



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

SCHOOL OF SOCIAL WORK & SOCIAL POLICY

SENIOR FRESH (SECOND YEAR) MODULE DESCRIPTORS 2026 / 2027





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Introduction to Social Policy in Action, 10 ECTS (SSU22291), 2026 / 2027

Module Code	SSU22291
Module Name	Introduction to Social Policy In Action
ECTS credit weighting	10 ECTS
Semester taught	Senior Fresh, Semester 1, 2026 / 2027
Module Coordinator/s	Dr Carla Petautschnig
Module Learning Outcomes with embedded Graduate Attributes	On successful completion of this module, students should be able to: 1. Explain the key components, actors and stages involved in the policy-making process. 2. Apply key analytical models and frameworks to the analysis of the policy-making process. 3. Assess how adequately frameworks offered within policy science capture social policy action. 4. Analyse and compare how the policy-making process unfolds in specific policy case studies. 5. Independently analyse specific policy initiatives to identify key aspects and approaches involved in policymaking. 6. Use the conventions of essay writing to analyse models and stages of policy making illustrated with reference to applied policy examples.
Module Content	This module aims to give students insight into basic frameworks and models for systematically analysing the policy-making process, which they will then apply to specific policy issues through a group project and an individual essay. This module looks at social policy <i>in action</i> and considers how it is devised and implemented, asking: How do issues come onto the agenda? Who are key policy actors? How do principles and ideologies that students learned in the first semester feature in policy responses? What are the key national and supra-national institutions



framing policy, and how is policy reviewed and evaluated? To address these questions, the module uses specific Irish and international case studies to illustrate and analyse concepts, frameworks and models. This module will equip students for deeper exploration of further specific policy issues and debates as they progress in their study of social policy.

Teaching and Learning Methods¹

The module is delivered through two lecture hours per week. Students are expected to engage in advance with the materials assigned for each lecture/topic and participate in class discussions. Materials and recommended readings are provided to expand on topics of interest after each class. Assignment preparation requires students to conduct independent research and source relevant publications.

Alongside, weekly lectures, students will participate in a one-hour Tutorials where they will discuss and think with the reading materials. During tutorial students will come together in a group project to analyse a policy initiative through frameworks introduced in the module. Students will present their analysis in the tutorial classroom prompting peer discussion and learning. This work will be assessed for 20% of assessment of the module.

For this module, the guidelines for student inputs are as follows - these represent the advised number of hours that students are expected to invest:

- Class (lecture & tutorial) attendance and participation: 32 hours
- Time spent reviewing instructional material (notes & assigned readings): 30 hours
- Time spent on further recommended reading: 60 hours
- Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 60 hours
- Researching current social policy issues to inform class presentation and written assessment: 40 hours

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



- Drafting and finalising writing of semester long project for written assessment: 50 hours

TOTAL: 272 hours

Assessment Details²

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
Group project and presentation on analysis of policy initiative. Due Date: 20.10.2026 (All groups submit and upload their PowerPoint presentation).	Students will come together in tutorials to undertake a group project analysing a policy initiative through frameworks introduced in the module. Students will present their analysis in the classroom prompting peer discussion and learning.	1, 2, 4, 5	20%
End of term Essay Due Date: Week 15 Tuesday 08.12.26 @ 12 Noon	2,500-word Policy Analysis Essay (excluding references)	1, 2, 3, 4, 5, 6	80%

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



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Assessment Component	Assessment Description	LO Addressed	% of total
Individual Presentation / video to be submitted.	Individual Presentation / video to be submitted.	1, 2, 3, 5	20%
Essay	3,000-word essay	1, 2, 3, 4, 6	80%

Re-Assessment Details

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	
- Power point presentations, videos and other materials that are shared with students will be reviewed for accessibility with reference to Accessibility Tips - Equality, Diversity and Inclusion Trinity College Dublin. - BlackBoard Ally will be used to assess how accessible all course materials are. - Lecture notes in the form of Power point presentations will be posted on Blackboard up to one hour before lectures.	

Indicative Reading List
(approx. 4-5 titles)

- Boaz, H. Davies, A. Fraser, and S. Nutley (2019) *What Works Now? Evidence-Informed Policy and Practice*. Bristol: Policy Press.
- 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.
- Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy*. London: Sage.
- Howlett, M. and Ramesh, M. (2003) *Studying Public Policy. Policy Cycles and Policy Subsystems* (2nd Edition). Oxford University Press.
- Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.

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



Introduction to Social Policy In Action 5 ECTS, (SSU22191), 2026 / 2027

Module Code	SSU22191
Module Name	Introduction to Social Policy In Action
ECTS credit weighting	5 ECTS
Semester taught	Senior Fresh, Semester 1, 2026 / 2027
Module Coordinator/s	Dr Carla Petautschnig
<u>Module Learning Outcomes</u> with embedded <u>Graduate Attributes</u>	On successful completion of this module, students should be able to: 7. Explain the key components, actors and stages involved in the policy-making process. 8. Apply key analytical models and frameworks to the analysis of the policy-making process. 9. Assess how adequately frameworks offered within policy science capture social policy action. 10. Analyse and compare how the policy-making process unfolds in specific policy case studies. 11. Independently analyse specific policy initiatives to identify key aspects and approaches involved in policymaking. 12. Use the conventions of essay writing to analyse models and stages of policy making illustrated with reference to applied policy examples.
Module Content	This module aims to give students insight into basic frameworks and models for systematically analysing the policy-making process, which they will then apply to specific policy issues through a group project (10 ECT students) or a written



individual analysis exercise (5 ECT students) and an individual essay. This module looks at social policy *in action* and considers how it is devised and implemented, asking: How do issues come onto the agenda? Who are key policy actors? How do principles and ideologies that students learned in the first semester feature in policy responses? What are the key national and supra-national institutions framing policy, and how is policy reviewed and evaluated? To address these questions, the module uses specific Irish and international case studies to illustrate and analyse concepts, frameworks and models. This module will equip students for deeper exploration of further specific policy issues and debates as they progress in their study of social policy.

Teaching and Learning Methods³

The module is delivered through two weekly lectures. Students are expected to engage in advance with the materials assigned for each lecture/topic and participate in class discussions. Materials and recommended readings are provided to expand on topics of interest after each class. Assignment preparation requires students to conduct independent research and source relevant publications.

Guidelines for student inputs to the module are detailed below and represent the minimum number of hours that students are expected to invest:

Large group lectures attendance and participation: 20 hours

Time spent reviewing instructional material (notes & assigned readings): 40 hours

Time spent on further recommended reading: 40 hours

Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 40

Researching current social policy issues to inform class discussion and written assessment: 30

Preparation of analysis exercise for assessment: 10 hours

Drafting and finalising writing of essay for written assessment: 40 hours

TOTAL: 230

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



Assessment Details⁴

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
Policy analysis exercise. <i>Due Date:</i> <i>Week 8.</i> <i>Tuesday 20.10.26</i> <i>@ 12 Noon.</i>	850-word analysis of a policy initiative using frameworks from the module.	1, 2, 4, 5, 6	20%
End of term Essay <i>Due Date:</i> <i>Week 15</i> <i>Tuesday 08.12.26</i> <i>@ 12 Noon</i>	2,000-word Policy Analysis Essay.	1, 2, 3, 4, 5, 6	80%

Re-Assessment Details

Same As Original Assessment.

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



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 <i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <u>Universal Design for Learning - AHEAD</u> for more information and guidance, and <u>Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</u> for insights from Trinity students)</i>	
- Power point presentations, videos and other materials that are shared with students will be reviewed for accessibility with reference to Accessibility Tips - Equality, Diversity and Inclusion Trinity College Dublin. - BlackBoard Ally will be used to assess how accessible all course materials are.	



- Lecture notes in the form of Power point presentations will be posted on Blackboard up to one hour before lectures.

Indicative Reading List (approx. 4-5 titles)

- Boaz, H. Davies, A. Fraser, and S. Nutley (2019) *What Works Now? Evidence-Informed Policy and Practice*. Bristol: Policy Press.
- 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.
- Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy*. London: Sage.
- Howlett, M. and Ramesh, M. (2003) *Studying Public Policy. Policy Cycles and Policy Subsystems* (2nd Edition). Oxford University Press.
- Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.

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



Labour Market Policies. SSU22171 - 10 ECTS, 2025 / 2026

Module Code	SSU22171
Module Name	Labour Market Policies
ECTS credit weighting	10 ECTS
Semester taught	Senior Fresh, Semester 2, 2026 / 2027
Module Coordinator/s	Dr. Carla Petautschnig
Module Learning Outcomes with embedded Graduate Attributes	<i>On completion of this module, students should be able to:</i> LO1 Critically analyse the main concepts and approaches explaining the functioning of the labour market and the interactions with social policy and the welfare system. LO2 Analyse empirical findings discussing labour market inequalities and precarisation in a global perspective, with emphasis on how these are intertwined with gender- and age-based inequalities. LO3 Critically analyse key sociological and policy approaches to unemployment. LO4 Explain activation labour market policies and welfare conditionality reforms. LO5 Compare the processes of activation reforms in selected countries and understand the particularities of the Irish case. LO6 Reflect on the ethical challenges underlying the debates about the future of work and alternatives to paid employment.



Module Content

This module analyses the complex relationship between work/unemployment, social policies and social inclusion to understand, for example, why paid employment has been considered the dominant way of citizens contributing to society, how working lives and policies have been organised around these principles, what unemployment means for individuals and society, and how these notions are challenged by the current transformation of work, among other aspects. The module examines why and how countries have shifted towards activation policies, the related welfare reforms and the adoption of marketisation and digitalisation as policy features. The module focuses on the Irish case and assumes a comparative perspective, reviewing cases from different countries/welfare regimes. Inequalities, the precarisation of jobs and the transformation of work in the context of current technological development will be discussed.

Teaching and Learning Methods

The module is delivered through weekly lectures. Students are expected to engage in advance with the materials assigned for each lecture/topic and participate in class discussions. Materials and recommended readings are provided to expand on topics of interest after each class. Assignment preparation requires students to conduct independent research and source relevant publications.



Assessment Details

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
1. Case analysis DUE: Week 26, Fri 26.02.2027 @12 Noon	1,600 words analysis of a policy/country case	1, 2, 3	30%
2. Essay DUE: Week 33, Tues 13.04.2027 @12 Noon	2,500 words, excluding references	1, 2, 3, 4, 5, 6	70%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Case analysis	1,600 words analysis of a policy/country case	1, 2, 3	30%
Essay	2,500 words, excluding references	1, 2, 3, 4, 5, 6	70%

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 - The module includes a diverse profile of authors representing different positions, demographics and approaches, with a global perspective. - Module materials consider various means of representation such as readings, podcasts and videos.	



Indicative Reading List

(approx. 4-5 titles)

Eleveld, A., Kampen, T. and Arts, J. (eds) (2020) Welfare to work in contemporary European welfare states. Bristol: Policy Press.

Dwyer, P. (Ed.) (2019) Dealing with welfare conditionality: implementation and effects. Bristol: University Press.

Lødemel, I. and Heather Trickey (2001) 'An offer you can't refuse': workfare in international perspective. Bristol: Policy Press.

McGann, M. (2023) The marketisation of welfare-to-work in Ireland: governing activation at the street-level. Bristol: University Press.

Murphy, M. and Dukelow, F. (2016) Irish welfare state in the twenty-first century: challenges and change. Palgrave Macmillan.

Module Pre-requisite

Module Co-requisite

Are other
Schools/Departments
involved in the
delivery of this
module? If yes,
please provide
details.



Labour Market Policies. SSU22161 - 5 ECTS, 2026 / 2027

Module Code	SSU22161
Module Name	Labour Market Policies
ECTS credit weighting	5 ECTS
Semester taught	Senior Fresh, Semester 2, 2026 / 2027
Module Coordinator/s	Dr. Carla Petautschnig
Module Learning Outcomes with embedded Graduate Attributes	<i>On completion of this module, students should be able to:</i> LO1 Critically analyse the main concepts and approaches explaining the functioning of the labour market and the interactions with social policy and the welfare system. LO2 Analyse empirical findings discussing labour market inequalities and precarisation in a global perspective, with emphasis on how these are intertwined with gender- and age-based inequalities. LO3 Critically analyse key sociological and policy approaches to unemployment. LO4 Explain activation labour market policies and welfare conditionality reforms. LO5 Compare the processes of activation reforms in selected countries and understand the particularities of the Irish case. LO6 Reflect on the ethical challenges underlying the debates about the future of work and alternatives to paid employment.



Module Content

This module analyses the complex relationship between work/unemployment, social policies and social inclusion to understand, for example, why paid employment has been considered the dominant way of citizens contributing to society, how working lives and policies have been organised around these principles, what unemployment means for individuals and society, and how these notions are challenged by the current transformation of work, among other aspects. The module examines why and how countries have shifted towards activation policies, the related welfare reforms and the adoption of marketisation and digitalisation as policy features. The module focuses on the Irish case and assumes a comparative perspective, reviewing cases from different countries/welfare regimes. Inequalities, the precarisation of jobs and the transformation of work in the context of current technological development will be discussed.

Teaching and Learning Methods

The module is delivered through weekly lectures. Students are expected to engage in advance with the materials assigned for each lecture/topic and participate in class discussions. Materials and recommended readings are provided to expand on topics of interest after each class. Assignment preparation requires students to conduct independent research and source relevant publications.



Assessment Details

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
Case analysis <i>DUE:</i> <i>Week 26,</i> <i>Fri 26.02.2027</i> <i>@12 Noon</i>	1,200 words analysis of a policy/country case	1, 2, 3	30%
Essay <i>DUE:</i> <i>Week 33,</i> <i>Tues 13.04.2027</i> <i>@12 Noon</i>	2,000 words excluding references.	1, 2, 3, 4, 5, 6	70%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Case analysis	1,200 words analysis of a policy/country case	1, 2, 3	30%
Essay	2,000 words excluding references	1, 2, 3, 4, 5, 6	70%



Inclusive Curriculum

	<i>PLEASE TICK</i>
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 - The module includes a diverse profile of authors representing different positions, demographics and approaches, with a global perspective. - Module materials consider various means of representation such as readings, podcasts and videos.	



Indicative Reading

List

(approx. 4-5 titles)

Eleveld, A., Kampen, T. and Arts, J. (eds) (2020) Welfare to work in contemporary European welfare states. Bristol: Policy Press.

Dwyer, P. (Ed.) (2019) Dealing with welfare conditionality: implementation and effects. Bristol: University Press.

Lødemel, I. and Heather Trickey (2001) 'An offer you can't refuse': workfare in international perspective. Bristol: Policy Press.

McGann, M. (2023) The marketisation of welfare-to-work in Ireland: governing activation at the street-level. Bristol: University Press.

Murphy, M. and Dukelow, F. (2016) Irish welfare state in the twenty-first century: challenges and change. Palgrave Macmillan.

Module Pre-requisite

Module Co-requisite

Are other

Schools/Departments

involved in the

delivery of this

module? If yes,

please provide

details.



Qualitative Research Methods for Social Policy, SSU22212, 5 ECTS, 2026 / 2027

Module Code	SSU22212
Module Name	Qualitative Research Methods for Social Policy
ECTS credit weighting	5 ECTS
Semester taught	Senior Fresh, Semester 2, 2026 / 2027
Module Coordinator/s	Dr Kasia Wodniak
Module Learning Outcomes with embedded Graduate Attributes	On completion of the <i>Qualitative Research Methods for Social Policy</i> module students will be able to: LO1: Critically evaluate how policy frameworks and documents construct social problems, using qualitative methods of analysis to examine the underlying assumptions, power relations, and silenced alternatives in national and international case studies. LO2: Think critically and analytically about what it means for research to be policy-engaged LO3: Apply entry-level qualitative methods for policy research, including primary techniques (e.g., interviewing, focus groups, participatory research) and secondary techniques (e.g., documentary analysis, qualitative synthesis, and futures-oriented methods). LO4: Develop the core skills required to undertake basic design of qualitative research for policy relevance and how to use research to address policy-relevant questions and problems.
Module Content	This module equips students with entry-level qualitative research skills for social policy. It introduces primary methods (interviewing, focus groups, ethnography,



participatory and feminist approaches) alongside secondary techniques (documentary analysis, discourse analysis, evidence synthesis, and futures-oriented research). Emphasis is placed on critical reflexivity, ethical practice, and the interrogation of how policy documents construct social problems. Through case studies and practical application, students will learn to design and evaluate qualitative research that engages meaningfully with policy-relevant questions.

Aims:

1. Introduce students to core qualitative research methods for social policy, including primary techniques (interviewing, focus groups, ethnography, participatory and feminist approaches) and secondary techniques (documentary analysis, discourse analysis, evidence synthesis, and futures methods).
2. Develop students' ability to critically interrogate policy documents and frameworks, using analytical approaches such as Bacchi's WPR framework and discourse analysis to examine how social problems are constructed.
3. Foster reflexive and ethical research practice, with attention to positionality, power dynamics, and the translation of qualitative evidence into policy-relevant insight.
4. Enable students to design a basic qualitative research project, selecting appropriate methods and outlining a plan for ethical data collection and analysis.

Topics

1. The research process: main approaches, concepts and principles
2. Primary Data: Interviewing & focus groups
3. Primary Data: Ethnography
4. Primary Data: Feminist approaches & participatory research
5. Content and Discourse Analysis



6. Secondary Research: Policy Documentary Analysis (Thematic analysis and WPR)
7. Secondary Data: Synthesising methods
8. Online Research
9. Futures thinking in social policy
10. Data analysis
11. Research ethics

Teaching and Learning Methods⁵

Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.

[Teaching strategies](#)

[Assessment design](#)

Assessment Details⁶

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
Group assignment: Primary research component Week 24 Thurs 11.02.27 @ 12 Noon	Mock interview	2, 3, 4	25%
Research for policy engagement assignment Week 34 Mon 19.04.27 @ 12 Noon	2000-word written assignment	1-4	75%

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

⁶ <https://www.tcd.ie/academicpractice/resources/assessment/>



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

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Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Individual assignment: Primary research component	Mock interview	2, 3, 4	25%
Research for policy engagement assignment	2000-word written assignment	1-4	75%

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 provides a variety of assessment methods, namely essays, and practical exercises. - This module uses a variety of teaching formats that include lectures, group discussions and multimedia presentations. - The module's teaching materials are made available on Blackboard in formats that are accessible before a class.	

Indicative Reading List (approx. 4-5 titles)

- Bardach E. (2005). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd ed.). Washington, DC: CQ Press
- Bacchi C (2009) *Analysing policy: What's the problem represented to be?* French Forest: Pearson Education
- Bryman, A. (2016) *Social Research Methods* (5th). OUP, Oxford.
- Patricia Hill Collins (2000) *Black Feminist Thought: Knowledge, Consciousness,*



and the Politics of Empowerment. Routledge

- Geertz, C. (1973) "Thick Description" in: *The Interpretation of Cultures*. New York: Basic Books
- Hall, S. (1997) Representation: Cultural Representations and Signifying Practices.
- Hichert, T., & Schultz, W. (2024). *Handbook of Futures Studies*. Edward Elgar Publishing.
- Venturini, T., & Rogers, R. (2025). *Digital methods: a short introduction*. John Wiley & Sons.

Module Pre-requisite

Module Co-requisite

**Are other
Schools/Departments
involved in the
delivery of this
module? If yes,
please provide
details.**



Qualitative Research Methods for Social Policy, SSU22222, 10 ECTS, 2026 / 2027

Module Code	SSU22222
Module Name	Qualitative Research Methods for Social Policy
ECTS credit weighting	10 ECTS
Semester taught	Senior Fresh, Semester 2, 2026 / 2027
Module Coordinator/s	Dr Kasia Wodniak
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	On completion of the <i>Qualitative Research Methods for Social Policy</i> module students will be able to: LO1: Critically evaluate how policy frameworks and documents construct social problems, using qualitative methods of analysis to examine the underlying assumptions, power relations, and silenced alternatives in national and international case studies. LO2: Think critically and analytically about what it means for research to be policy-engaged LO3: Apply entry-level qualitative methods for policy research, including primary techniques (e.g., interviewing, focus groups, participatory research) and secondary techniques (e.g., documentary analysis, qualitative synthesis, and futures-oriented methods). LO4: Develop the core skills required to undertake basic design of qualitative research for policy relevance and how to use research to address policy-relevant questions and problems.



Module Content

This module equips students with entry-level qualitative research skills for social policy. It introduces primary methods (interviewing, focus groups, ethnography, participatory and feminist approaches) alongside secondary techniques (documentary analysis, discourse analysis, evidence synthesis, and futures-oriented research). Emphasis is placed on critical reflexivity, ethical practice, and the interrogation of how policy documents construct social problems. Through case studies and practical application, students will learn to design and evaluate qualitative research that engages meaningfully with policy-relevant questions.

Aims:

5. Introduce students to core qualitative research methods for social policy, including primary techniques (interviewing, focus groups, ethnography, participatory and feminist approaches) and secondary techniques (documentary analysis, discourse analysis, evidence synthesis, and futures methods).
6. Develop students' ability to critically interrogate policy documents and frameworks, using analytical approaches such as Bacchi's WPR framework and discourse analysis to examine how social problems are constructed.
7. Foster reflexive and ethical research practice, with attention to positionality, power dynamics, and the translation of qualitative evidence into policy-relevant insight.
8. Enable students to design a basic qualitative research project, selecting appropriate methods and outlining a plan for ethical data collection and analysis.

Topics

12. The research process: main approaches, concepts and principles
13. Primary Data: Interviewing & focus groups
14. Primary Data: Ethnography
15. Primary Data: Feminist approaches & participatory research



16. Content and Discourse Analysis

17. Secondary Research: Policy Documentary Analysis (Thematic analysis and WPR)

18. Secondary Data: Synthesising methods

19. Online Research

20. Futures thinking in social policy

21. Data analysis

22. Research ethics

Teaching and Learning Methods⁷

Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.

[Teaching strategies](#)

[Assessment design](#)

Assessment Details⁸

Please include the following:

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

It is recommended that module co-

⁷ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

⁸ <https://www.tcd.ie/academicpractice/resources/assessment/>



**ordinators consider
assessment types
used across the year
to ensure varied
assessment methods.**

Assessment Component	Assessment Description	LO Addressed	% of total
Group assignment: Primary research component I Week 24 Thurs 11.02.27 @ 12 Noon	Mock interview	2, 3, 4	20%
Primary research component II Week 26 Thu 25.02.27 @ 12 Noon	Ethnographic exercise	2, 3, 4	10%
Policy process journal Week 29 Thurs 18.03.27 @ 12 Noon	700-word written assignment	1	20%
Research for policy engagement assignment Week 34 Mon 19.04.27 @ 12 Noon	2000-word written assignment	1-4	50%



Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Individual assignment: Primary research component I	Mock interview	2, 3, 4	20%
Primary research component II	Ethnographic exercise	2, 3, 4	10%
Policy process journal	700-word written assignment	1	20%
Research for policy engagement assignment	2000-word written assignment	1-4	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
- This module provides a variety of assessment methods, namely essays, blogs and practical exercises.
- This module uses a variety of teaching formats that include lectures, group discussions and multimedia presentations.
- The module's teaching materials are made available on Blackboard in formats that are accessible before a class.

Indicative Reading List (approx. 4-5 titles)

- Bardach E. (2005). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd ed.). Washington, DC: CQ Press
- Bacchi C (2009) *Analysing policy: What's the problem represented to be?* French Forest: Pearson Education
- Bryman, A. (2016) *Social Research Methods* (5th). OUP, Oxford.
- Patricia Hill Collins (2000) *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Routledge
- Geertz, C. (1973) "Thick Description" in: *The Interpretation of Cultures*. New York: Basic Books
- Hall, S. (1997) *Representation: Cultural Representations and Signifying Practices*.
- Hichert, T., & Schultz, W. (2024). *Handbook of Futures Studies*. Edward Elgar Publishing.
- Venturini, T., & Rogers, R. (2025). *Digital methods: a short introduction*. John Wiley & Sons.

Module Pre-requisite



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Module Co-requisite

Are other

Schools/Departments

involved in the

delivery of this

module? If yes,

please provide

details.



Understanding Homelessness, 5 ECTS, (SSU22301), 2026 / 2027

Module Code	SSU22301
Module Name	Understanding Homelessness
ECTS credit weighting	5 ECTS
Semester taught	Senior Fresh, Semester 1, 2026 / 2027
Module Coordinator	Mr Mike Allen
Module Lecturers	Mr Mike Allen

At the end of this module the student should be able to:

Module Learning

Outcomes with embedded Graduate Attributes

1. Explain the relationship between housing and homelessness
2. Understand the development of public policy in relation to homelessness in Ireland
3. Assess public policy initiatives on homelessness and how they relate to theories about the causes of homelessness and housing precarity
4. Access and understand relevant data on homelessness and housing precarity from Government and other sources
5. Place Ireland's experience of homelessness in the context of homelessness in other states in the Global.
6. Understand key theories about the causes of homelessness and the reasons for its persistence



Module Content

Homelessness is one of the most urgent social problems in Ireland today and is closely linked with other major policy challenges such as housing and health.

The module aims to give students an understanding of the extent of homelessness in Ireland, its causes and its impacts. It will explore potential solutions to homelessness, looking at the ways in which Government, state authorities, NGOs and the public respond to the issue. The module will draw on extensive Irish data on homelessness as well Irish and international qualitative research .

The module will equip students to understand the ways in which homelessness has been conceptualised and the impact these concepts have on policy choices. They will learn how homelessness is measured and how and where data is recorded.

The module will explain the dynamic nature of homelessness with reference to its prevention, protection and progression. It will consider the implications for policy and practice.. The relationship between housing and homelessness will be examined, in particular the significance of access to social housing and affordable private rental housing. The role of the state, NGOs, civic society and private actors in responding to homelessness will be explored. The module will also look at how homelessness is experienced by a diverse range of groups including families, young adults, LGBTQI people those fleeing Domestic violence, migrants.. It will consider efforts at an Irish, EU and international level to 'end homelessness' and the outcomes of these.

Teaching and Learning

Methods⁹

Lectures will be used to support students to develop the learning outcomes.

Students will be expected to engage with weekly readings and lecturers.

- Lectures, interactive explorations of public (and student) perceptions of homelessness, discussions of contemporary public discussion of homelessness.

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



Guidelines for student inputs to the module are detailed below and represent the minimum number of hours that students are expected to invest:

- Large group lectures attendance and participation: 20 hours
- Small group presentation attendance and participation: 10 hours
- Time spent reviewing instructional material (notes & assigned readings): 40 hours
- Time spent on further recommended reading: 40 hours
- Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 40
- Researching current social policy issues to inform class discussion and written assessment: 30
- Preparation of group presentation for assessment: 10 hours
- Drafting and finalising writing of essay for written assessment: 40 hours

TOTAL: 230

Assessment Details¹⁰

Please include the following:

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

It is recommended that module co-

Assessment Component	Assessment Description 5 ECTS	LO Addressed	% of total	Submission due date
Presentation (All persons in the group submit and upload their PowerPoint presentation).	Group Presentation to be presented in class.	1,2,3,4	20 %	Due Date: Week 8 Weds 21.10.2026 @ 12 Noon
Final Essay	2,000 words excluding references.	1,2,3,4,5,6	80 %	Due Date: Week 16 Mon

¹⁰ <https://www.tcd.ie/academicpractice/resources/assessment/>



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

				14.12.26 @ 12 Noon.
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Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Pre-Recorded individual Presentation.	Individual Presentation.	1,2,3,4	20 %
Final Essay	2,000 words excluding references.	1,2,3,4,5,6	80 %

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)

Allen, M., Benjaminsen, L., O'Sullivan, E. and Pleace, N. (2020) *Ending Homelessness? The Experience of Denmark, Finland and Ireland* (Bristol: Policy Press).

O'Sullivan, E., Allen, M., & Sheridan, S. (2026). *Understanding Homelessness in Ireland since Independence*. Policy Press.

O'Sullivan, E. (2020) *Reimagining Homelessness for Policy and Practice* (Bristol: Policy Press).

Parsell, C. (2018) *The Homeless Person in Contemporary Society* (London: Routledge).

Online data on Homelessness

Better data and policies to fight homelessness in the OECD (2020)
https://www.oecd.org/en/publications/oecd-monitoring-framework-to-measure-homelessness_3e98455b-en.html



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Homelessness Data | Department of Housing, Planning and Local Government (Ireland) <https://www.gov.ie/en/department-of-housing-local-government-and-heritage/collections/homelessness-data/>

Focus on Homelessness <https://www.focusireland.ie/focus-on-homelessness/>

- Supplementary reading or similar materials

European Journal of Homelessness - <https://www.feantsaresearch.org/en/publications/european-journal-of-homelessness>

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.



Understanding Homelessness, 10 ECTs, (SSU22311), 2026 / 2027

Module Code	SSU22311
Module Name	Understanding Homelessness
ECTS credit weighting	10 ECTS
Semester taught	Senior Fresh, Semester 1, 2026 / 2027
Module Coordinator	Mr Mike Allen
Module Lecturers	Mr Mike Allen
Module Learning Outcomes with embedded Graduate Attributes	At the end of this module the student should be able to: 7. Explain the relationship between housing and homelessness 8. Understand the development of public policy in relation to homelessness in Ireland 9. Assess public policy initiatives on homelessness and how they relate to theories about the causes of homelessness and housing precarity 10. Access and understand relevant data on homelessness and housing precarity from Government and other sources 11. Place Ireland's experience of homelessness in the context of homelessness in other states in the Global. 12. Understand key theories about the causes of homelessness and the reasons for its persistence
Module Content	Homelessness is one of the most urgent social problems in Ireland today and is closely linked with other major policy challenges such as housing and health. The module aims to give students an understanding of the extent of homelessness in Ireland, its causes and its impacts. It will explore potential solutions to homelessness, looking at the ways in which Government, state authorities, NGOs and the public respond to the issue. The module will draw on



extensive Irish data on homelessness as well Irish and international qualitative research.

The module will equip students to understand the ways in which homelessness has been conceptualised and the impact these concepts have on policy choices. They will learn how homelessness is measured and how and where data is recorded.

The module will explain the dynamic nature of homelessness with reference to its prevention, protection and progression. It will consider the implications for policy and practice. The relationship between housing and homelessness will be examined, the significance of access to social housing and affordable private rental housing. The role of the state, NGOs, civic society and private actors in responding to homelessness will be explored. The module will also look at how homelessness is experienced by a diverse range of groups including families, young adults, LGBTQI people those fleeing Domestic violence, migrants. It will consider efforts at an Irish, EU and international level to 'end homelessness' and the outcomes of these.

Teaching and Learning

Methods¹¹

Lectures will be used to support students to develop the learning outcomes. Students will be expected to engage with weekly readings and lecturers.

Lectures, interactive explorations of public (and student) perceptions of homelessness, discussions of contemporary public discussion of homelessness.

Guidelines for student inputs to the module are detailed below and represent the minimum number of hours that students are expected to invest:

- Large group lectures attendance and participation: 20 hours
- Time spent reviewing instructional material (notes & assigned readings): 40 hours
- Time spent on further recommended reading: 50 hours

¹¹ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



- Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 60 hours
- Researching current social policy issues for written assessment: 40 hours
- Small group presentation attendance and participation: 10 hours
- Preparation of group presentation for assessment: 10 hours
- Drafting and finalising writing of semester long project for written assessment: 40 hours

TOTAL: 270 hours

Assessment Details¹²

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	% of total	Submission due date
Presentation (All persons in the group submit and upload their PowerPoint presentation).	Group Presentation to be presented in class.	1,2,3,4	20 %	<i>Due Date:</i> <i>Week 8</i> <i>Weds</i> <i>21.10.2026</i> <i>@ 12 Noon</i>
Final Essay	2,500 words excluding references.	1,2,3,4,5,6	80 %	<i>Due Date:</i> <i>Week 16</i> <i>Mon</i> <i>14.12.26</i> <i>@ 12 Noon.</i>

¹² <https://www.tcd.ie/academicpractice/resources/assessment/>



Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Pre-Recorded individual Presentation.	Individual Presentation.	1,2,3,4	20 %
Final Essay	2,500 words excluding references.	1,2,3,4,5,6	80 %

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

Inclusive Curriculum

-

	•
• 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)

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O'Sullivan, E., Allen, M., & Sheridan, S. (2026). *Understanding Homelessness in Ireland since Independence*. Policy Press.

O'Sullivan, E. (2020) *Reimagining Homelessness for Policy and Practice* (Bristol: Policy Press).

Parsell, C. (2018) *The Homeless Person in Contemporary Society* (London: Routledge).

Online data on Homelessness

Better data and policies to fight homelessness in the OECD (2020)
https://www.oecd.org/en/publications/oecd-monitoring-framework-to-measure-homelessness_3e98455b-en.html



Homelessness Data | Department of Housing, Planning and Local Government (Ireland) <https://www.gov.ie/en/department-of-housing-local-government-and-heritage/collections/homelessness-data/>

Focus on Homelessness <https://www.focusireland.ie/focus-on-homelessness/>

- Supplementary reading or similar materials

European Journal of Homelessness - <https://www.feantsaresearch.org/en/publications/european-journal-of-homelessness>

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.