always give you something, but it will not always give you something good, and it will not tell you what you have missed. This part of the module shows you what changes when you move to the Library databases. You will practise combining keywords, applying simple filters such as date, country or type of study, and choosing a database that suits social policy, for example ProQuest Social Science Premium or Scopus. You will also learn to note down what you searched and where, so that you can get back to a source weeks later and show a reader how you found it.

You are not expected to produce an exhaustive search of the literature at this stage, and you will not be marked as though you were. The aim in first year is that you understand the moves, can explain the choices you made, and have a

method you can build on as the work becomes more demanding in later years.

3. In-class group presentation

Skill you gain: explaining what you found to other people.

Social policy work is rarely done alone, and it usually has to be explained to someone: classmates, colleagues, service users, policymakers or community groups. Working in a small group gives you practice at dividing up a task, agreeing what matters most, keeping slides clear and answering questions. For many students this is a first presentation at university, so it is placed early, in class, in a group, and for a small share of the marks. That is a much easier place to start than a final year presentation.

4. Mini literature review

Skill you gain: reading a small number of sources closely and writing them up together.

Finding good sources is only the first step. You then have to work out what each one is claiming, how convincing the evidence is, and where the sources agree and disagree. You will do this with four academic sources. Working with a small number is deliberate: it lets you slow down and read properly, which is where the skill actually develops. This is the same core scholarly move used in a full literature review, practised at a size you can handle in first year, and everything larger you are asked to do later is built from it.

Assessment Details[6]

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**	**Skill built and LO addressed**	**% of total**
Social policy research topic and search terms ***DUE: Week 6. Weds 07.10.26***	Identify and develop a research question.	Builds the ability to define a topic clearly and construct search terms that will find relevant material. (LO1)	10%
Search strategy ***DUE: Week 10. Fri 06.11.26***	Develop and implement a search strategy on any Social Policy topic	Builds database searching capability and the habit of recording what you did, so a search can be explained and repeated. (LO2, LO3, LO5)	30%
In class group presentation ***DUE: Week 11. Weds 11.11.26 Week 12. Weds 18.11.26***	Group presentation on a social policy topic	Builds teamwork, communication and presentation skills in a supportive, low stakes setting. (LO6, LO7)	10%
Mini literature review ***DUE: Week 16. Weds 16.12.26***	Taking four of the best quality sources identified in the literature search exercise, write a literature review.	Builds close reading, critical appraisal, referencing and evidence informed writing in your own words. (LO4, LO8)	50%

Formative support is built in throughout. In-class practical, group tasks and feedback on your topic and search strategy all come before the mini literature review, so you are never asked to demonstrate a skill you have not already practised with support.

[6] https://www.tcd.ie/academicpractice/resources/assessment/

Re-Assessment Details

Assessment Component	Assessment Description	Skill built and LO addressed	% of total
Social policy research topic and search terms	Identify and develop a research question.	LO1	10%
Search strategy	Develop and implement a search strategy on any Social Policy topic	LO2, LO3, LO5	30%
Individual recorded presentation	Individual recorded presentation on a social policy topic, replacing the group component	LO6, LO7	10%
Mini literature review	Taking four of the best quality sources identified in the literature search exercise, write a literature review.	LO4, LO8	50%

Inclusive Curriculum

	PLEASE TICK
• Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	• ☒
• Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	• ☒
• Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	• ☒
• Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design	

Indicative Reading List (approx. 4-5 titles)	▪ Cottrell, S. (2011) Critical Thinking Skills: Developing Effective Analysis and Argument. Basingstoke: Palgrave Macmillan. ▪ Gallagher, A., O'Connor, C. and Visser, F. (2023) Uisce faoi Thalamh: An Investigation into the Online Mis and Disinformation Ecosystem in Ireland (Report 1 of 3: Summary Report). Institute for Strategic Dialogue. ▪ Greetham, B. (2013) How to Write Better Essays. London: Palgrave Macmillan. ▪ Kahneman, D. (2011) Thinking, Fast and Slow. London: Penguin. ▪ Ridley, D. (2012) The Literature Review: A Step-by-Step Guide for Students. 2nd ed. London: Sage. ▪ Trinity Library, Avoiding Plagiarism: https://libguides.tcd.ie/plagiarism ▪ Trinity Library, Handbook of Academic Writing: https://libguides.tcd.ie/ld.php?content_id=15747502 Student Learning and Development Resources: https://student-learning.tcd.ie/
Module Pre-requisite	None. This module assumes no previous experience of academic searching or referencing
Module Co-requisite	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	

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1.13 Critical Analysis and Argument Development, (SSU11092), 5 ECTS

Module Code	**SSU11092**
Module Name	Critical Analysis and Argument Development: *Think critically, argue effectively, engage with real-world social issues.*
ECTS credit weighting	**5 ECTS**
Semester taught	Junior Fresh, Semester 2, 2026 / 2027
Module Coordinator/s	Dr Louise Caffrey
Module Learning Outcomes **with embedded** Graduate Attributes	**On successful completion of this module, students should be able to:** • Define and explain key concepts including critical analysis, academic argument, and theoretical framework (LO1) • Identify and compare competing perspectives on social policy issues (LO2) • Recognise common cognitive biases and apply strategies to minimise their influence on reasoning and decision-making (LO3) • Critically evaluate competing explanations of social issues using an evidence-informed approach (LO4) • Construct balanced, coherent, and persuasive arguments on social policy topics (LO5) • Demonstrate knowledge and understanding of key contemporary social policy debates, including the changing context of work, activation policy, Universal Basic Income, and the gender pay gap (LO6)

Module Content

In an age of information overload, competing viewpoints, and complex social challenges, the ability to think critically and construct evidence-based arguments is more important than ever.

This module provides students with the essential skills needed to analyse social issues, assess evidence, and develop well-reasoned arguments. Through the exploration of contemporary social policy debates, students will learn how to question assumptions, recognise bias, evaluate competing explanations, and communicate informed perspectives on issues that shape society.

Using real-world topics such as the future of work, Universal Basic Income, labour market policy, and the gender pay gap, students will apply critical thinking skills to some of the most pressing social and economic challenges of our time. The module encourages students to engage with diverse perspectives and to develop balanced, evidence-informed arguments that go beyond simple answers to complex questions.

Designed for students from a range of disciplinary backgrounds, this module develops valuable analytical, communication, and problem-solving skills that are relevant across academic, professional, and civic contexts.

The module explores the foundations of critical thinking and argument development through a range of contemporary social policy debates, including:

- What does it mean to think critically?
- Cognitive biases and common errors in reasoning
- Developing and structuring effective academic arguments
- Finding, evaluating, and using evidence
- Understanding the gender pay gap
- The changing nature of work in contemporary societies
- Active Labour Market Policies and welfare reform
- Universal Basic Income: opportunities and challenges

Teaching and Learning Methods[7]	Lectures, tutorials, written interactive learning tasks, active engagement in lectures. Guidelines for student inputs into the module are detailed below and represent the minimum number of hours that students are expected to invest in this module: Lecture attendance and participation: 20 hours Reviewing instructional material (assigned readings and notes): 20 hours Time spent on further recommended reading: 25 hours Weekly written responses to learning tasks (including reading): 15 Tutorial attendance: 7 hours Independent sourcing and reading of relevant supplementary material to prepare for assessment: 15 hours Drafting and finalizing written essay for written assessment: 25 hours

Assessment Details[8]

Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators consider

Assessment Component	Assessment Description	LO Addressed	% of total
Learning Tasks ***Submission Due:*** **Week 32.** **Tues 09.04.27** **@ 12.00 Noon**	1 x written response to 5 learning tasks completed throughout the term	LO1- LO6	10 %
Essay ***Submission Due:*** **Week 34.** **Weds 21.04.27** **@ 12.00 Noon**	1500 Word Essay	LO2- LO6	90 %

[7] Trinity-INC provides tips and resources on how to make your curriculum more inclusive.
[8] https://www.tcd.ie/academicpractice/resources/assessment/

assessment types used across the year to ensure varied assessment methods.

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Learning Tasks	1 x written response to 5 learning tasks.	LO1- LO6	10 %
Essay	1500 Word Essay	LO2- LO6	90 %

Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines	☒

(https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design A variety of learning materials are providing, including written materials and some podcasts, where appropriate. Content is assessed via a variety of methods; a longer essay and shorter continuous assessments, that should be completed weekly to build students understanding and learning.	

Indicative Reading List
(approx. 4-5 titles)

Cottrell, S. (2011). Critical thinking skills: Developing effective analysis and argument. Basingstoke Palgrave Macmillan.

Greetham, B. (2013). *How to write better essays.* London: Palgrave Macmillan.

Kahneman, D. (2011). *Thinking, fast and slow*. London: Penguin

Paul, R. & Elder, L. *The Miniature Guide to Critical Thinking.* The Foundation for Critical Thinking. Available at: https://www.criticalthinking.org/files/Concepts_Tools.pdf

Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online. *Science, 359*(6380), 1146-1151. doi:10.1126/science.aap9559

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.	No

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1.14 Active Citizen Participation In Policy, (SSU11122) 10 ECTs

Module Code	**SSU11132**
Module Name	Active Citizen Participation In Policy
ECTS credit weighting	**10 ECTS**
Semester taught	Junior Fresh, Semester 2, 2026 / 2027
Module Coordinator/s	Dr Catherine Conlon
Module Learning Outcomes **with embedded** Graduate Attributes	**On completion of this module, students will be able to:** 1. Critically analyse the concepts of citizenship participation and engagement examining how different theoretical frameworks understand the role of citizens in public life and the policy cycle. 2. Assess the opportunities and barriers for meaningful citizen engagement at each stage of the policy cycle, from agenda-setting through to policy evaluation. 3. Critically appraise modes of citizen participation in terms of their scope, accessibility, and effectiveness. 4. Examine the role of activism and social movements in citizen participation. 5. Apply conceptual and analytical frameworks from the module to real-world examples of citizen engagement, demonstrating the ability to critically reflect on the conditions under which citizen participation produces meaningful influence on policy outcomes.
Module Content	The module will consider why citizens participate in policy, what it looks like in practice, where it happens in the policy cycle and how systems can enable it. **A. Citizenship, Participation and Engagement** The nature of citizenship itself: rights, responsibilities, and the capacity of individuals and communities to act in public life and policy. Forms, conditions, and quality of citizen involvement across public life. **B. The Policy Cycle and Participation** Scope for citizen participation across the

	policy cycle from agenda-setting, formulation, implementation to evaluation. **C. Modes of Citizen Participation** How citizen participation takes shape in practice. The conditions for quality participation • **Participatory and Inclusive Research** —where citizens shape the research agenda and contribute lived experience as evidence • **Citizens' Assemblies**— structured processes where representative groups of citizens deliberate on complex policy questions • **Public Consultation** — formal mechanisms through which governments and institutions invite citizen input into policy decisions and evaluation • **Activism and Social Movements** — citizen-driven efforts to challenge power and drive change, operating within and beyond formal structures
Teaching and Learning Methods[9]	Teaching and Learning methods on this module will involve a combination of: Lectures both didactic and interactive; scaffolded discussion; role play and simulation; peer teaching; self-directed learning and independent research. Assessment design In-classroom Presentation with an interactive component that involves all students and lecturers in the topic under discussion will be used to facilitate active independent and group learning. This mode of assessment supports students sharing and checking understandings, demonstrating critical analysis and receiving peer and instructor feedback. Independent case study analysis for summative assessment supports students critically analysing and appraising modes of citizen participation in policy, assessing how meaningful or impactful they are and mapping them onto conceptual and analytical frameworks to in turn critically assess those same frameworks.

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

Assessment Details[10]

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	% of total
Interactive Presentation ***Due:*** ***Week 30*** ***Tuesday 23rd March (in class)*** ***And*** ***Week 31*** ***Tuesday 30th March (in class)***	To be finalised	1, 2, 3	30%
Case Study Analysis ***Due:*** ***Week 34*** ***Monday 19th April*** ***@ 12.00 Noon***	To be finalised	1, 2, 3 4 and 5	70%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Recorded presentation		1, 2, 3	30%
Case Study Analysis		1, 2, 3, 4 and 5	70%

Inclusive Curriculum

	PLEASE

[10] https://www.tcd.ie/academicpractice/resources/assessment/

	TICK
• Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	• ☒
• Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	• ☒
• Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	• ☒
• Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design	
1. Circulation of session reading and presentation materials at least 3 days in advance of session 2. Following Trinity INC guidelines in producing materials for the module Designing classroom-based assessment that encourages participation of all students, instructors and strives to ensure that multiple and diverse viewpoints are included by supporting involvement of all students in the classroom.	

Indicative Reading List	OECD (2022), *OECD Guidelines for Citizen Participation Processes*, OECD Public

(approx. 4-5 titles)	Governance Reviews, OECD Publishing, Paris, https://doi.org/10.1787/f765caf6-en. Renn, O., Webler, T., & Schweizer, P. J. (2026). Fairness and Competence in Citizen Participation: A Critical Review of Formats for Deliberative Policymaking. Cardullo, P., & Kitchin, R. (2025). Provincialising platform citizenship: Citizen participation in and through civic platforms. *Digital Geography and Society*, *8*, 100123. Nath, P.K. and Verma, G.G. (2025), Trust in Government and Participation in Democracy: Empirical Evidence From India. J Public Affairs, 25: e70039. https://doi.org/10.1002/pa.70039 About - Assembly
Module Pre-requisite	
Module Co-requisite	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	