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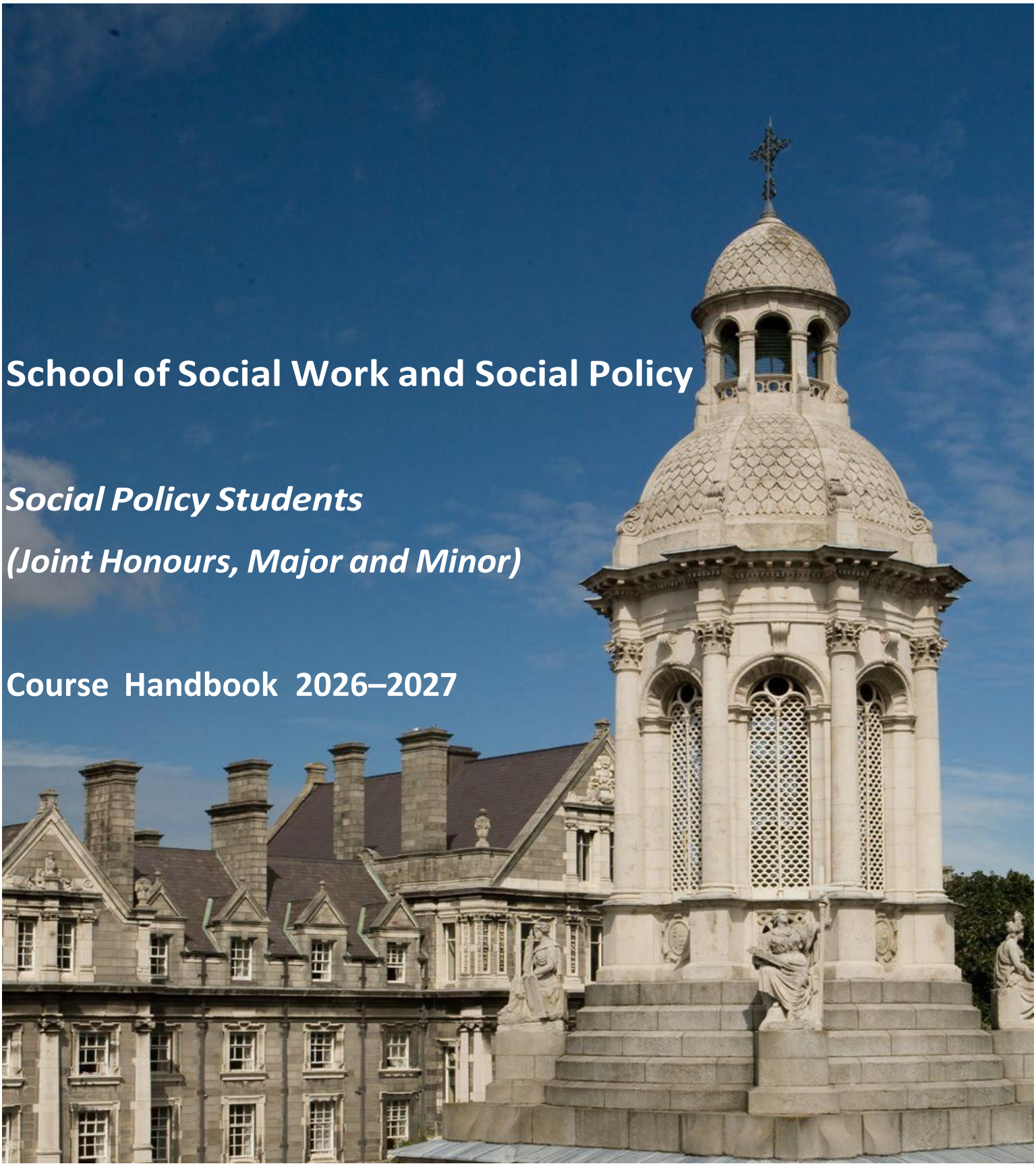

School of Social Work and Social Policy

Social Policy Students

(Joint Honours, Major and Minor)

Course Handbook 2026–2027

Trinity College Dublin
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Welcome from the Course Director

Dear students,

Welcome to all our new Junior Fresh (First Year) students and welcome back to all our Senior Fresh, Junior and Senior Sophister students !

Academic Year 2026/27 promises an exciting curriculum of engagement with some of the key global and national social issues. The ever-evolving field of social policy, while rooted in social theory, is fundamentally committed to the betterment of society, the welfare and wellbeing of families, communities and groups. Trinity's School of Social Work and Social Policy emphasizes the application of theory to real-world problems and contexts across all its programmes so that you can appreciate and engage with the different ideologies, values and perspectives that inform social policy and practice in all contexts.

Social policy is an interdisciplinary field that draws insights from a range of disciplines including economics, sociology, psychology, geography, history, law, philosophy, and political science. This is why social policy is called a *field* of study rather than a *discipline*. As a student of social policy, you will engage with knowledge in all these disciplines and acquire the skills you will need to identify, analyse and realise more effective policy responses to real-world challenges, whether you go on to work in government, non-governmental organisations or the private sector.

Our alumni are represented in a wide range of global, regional and national-level organisations committed to the 2030 United Nations Agenda for Sustainable Development which aims to end poverty, protect the planet, and work towards a more equitable world where *no one is left behind*. We hope that as a student of the Trinity Joint Honours Programme in Social Policy you will be inspired to join them!

Wishing you a great year as a Joint Honours student of social policy!

Dr Philip Curry
Course Director

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

Welcome from the Course Administrator

Dear students,

Welcome to all our new Junior Fresh (First Year) students and welcome back to all our Senior Fresh, Junior and Senior Sophister students !

I hope you all had a wonderful Summer and are looking forward to the year ahead.

For those of you who do not know me, my name is Michelle Moore, and I am the Course Administrator for the Social Policy Joint Honours course. I can be contacted by email, moorem11@gmail.com , or drop into me in the office, room 3063 in the Arts Building. (See contact details below).

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

Please keep an eye out for any emails I send during the year as they will be of relevance to you.

If you are reading this while studying abroad, or are planning on going on an exchange this academic year, I hope you have/are having an amazing time and enjoy the experience, and we look forward to welcoming you back on campus soon.

As always, please, do not hesitate to contact me if you have any queries, questions or concerns.

Good luck with the year ahead.

Michelle Moore.

Trinity College Dublin
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Welcome to International Students

We are delighted to welcome International Students to the School of Social Work and Social Policy at Trinity College Dublin, the University of Dublin. As Ireland's leading university, ranked 75th in the world (QS World University Rankings 2026) and 24th most International University in the World (Times Higher Education World University Ranking, 2026), we at Trinity pride ourselves on being a global research-led university with a diverse and vibrant university community. Trinity's Global Office provides a Welcome Guide for all international students that includes useful information on visas, immigration, finance and accommodation. The Trinity Global Experience team invite you to email any questions you have to the Global Room team at TCDGlobal@tcd.ie or please visit the Global Room's Facebook and Instagram pages.

Dr. Simone McCaughren is the Director for Global Engagement and Mr John Gunnison is the Global Officer in the School of Social Work and Social Policy and we are available to answer any queries you may have as you adapt to a new home and learning environment.

We recommend that you use the following international services on campus:

1. **The Global Room,** is a welcoming student support hub and event space on campus for all Trinity students. We encourage you to visit the space and engage with the lively community there. The Global Room is supported by a team of Global Ambassadors, who are Trinity students that provide international students with a range of practical supports around immigration procedures, student accommodation, or simply to answer your questions about life in Dublin and studying at Trinity.

2. Our Vice President for Global Engagement invites you to view her welcome message to all international students at the links below:

Youtube: https://www.youtube.com/watch?v=bfyDTM-OadY Bilibili (China): www.bilibili.com/video/BV1wq4y187U1

We wish you an enriching experience as an international student here in the School and look forward to engaging with you during your time with us.

Dr. Simone McCaughren
Director of Global Engagement
smccaugh@tcd.ie

Mr John Gunnison
Global Officer & Communications Manager
GUNNISOJ@tcd.ie

A Note on this Handbook

This Social Policy Joint Honours Handbook is a guide to students enrolled in the Social Policy Joint Honours programme. It provides general programme information and a guide to what is expected of you as a student of social policy, and the academic and personal support that are available to you.

Note 1: *Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and the information contained in this Course Handbook, the provisions notified in the General Regulations will prevail.*

Note 2: *To reach all pages with Hyperlinks please place cursor over wording, hold down the ctrl key and hit enter.*

Note 3: *A printout of this handbook is available on request.*

Note 4: *This handbook has been prepared as per the guidelines outlined in:*

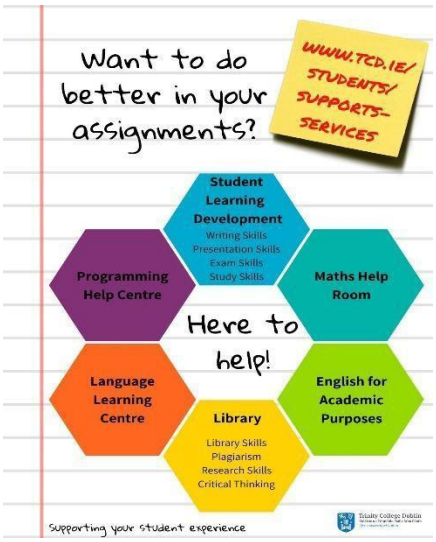
Reference / Source

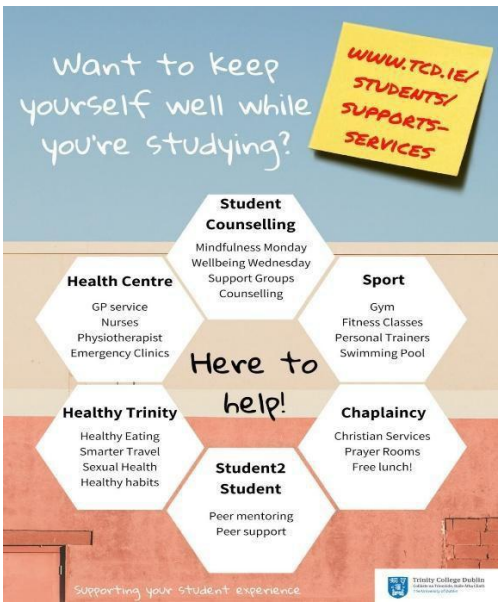
Trinity Visual Identity Guidelines
Accessible Information Policy

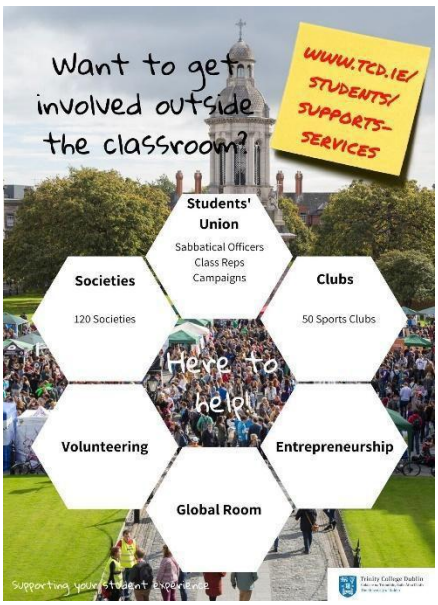
1.0 GENERAL REGULATIONS

1.1 Student Services

Student Services has developed the handbook (embedded below) outlining the support services provided to undergraduate and postgraduate students. The handbook and further information is available from their website and in the Student Services Handbook.







1.2 Academic Support

At Trinity we aim to support students to reach their full academic potential.

We offer a range of services including individual appointments, workshops and skills events.

These services are designed to develop your skills and enhance your learning experience while at Trinity. ***Further information on these services can be found at the following links.***

Student Learning Development	http://student-learning.tcd.ie/
The Library	http://www.tcd.ie/library/
Math's Help Room	Help Room - School of Mathematics - Trinity College Dublin
Undergraduate Programming Centre	https://teaching.scss.tcd.ie/general-information/ugpc/
Language Learning Centre	http://www.tcd.ie/slscs/clcs/llc/
Disability Service	http://www.tcd.ie/disability/
Careers Service	http://www.tcd.ie/Careers/

1.3 Health and Wellbeing Support

Trinity offers free, confidential and non-judgmental support to registered students who are experiencing personal and/or academic concerns.

Our team of qualified counsellors, learning development advisors, and peer support specialists are committed to promoting and protecting wellbeing and success throughout Trinity's diverse student body. We strive to help all Trinity students irrespective of age, disability, sexual orientation, socioeconomic background, gender identity and expression, marital or family status, religion, ethnicity, or culture.

Further information on these services can be found at the following links:

Student Counselling	http://www.tcd.ie/Student_Counselling/
Health Centre	http://www.tcd.ie/collegehealth/
Sport	http://www.tcd.ie/Sport/
Healthy Trinity	http://www.tcd.ie/healthytrinity/
Student2Student	Student Supports - Trinity Global | Trinity College Dublin
Chaplaincy	http://www.tcd.ie/Chaplaincy/

1.4 Getting Involved

Trinity College Dublin recently launched 'Realising Potential: A Strategy for Sport and Physical Activity 2022 – 2026'. The vision 'sport at the heart of the Trinity experience' is for everyone, whatever their journey or level of engagement, whether it is for wellbeing, social, skill development, performance or fun. The mission is to 'inspire, engage and connect people through sport in a suitable, inclusive and supportive environment.' The strategy aims to encourage the entire college community to get involved and be the best that they can be at a level of their choosing.

Further information on HOW TO GET INVOLVED can be found at the following links:

Students' Union	http://www.tcdsu.org/
Clubs	http://www.tcd.ie/Sport/student-sport/
Societies	http://trinitysocieties.ie/
Volunteering	http://www.tcd.ie/civicengagement/
Entrepreneurship/Portal	https://www.tcd.ie/portal/
Global Office	Mobility - Trinity Global | Trinity College Dublin

Senior Tutor's Office*	http://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/
Students' Union Welfare Loans	Supports & services - Current Students - Trinity College Dublin
Bursaries/Prizes (Undergraduate)	http://www.tcd.ie/calendar/undergraduate-studies/ Awards & Bursaries - Trinity Careers Service, Trinity Teaching and Learning | Trinity College Dublin (Part D: 11 - Prizes and other awards)
Bursaries/Prizes (Postgraduate)	https://www.tcd.ie/media/tcd/calendar/graduate-studies-higher-degrees/section-XI.pdf
Exhibitions	http://www.tcd.ie/calendar/undergraduate-studies/ (Part D: 8 - Entrance Awards)
Scholarships	http://www.tcd.ie/study/undergraduate/scholarships-funding/

1.5 Administrative Support

Your Tutor	http://www.tcd.ie/seniortutor/
Postgraduate Advisory Service	Postgraduate Students - Senior Tutor Services | Trinity College Dublin
Academic Registry	http://www.tcd.ie/academicregistry/

- Remember, you can ask your Tutor for advice and guidance about anything, and they will point you in the right direction

1.6 Your Tutor

All registered full-degree undergraduate students are allocated a Tutor when starting in College. Your Tutor is a member of academic staff who is appointed to look after the general welfare and development of all students in their care.

You should see your Tutor whenever you have a question or are worried or concerned about any aspect of College life or your personal life, if it is affecting your academic work. Everything you say to your Tutor is in strict confidence. Unless you give them permission to do so, they will not give any information to anybody else, whether inside College or outside (not to your parents/family for example). Your Tutor can help you only if they know you are facing difficulties, so if you are worried about anything go and see your Tutor before things get out of hand. Whilst your Tutor may not be able to solve the underlying problem, they can help you find the best way to limit the impact of your situation on your College work. Tutors can help with academic advice, changing courses, withdrawing from College, exam regulations, financial assistance and personal advice.

1.7 Student 2 Student

From the moment that you arrive in Trinity to the end of your degree, Student 2 Student (S2S) is here to make sure that your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You will meet S2S mentors in Freshers' Week. They will keep in regular touch with you throughout your first year and invite you to events. They will also provide useful information about your course and what to look out for. Mentors are students who have been through the first year and know exactly what it feels like. S2S also offers trained Peer Supporters if you want to talk confidentially to another student, or just to meet a friendly face for coffee and a chat. S2S is supported by the Senior Tutor's Office and the Student Counselling Service. See **HERE** or email: student2student@tcd.ie; telephone: (+353) 1 896 2438.

1.8 Support Services for Students with Disabilities

Trinity has a well-established support system at School-level to ensure the needs of students with disabilities are addressed. Each school has a nominated staff member who is a key contact within the School for issues relating to disability support, called a Disability Liaison Officer (DLO).

Trinity has adopted a Reasonable Accommodation Policy that outlines how support is implemented in Trinity. Students seeking Reasonable Accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal at my.tcd.ie. Applications for reasonable accommodations with the Disability Service can be broken down into 12 easy steps and most of the process takes place online at my.tcd.ie, your student portal, where you can also complete your registration for your chosen course and see your course and exam timetables.

Please note that if you have already applied for reasonable accommodation with the Disability Service in previous academic years there is no need to re-apply but please notify the Disability office by emailing askds@tcd.ie.

After the student has registered online with the Disability Service, they have a needs assessment. Based on appropriate evidence of a disability and information obtained from the students on the impact of their disability and their academic course requirements, the Disability Staff members will identify support designed to meet the student's disability support needs.

Following the Needs Assessment, the student's Disability Officer prepares an Individual **Learning Educational Needs Summary (LENS)** detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Further information can be found **HERE. (Forms), Disability Service**

1.9 Examination Accommodation Requests and Deadlines

Students are encouraged to initiate contact with their School/Department and request reasonable accommodation as per their LENS report recommendations at least two weeks prior to the assessment date to ensure that adjustments to assignments or examinations are made in time. For more information on Exam Supports, please click **HERE.**

1.10 Mature Students

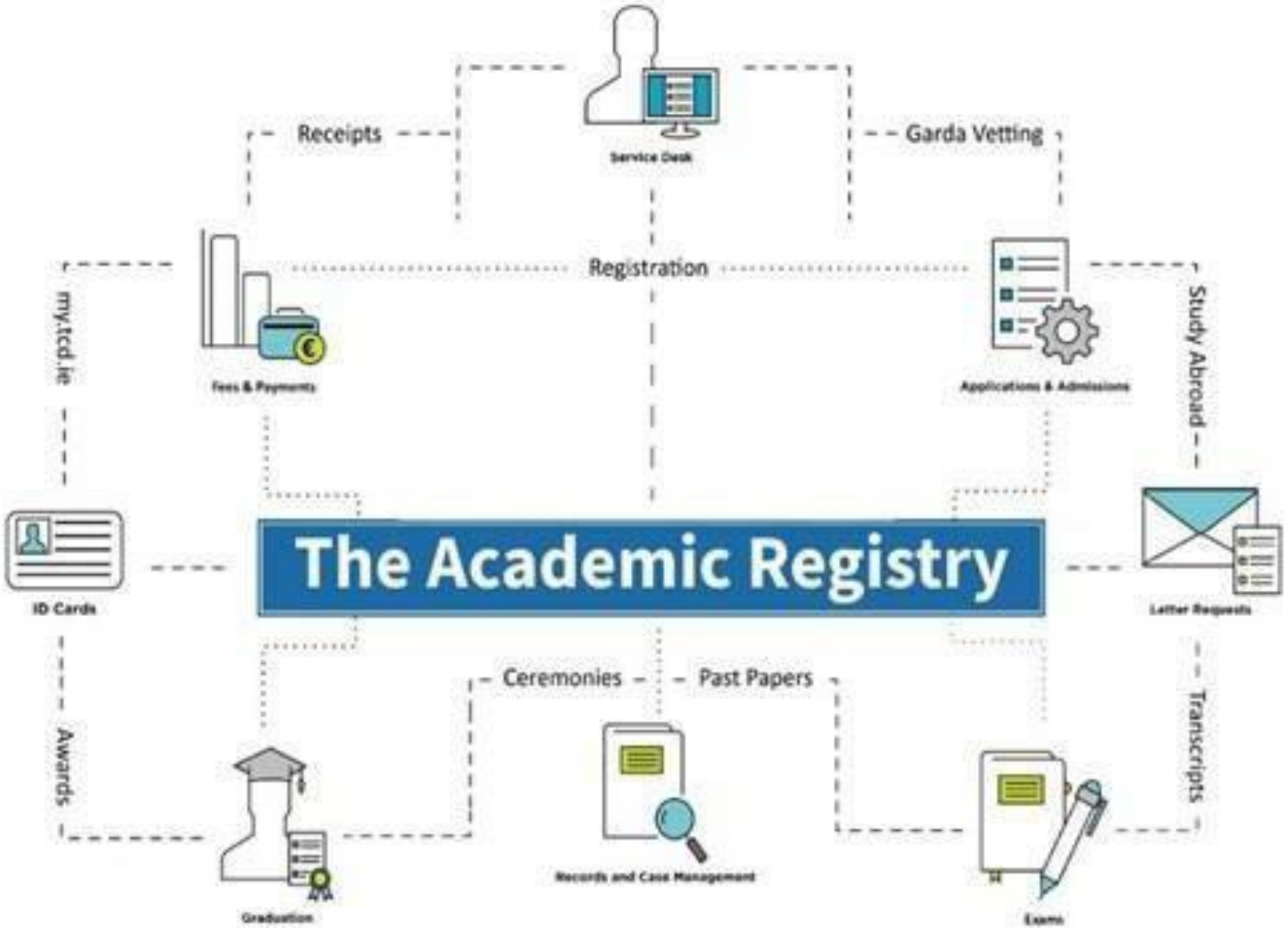
Social policy often attracts mature students with experience of social issues, social problems and an interest in social justice. We are happy to welcome students with diverse life experiences to the programme.

The Mature Student Office in Trinity College is part of the Trinity Access Programmes. They are in Goldsmith Hall, right beside Pearse Street Dart Station. The Mature Student Office provides advice and support to prospective and current undergraduate mature students. They are always interested in meeting prospective students and are happy to provide information to mature student groups in Colleges of Further Education or other organisations.

Further information for mature students on life at Trinity is available at the following link **HERE**

1.11 The Academic Registry

The Academic Registry is Trinity's central hub for student administrative services. It can be found in the Watts Building, at the East End of the campus.



The Academic Registry supports current and future students and staff with the following key student lifecycle activities:

- Applications and Admissions
- Undergraduate and Postgraduate Admissions
- Garda Vetting
- Erasmus
- Study Abroad Applications
- Entrance Exhibition Awards

- Visiting Student Module Enrolment
- Assessment and Progression
- Foundation and non-foundation scholarships
- Past examination papers
- Examination venues
- Reassessment
- Invigilation
- Progression support
- Prizes and awards
- Graduation and Research
    - Research Examination Thesis submission for examination
    - Research Examination
    - Results Letters
    - Approval by Council
    - Replacement Parchments
    - Degree & Diploma Graduation Schedule (UG & PG)
    - Degree & Diploma Graduation Ceremonies
    - Degree & Diploma Academic Dress
    - Seating and additional requirements
    - Records and Case Management
    - Absence/Deferral from Exams
- Going off-books and re-admission
- Withdrawal
- Repeating a year
- Fitness of Practice
- Student Finance
- SUSI/Grants
- Refunds
- Applications Fees (EU/Non-EU)
- Federal Aid
- HEA/Free fees initiative

- Service Desk
- Documents and Forms
- ID Cards
- Student advice
- Transcripts
- Thesis submissions
- Registration
- Communications, Human Resources and Administration
- Social Media
- Website Editing
- Design

1.12 Information On Key Campus Locations

Our **Searchable Interactive College Map** is a great resource for finding your way around the Campus. The website also includes information on college facilities along with directions to Trinity and printable versions of the maps. Each building is detailed with icons indicating various sensory spaces, making the map a personalised guide for individuals with sensory sensitivities and the wider campus community.

1.13 Student Representation and Governance

1.131 Class Reps

At the start of the academic year, every undergraduate and postgraduate course elects a Class Rep who sits on their Faculty Assembly (STEM/AHSS/HS) and SU Council. This is a position of responsibility, but it's also fun! A Class Rep:

- Is the link between the union's members and its Convenors/Officers.
- Represents students on faculty and departmental committees, which deal with issues such as course changes, college policies, and the election of heads of departments and faculty deans.
- Participates in SU Council meetings and directs Union Forum and full-time Sabbatical Officers in their work.
- Helps individual students in their class, dealing with basic queries and referring students in difficulty to the Education Officer, Welfare & Equality Officer, or college services such as the Senior Tutor.
- Can co-ordinate services such as course hoodies, social events (with the help of the Ents Officer), and whatever else comes up!

1.132 School Convenors

Each class sits within one of Trinity's 24 schools, and every school has a TCDSU School Convenor. They make sure that Class Reps in their schoolwork together to fix issues that affect all their courses, e.g. timetable, assessment protocols. TCDSU School Convenors represent you at School Executive meetings where staff make decisions about how their school runs lectures, assignments, exams, etc. Some schools also run School Committee meetings that Class Reps can attend.

1.133 Faculty Convenors

Each School sits within of the three Trinity Faculties:

- AHSS (Arts, Humanities, and Social Science)
- STEM (Science, Technology, Engineering, Maths)
- HS (Health Science)

Every faculty has a Faculty Convenor and a Deputy Convenor who work together to coordinate their faculty's School Convenors and Class Reps. Faculty Assemblies are meetings of the respective Faculty Convenor/Deputy Convenor, School Convenors and Class Reps. They are used to resolve faculty-specific academic issues (placement, labs, fieldwork, etc.) and local issues (broken chairs, crammed classrooms, etc.)

The three TCDSU Faculty Convenors also represent your interests at University Council, which they attend with the TCDSU Education Officer.

Further Information on the TCDSU student representation structures is available at the **TCDSU.**

1.14 Careers Information

As a Trinity College Dublin student, you have access to information, support and guidance from a professional team of expert Careers Consultants throughout your time at Trinity. The support they can offer you includes:

- Trinity Employability and Employment Guide

This guide sets out how Trinity supports your development and prepares you for your career ahead. Please look here for more information.

- Careers Service Guide

The definitive guide to career planning for Trinity students. Read it online or download the pdf.

Your Guide to Work and Opportunities

Your Guide to Making Great Applications

Your Guide to Interviewing

Your Guide to Building your Skills

Your Guide to Career Awards, Scholarships and Bursaries

Your Guide to Further Study

- MyCareer online careers portal

My Career is the online portal which connects you with your Careers Service. Log on and personalise your profile to keep up to date with the latest events and vacancies of interest. Through MyCareer you can:

- Search and apply for opportunities - vacancies and competitions
- Search for postgraduate courses and funding opportunities
- View and book a place at employer and Careers Service events
- Submit your career queries to the Careers Service team
- Book a Next Step appointment with your Careers Consultant

"Next Step" career guidance appointments

This is a confidential, impartial and non-directive meeting with a qualified careers consultant with responsibility for your course, who will support and guide you in planning the next step in your career.

My Career. Read more about these appointments here.

- Attend a workshop

To find out about scheduled class workshops visit the events page on My Career My Career - Events

CV and LinkedIn profile clinic

In these clinics you can **reserve a bookable slot using MyCareer.**

A team of PhD students, who are fully trained CV Reviewers, offer a weekly clinic to review your CV, cover letter or LinkedIn profile. This is a 15-minute meeting with a CV Reviewer who will review *one* document and give you feedback. This service is ideal if you want a quick general review of the layout and content of one of these documents and tips on how to target your CV for specific roles. **Usage is restricted to once a month during busy periods**.

- **Online clinics for students** are held on **MS Teams**, you **will not** receive a meeting link in advance. Please have MS Teams open with your document ready to share, and we will contact you at the appointment time.

View session times on MyCareer

- Practice interviews

The Careers Service offers students the following options to practice interviews:

Practice interviews

- Assessment Centre

Visit the Pathways tab on MyCareer to start preparing and practising at the Virtual Assessment Centre.

- Careers Fairs

Employer Fairs are tailored to specific industries, and you are welcome to attend any fair of interest to you.

- Business, Finance and Consulting Fair
- Law Fair
- Computing and Technology Fair
- Science and Engineering Fair
- Summer Internships Fair

2. GENERAL INFORMATION

2.1 Emergency Procedure

In the event of an emergency, **dial Security Services on Extension 1999**

Security Services provide a 24-hour service to the College community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone Extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

It is also recommended that students download the Safe Zone app to access alerts for closures in inclement weather, etc.

2.2 Health and Safety Statements

Trinity College Dublin has a duty of care to all staff, students, contractors and visitors under the Safety Health and Welfare at Work Act, 2005 and must comply with its requirements and those detailed in specific regulations enacted under its umbrella. Please click **HERE** to view College Safety Statement.

2.3 Data Protection

Please note that due to data protection requirements, staff in the School of Social Work and Social Policy cannot discuss individual students with parents/ guardians or other family members without the permission of the student.

Trinity College Dublin considers students, even if they have not yet reached 18 years, to have the maturity to give consent for the use of their data. In normal circumstances, Trinity will not disclose personal data to parents, guardians or other representatives of a student

without the student's consent. Trinity's preference is to receive written consent by way of email from the student if they are happy for their personal data to be disclosed to a third party. In the absence of consent Trinity will not release any personal details including details of a student's registration, attendance, results, fee payments etc.

Trinity College Dublin uses personal data relating to students for a variety of purposes. College is careful to comply within their obligations under data protection laws. You can find further information on how College obtains, use and disclose student data via the following site Data Protection for Student Data: Your Rights: Privacy Notice

2.4 Explanation of ECTS Weighting

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. Within Undergraduate courses 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations. Within Postgraduate courses, 1 credit represents 25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

For more information and ECTS documentation, see the

EU Commission website

and

Reference: College Academic Awards Policy

2.5 College Policies and Procedures

The full list of College Academic Policies can be found at:

- **All Academic Policies**

2.6 Student Complaints Procedure

The purpose of the formal Student Complaints Procedure is to ensure that legitimate student complaints are investigated in a transparent, fair and timely manner with a view to reaching a resolution in a clear, fair and timely manner. The guiding principles are:

- To provide students with a clear framework in which to raise complaints.
- To respect all the individuals involved in a complaint.
- To comply with legal and statutory frameworks.
- To support improvements through regular reporting and review of issues raised.

Further information can be found **HERE**.

2.7 Dignity and Respect Policy

Trinity College is committed to promoting a positive environment where everyone is treated with dignity and respect, where work and study is free from bullying, or any form of harassment. Everyone within the College community has a responsibility to behave in a respectful way by respecting the dignity of others and participate in creating appositive culture for work and study. Any form of bullying or harassment is unacceptable; any breaches will not be tolerated.

Please click **HERE** to view our full Dignity and Respect Policy.

2.8 Equality Policy

Trinity College is committed to the promotion of equality for staff, students, and visitors in all aspects of its activity. Trinity continues to develop procedures and practices which do not discriminate against the protected grounds of the Employment and Equal Status Acts, and endeavors to remove any barriers to full participation in Trinity life.

Please click **HERE** to view our full Equality Policy.

3. ACADEMIC WRITING

3.1 The Use and Referencing of Generative AI

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per Library guidelines on acknowledging and reference GenAI. 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.

3.2 School of Social Work and Social Policy on Generative AI

Generative Artificial Intelligence (GenAI) refers to artificial intelligence systems capable of generating new content, ideas, or data that mimic human-like creativity. It uses deep learning algorithms to produce outputs ranging from text and images to music and code, based on patterns it learns from vast datasets. GenAI uses large language models to analyse and understand the structure of the data it's trained on, enabling the generation of novel content. Examples include ChatGPT, Google Bard, CoPilot, Grammarly and Notion.

The University recognises that GenAI offers new opportunities for teaching, learning, assessment and research. It also recognises that these technologies present challenges and risks, including academic integrity, ethics, student learning, privacy, impartiality, intellectual property and sustainability.

The purpose of this policy is to outline the core principles of the School of Social Work and Social Policy's approach to student use of GenAI. This policy compliments the College level policy on GenAI while considering the unique needs and demands of our School.

Encouraging the development of GenAI literacy

In line with College policy, the School is committed to supporting the opportunity for students and staff to become GenAI literate and fluent, thereby helping them to navigate and respond to the challenges and risks of GenAI to harness the potential of GenAI to enhance teaching, learning, assessment and research – and to be prepared for future challenges as these technologies evolve.

Appreciating what GenAI is and is not good for

Within a research context there are some tasks which GenAI is particularly useful for. For example, generating statistical code or as an aid when brainstorming questions to ask participants in a survey or interview.

GenAI may be useful when undertaking discursive writing such as an essay but only when used with discretion and understood as an assistive tool.

For a research literature review for a Capstone, Masters or PhD dissertation it is advisable to use GenAI sparingly, if at all. It may be useful as a way to check grammar and spelling and may sometimes be used to generate ideas but the deep knowledge of the literature that comes from systematic searching, independent reading and the exertion involved in shaping it into your final review are important parts of the research process and will play an important role in deciding the aims and value of your research.

Using GenAI is not recommended for reflective writing, which is often deeply personal and requires use of self, or for applied case study analysis (both very relevant for our School).

Understanding the limitations of GenAI

A crucial part of GenAI literacy is understanding the risks and limitations of these technologies, particularly when used for academic purposes.

While GenAI tools can generate very eloquent, convincing text, they do not store facts and knowledge, rather they generate outputs based on probabilities. Thus, GenAI is prone to making factual errors (called ‘hallucinations’) which are nonetheless very convincingly

presented. This is where academic/professional judgement and domain expertise are very important. If you are using GenAI, you need to double check the information it is giving you as it will present information which is simply not true. Therefore, it is crucial for any user to fact-check any output from a GenAI tool. Bear in mind that your module coordinator will be a domain expert and hence very likely to spot non-existent or miscited sources.

As well as factual errors users should be aware that GenAI tools can exhibit bias as a result of bias embedded in its training data. GenAI does not engage in systematic and rigorous evaluation of research evidence and should not be used as a substitute.

GenAI has proven to be a very effective tool for exploring information, suggesting activities or plans appropriate to a problem or task, or generating ideas or materials through interactive dialogue.

Ensuring that GenAI use does not impede student learning

Inappropriate use of GenAi can impede student progress in terms of acquiring the Trinity education graduate attributes (independent thinking, effective communication, responsible action, and continuous development) and achieving the learning outcomes of any given module. For their own benefit, it is strongly recommended that students follow the advice of module leads about when to use and not use GenAI tools.

Ensuring that GenAI use complies with academic integrity

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per Library guidelines on acknowledging and referencing GenAI. From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work (i.e. fails to acknowledge and appropriately cite the use of GenAI), it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.

Note any long verbatim quotation (e.g. more than one paragraph), even with citation, may be considered inappropriate or poor practice in student assessment documents and publications.

Awareness of ethical issues in the use of GenAI

The use of GenAI tools can have important ethical implications which users should be aware of.

The training and use of GenAI systems consume significant amounts of energy and resources, leading to sustainability concerns.

Many GenAI tools are trained on vast amounts of data gleaned from a wide variety of sources. However, the training of such tools is not transparent and the exact extent of their training data and sources remains unknown. Some major GenAI providers have been sued for copyright infringement.

Some GenAI tools that have been trained on material on the open web are likely to have ingested protected personal data, copyright-protected content, copyright-infringing content, misinformation, disinformation, hate speech, defamation, and all manner of other unlawful content. Additionally, some GenAI tools harvest information from user prompts including contextual information from users' interaction with GenAI tools, leading to privacy and intellectual property concerns. GenAI tools vary regarding the extent of these concerns.

Avoiding unlawful ways of using GenAI

Given the nature of the work of the School of Social Work and Social Policy it is very important that all staff and students understand the ways in which GenAI can be used unlawfully. For students this is important both for their time in College and in employment afterwards.

Most GenAI tools harvest inputs and use interactions with users for their systems development. Therefore personal, private or sensitive information about colleagues, students or clients / service users should never be used as part of inputs, prompts, queries, instructions and other interactions when using GenAI tools. Even where sharing such private information is not necessarily unlawful, it is against College regulations.

Student work (submitted assessments and contributions) is considered private information, and are not allowed to be uploaded into a third-party GenAI tool for any reason. Similarly, content which is confidential in Trinity or confidential to your user's studies or work (research, teaching or administrative) or for which you do not own the copyright, or which is not publicly available, should not be used in creating inputs, prompts, queries, instructions, contextual information, and other interactions for GenAI.

Using GenAI appropriately on work placement

Students on placement outside of the university should familiarise themselves with and always adhere to policies on the use of GenAI in their host organisations.
When preparing placement related coursework, students should never, for any reason, input confidential service user information including names, locations, case notes or any identifying information into any GenAI tool.

RESOURCES:

Trinity's Generative Artificial Intelligence (GenAI) Hub

https://www.tcd.ie/academicpractice/resources/generative_ai/

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning,

Assessment & Research:

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research

TCD library guide on using GenAI

https://libguides.tcd.ie/gen-ai

College statement on academic integrity

https://www.tcd.ie/about/policies/academic-policies/academic-integrity/

UNESCO (2023) Guidance for Generative AI in Education and Research.

https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research

3.3 Academic Integrity and Referencing Guide

3.31 Plagiarism

If you copy another student's coursework, engage someone to write your work, quote material from any published or electronic source without acknowledgement, or extensively paraphrase such material without acknowledgement, you have committed plagiarism.

The College's definition of plagiarism and specification of its consequences can be viewed here https://libguides.tcd.ie/academic-integrity. These webpages are designed to help you to understand what plagiarism is and to employ the principles of academic integrity so as to avoid plagiarising. They also set out the regulations in Trinity relating to plagiarism offences and how they are dealt with. The College Calendar defines plagiarism, gives examples of the kinds of actions that are deemed to constitute plagiarism, and elaborates on the procedures for dealing with plagiarism cases. It is essential that you read the Calendar entry that is relevant to you as an undergraduate or postgraduate student. You should also look at the **matrix** that explains the different levels of plagiarism and how they are dealt with.

The webpages also contain materials and advice on citation styles https://libguides.tcd.ie/plagiarism/citation-styles which are used to reference properly. You should familiarise yourself with the content of these pages. Your course handbook may also contain specific examples of referencing conventions in your discipline.

All students must complete the Ready Steady Write plagiarism tutorial https://libguides.tcd.ie/plagiarism/ready-steady-write and sign a declaration when submitting course work, confirming that you understand what plagiarism is and have completed the tutorial**.** If you read the information on plagiarism, complete the tutorial and still have difficulty understanding what plagiarism is and how to avoid it, please seek advice from your College tutor, your Course Directors or from Student Learning Development.

3.32 Plagiarism Declaration

All Social Policy students must complete an Assessment Submission Cover Sheet with every piece of assessment they are submitting for marking. No students' assessments will be graded until an Assessment Submission Cover Sheet is received. This Cover Sheet confirms that the student has read, and understands the College rules and regulations around Plagiarism, Academic Integrity and the College statement on Artificial Intelligence and Generative AI in Teaching and Learning.

Our ***2026 / 2027*** Cover Sheet can be found:
https://www.tcd.ie/swsp/courses/undergraduate/joint-honors-social-policy/course-structure-and-content/
(Please scroll down to the end of the web page to access sheet)

3.33 Academic Misconduct

Academic misconduct includes offences such as plagiarism, collusion, falsification and cheating in any undergraduate or postgraduate assessment or assignment.
In cases of suspected academic misconduct, the module coordinator completes the **Academic Integrity Form**. The form calculates an **Indicative Score** according to the severity of the suspected offence. The score determines the recommended consequences.

3.331 Determining Levels and Consequences

Level 1
Poor Academic Practice/Conduct
Indicative Score: (1–200)

Level 2
Academic Misconduct (Minor)
Indicative Score: (201–350)

Level 3
Academic Misconduct (Major)
Indicative Score: (351–500)

Level 4
Academic Misconduct (Severe)
Indicative Score: (501 +)

Level	Points Range	Consequences
Level 1 (poor academic practice/conduct)	1 - 200	**Mandatory academic integrity training is required** The outcome is recorded on SITS by the module coordinator to inform any future instances of concern. This record will not appear on the student's transcript. The student is given the option to accept a referencing penalty or correct the work. If they choose to correct the work, all elements identified as poor academic practice must be amended. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work must be reassessed. The mark for the component/ assessment/examination may or may not be reduced as decided by the Director of Teaching and Learning (Undergraduate or Postgraduate).

Level	Points Range	Consequences
Level 2 Academic Misconduct (**Minor**)	201 - 350	**Mandatory academic integrity training is required** The outcome is recorded on SITS by the module coordinator to inform any future instances of concern. This record will not appear on the student's transcript. The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed. In the case of examinations, the work must be reassessed. The component/assessment/ examination mark will be reduced or capped at the pass mark as decided by the Director of Teaching and Learning (Undergraduate or Postgraduate). and might not be confirmed until the reassessment Court of Examiners.

Level	Points Range	Consequences
Level 3 Academic Misconduct (**Major**)	351 - 500	**Mandatory academic integrity training is required** The outcome is recorded on SITS by the module coordinator to inform any future instances of concern. The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners.

Level	Points Range	Consequences
Level 4 Academic Misconduct (**Severe**)	501 +	Case referred directly to the Junior Dean. Information on the sanctions in cases which are brought before the Junior Dean's Office can be found at https://www.tcd.ie/Junior_Dean/student-discipline/).

Please click here for:

- Frequently Asked Questions on Academic Integrity.

Reference/Source

Calendar Part II, B: General Regulations & Information, Academic Integrity'

Statement of Principles on Integrity

Academic Integrity Policy

Library Guides - Academic Integrity

3.34 Citation and Referencing

You should credit all sources you use. This allows readers of your work to find the original sources and see if you have adequately represented their ideas, and shows you are not trying to claim those ideas as your own.

The School of Social Work and Social Policy recommends the use of Harvard citation and referencing style. If a student is already familiar with APA or Chicago style, they may use one of these instead. No other referencing styles are permitted.

Basics of Harvard style

Harvard style is a two-part system, so every reference you use appears twice in your work: in the main body of the text as a short citation and at the end with full bibliographic details in the list of references.

Include an in-text citation wherever you quote from, summarise, or paraphrase from a source. This needs to be done at the exact point in your writing where you use information from another source. An in-text citation consists of the last name of the author(s) and the year of publication inserted every time you use or refer to someone else's work in-text. For example:

'It has been emphasised that good referencing is an important academic skill (Harris, 2015).'

'It has been emphasised (Shah and Papadopoulos, 2015) that good referencing is an important academic skill.'

As well as author and year you should include page numbers in your citation if you are quoting directly from, paraphrasing, or using ideas from a specific page or set of pages. For example:

"Projects and project management take place in an environment that is broader than that of the project itself" (Project Management Institute, 2013, p. 19).

For every citation that you include in the text you must also include a full reference at the end of your work. The final reference list provides comprehensive details of all the sources cited in your text. Here are some typical examples for commonly cited source types:

Book with one author:

Almeroth-Williams, T. (2019) *City of beasts: how animals shaped Georgian London*. Manchester University Press.

Book with multiple authors:

Young, H.D., Freedman, R.A., Sandin, T.R. and Ford, A.L. (2015) *Sears and Zemansky's university physics*. Addison-Wesley.

Chapter in edited book:

Franklin, A.W. (2012) 'Management of the problem', in S.M. Smith (ed.), *The maltreatment of children*. MTP, pp. 83–95.

Dué C., Lupack S. and Lamberton R. (2020) 'Homer in a world of song', in C.O. Pache (ed.), *The Cambridge guide to Homer: part I - Homeric song and text*. Cambridge University Press.

Journal article:

Sridhar, S. (2025) 'Constructive peer review made practical: a guide to the EMPATHY framework', Journal of Marketing, 89(3), pp. 1-12.

Erbil, D.G. (2020) 'A review of flipped classroom and cooperative learning method within the context of Vygotsky theory', *Frontiers in Psychology*, 11, article 1157.

Newspaper article:

Mansell, W. and Bloom, A. (2012) '£10,000 carrot to tempt physics experts', *The Guardian*, 20 June, p. 5.

Webpage:

RSPCA (2024) *Caring for cats and kittens*. Available at: https://www.rspca.org.uk/adviceandwelfare/pets/cats(Accessed: 1 August 2024).

Further information on Harvard citation and reference style

The Harvard style is very widely used, and you will find many excellent guides to using it. We recommend the following:

- NCI Library Referencing and avoiding plagiarism guide

https://libguides.ncirl.ie/ld.php?content_id=36005622

- Open University Quick Guide – Cite Them Right

https://university.open.ac.uk/library/referencing-and-plagiarism/quick-guide-to-harvard-referencing-cite-them-right

- Harvard Referencing Generator

https://www.mybib.com/tools/harvard-referencing-generator

3.4 Research Ethics

Trinity Colleges vision is to engage in research with the quality, intensity, depth, diversity, and openness that leads to fundamental breakthroughs and new understandings.
The School of Social Work and Social Policy hosts a vibrant and creative research community. Perhaps our most distinctive feature is the close connection to 'real world' issues, as represented by the policy and practice spheres in Irish society.
As a global university Trinity seeks to bring an international perspective to the solving of problems, and this is a hallmark of research within the School where research carried out with colleagues internationally helps illuminates the issues in an Irish context, whilst reciprocally, research carried out in Ireland informs policy and practice in other nations.
The span of research interest reflects both policy and practice dimensions but also captures the trajectory across the life- course, with research into childhood issues, through adulthood, with particular focus here on addiction, disability and mental health, and into older age, with research on grand-parenting completing the circle to childhood research.

3.41 Research Ethics: School of Social Work and Social Policy

The ethical principles for research carried out in the name of Trinity College are:

- Respect for the individual participant or population
- Beneficence and the absence of Maleficence - Research should have the maximum benefit with minimal harm
- Justice - All research subjects should be treated fairly and equally

All individuals involved in research in the School have a role to play in facilitating and making sure that research is conducted ethically and in line with these principals.
Ethical approval from the Research Ethics Committee is required by all staff, postgraduate and undergraduate students of the School of Social Work and Social Policy before any field work involving human participants can commence.
Primary responsibility for the ethical conduct of research studies rests with the Principal Investigator(s) or Student Supervisor.

Reference/Source

College Policy on Good Research Practice HERE.

College Ethics Policy HERE.

4. GENERAL EXAM RULES AND REGULATIONS

See College Calendar for more details https://www.tcd.ie/calendar/undergraduate-studies/

4.1 Fitness to Study

The University is committed to supporting and responding to student needs, seeking to ensure a positive student experience, and promoting opportunities for students to develop to their full potential. The primary purpose of the Fitness to Study policy is to support students by identifying concerns and putting in place actions and support, where possible, to help the student continue in College. For further details see **HERE.**

4.2 Examination Regulations – General

This section supplements examination information available in the University calendar. General Examination Guidelines can be found HERE.

In the event of conflict or inconsistency between the General Regulations and information provided in this handbook, the College General Regulations prevail. In addition, specific guidance on individual modules is provided in relevant descriptors. Sitting Examinations/Submitting Assessments. Students are required to take the annual examinations and submit assessments for all modules for which they are registered unless specially exempted by permission from the Senior Lecturer.

4.3 Attendance at Classes

Students are required to attend classes in all modules. A student is deemed *non-satisfactory* in a term when more than a third of required work/attendance in that term is missed. Any student who is deemed *non-satisfactory* in each of the two terms may, in accordance with the regulations laid down by the University Council, be refused permission to take examinations and assessments in that year. To be allowed to complete assessment for the year a student must have paid the relevant College annual fees and must be in good standing.

4.4 Late Assessment Submission and Absence from Examinations

It is expected that all students will submit assessments by the deadline communicated by the module coordinator and attend for all scheduled examinations. Students who consider that illness may prevent them from submitting assessments on time or attending an examination (or any part thereof) should consult their medical adviser. If a certificate is granted, the student is advised to contact their tutor immediately who will advise them on the course of action required. For illness: medical certificates must state that the student is unfit to sit examinations/ complete assessments and specify the date(s) of the illness and the date(s) on which the student is not fit to sit examinations/complete assessments. Medical certificates must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination. Assessment submitted after the deadline will be subject to a penalty.

4.5 Extension Requests

For extension requests you may apply directly to the module lead. If you prefer, you may also apply through your tutor.

It is recommended that you apply through your tutor:

- If you are worried or concerned about any aspect of College or your personal life (in particular if it is affecting your academic work). Your tutor can only help you if they know you are facing difficulties, so if you are worried about anything go and see your tutor before things get out of hand.
- If you are concerned that two weeks will not be sufficient for you to complete the assignment.
- If you do not feel comfortable sending private or sensitive documentation to the module lead. In such circumstances the tutor may indicate to the coordinator that they have seen supporting documentation rather than transmitting the document.
- If you require extensions for several different modules.
- If you are unsatisfied with the response of your module lead to an extension request.

Extension requests should only be made for legitimate reasons and should be made **before the due date** for the assignment. Your extension request should in the first instance be via e-mail to your module lead (copying in the course co-ordinator).

In the absence of a reasonable accommodation regarding extra time in a students' Learning Educational Needs Summary (LENS) report, the student must support such an extension request with appropriate documentation e.g. medical certificate, or proof of *ad mis* grounds or extenuating circumstances.

Note that two weeks is the absolute maximum extension your module lead can grant without support from your tutor. Normally the period of extension would not exceed one week. Only apply for as much time as you need and note that your module lead may give you less than the duration requested. The length of time given as an extension will depend on the nature of the circumstance and the supporting evidence provided, where relevant. It will also depend on the credit weighting of the assessment component.

In some circumstances your module lead may require you to apply through your tutor.

Because of the nature of some elements of course work late submission may not be feasible and your module lead may not be able to grant any extensions – where there is a legitimate case, a suitable alternative arrangement will be made available to students.

If you are unhappy with the response of a module lead to your extension request, you can refer the matter to your Course Coordinator and / or College tutor

4.6 Examination Timetables

Annual and Supplemental Examination timetables are generated by the Examinations Office, situated within the Academic Registry, and made available to students approximately three weeks before the commencement of examinations. Once available, a personalised examination timetable will be available to students via their student portal my.tcd.ie under the 'My Exams' option menu. If you do not have access to the my.tcd.ie student portal,

module timetables are available on the Examinations Office website. Students must ensure that they are available for examinations for the duration of the examination session. The onus lies with each student establishing the dates, times, and venues of examinations. No timetable or reminder will be sent to individual students by any office.

4.7 Examination Venues

Maps are available advising examination venues and their location within the College. See www.tcd.ie/maps/

4.8 Academic Progress

The Court of Examiners confirms the marks for all students on the programme and award examination grades. It comprises all those teaching on the programme, including staff from outside the immediate Schools/Departments. Students may receive marks for work submitted during the year; all marks are provisional until confirmed by the Court of Examiners. All work is subject to review by an external examiner.

To rise with their class students must pass the relevant assessment. Each successful candidate is, according to merit, awarded one of three grades: first class honors, second class honors (with two divisions, first and second) and pass.

Students who are unsuccessful at the annual assessments are permitted to present themselves at the supplemental assessment. Supplemental assessment will normally be granted only to students who are considered to have made a serious attempt at the annual assessment. Students who are permitted to present work at the supplemental assessment should pay close attention to the deadline for submission of work or timing of supplemental examinations. They should contact the School and their tutor before the deadline if there is a problem meeting the supplemental requirements. Where a student has not made this contact before the supplemental Court of Examiners and does not pass, they run the risk of being excluded from the course.

4.9 Grading Conventions

The Court of Examiners determines the overall grade awarded to a particular student considering whatever other evidence of an academic nature is deemed appropriate.

Grading Classifications

Individual assessments are graded using the following classifications.

Most modules will have a pass mark of 40. Below is the key to grades and results:

I = first class, 70% and above

II.I = second class first division, 60-69%

II.2 = second class second division, 50-59%

III = third class, 40-49%

F1 = fail, 30-39%

F2 = fail, 0-29%

4.10 School of Social Work and Social Policy Marking Scale

First class Honours I 70-100

First class honors in the School of Social Work and Social Policy are divided into grade bands which represent excellent, outstanding, and extraordinary performances.

A first-class answer demonstrates a comprehensive and accurate answer to the question, which exhibits a detailed knowledge of the relevant material as well as a broad base of knowledge.

Theory and evidence will be well integrated, and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.

70-76 EXCELLENT

First class answers (excellent) demonstrate **a number of** the following criteria:

- comprehensiveness and accuracy.
- clarity of argument and quality of expression.
- excellent structure and organization.
- integration of a range of relevant materials.
- evidence of wide reading.
- critical evaluation.
- lacks errors of any significant kind.
- contains reasoned argument and comes to a logical conclusion.
- Need not demonstrate independence thinking or originality.

77-89 OUTSTANDING

In addition to the above criteria, an outstanding answer will be consistently of a very high standard and will show some evidence of independence of judgement, originality or sound critical thinking.

90-100 EXTRAORDINARY

In addition to the criteria above, an extraordinary answer will exhibit an exceptional level of performance. Answers at this level are of a standard significantly higher than is expected of an undergraduate student. It will show originality and a sophisticated insight into the subject matter.

Second Class, First Division II.1 60-69

An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability, and contain no major errors of omissions. Not necessarily excellent in any area.

- Upper second-class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:
- accurate and well-informed.
- comprehensive.
- well-organised and structured.
- evidence of reading.
- a sound grasps of basic principles.
- understanding of the relevant details.
- succinct and cogent presentation; and
- evaluation of material although these evaluations may be derivative.

One essential aspect of an upper second-class answer is that is must have completely dealt with the question asked by the examiner. In questions:
all the major issues and most of the minor issues must have been identified.
the application of basic principles must be accurate and comprehensive; and
there should be a conclusion that weighs up the pros and cons of the arguments.

--- ---

Second Class. Second Division II.2 50-59

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

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

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

Third Class Honors III 40-49

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

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

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

Fail F1 30-39

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

misunderstanding of basic material.

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

Bad Fail F2 0-29

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

Overall Grade: General

The following conventions apply to all years.

1. The overall mark (and associated grade) for a year is the weighted average of all module results, using the ECTS credit rating for the weighting of each module.

2. To rise with their year, a student must pass (>40%) all modules worth in total 60 credits or pass by compensation. To pass by compensation a student must have an overall arithmetic mean of 40+ and pass modules totaling 50 credits and get a mark of 35+ (Qualified Pass) in any failed module(s).

3. If a student has achieved both Fail and Qualified Pass marks in the Semester 1 and 2 assessments, they must present in the supplemental session for reassessment in the modules for which they obtained a Qualified Pass or Fail.

4. The marks of the assessments passed in the Semester 1 and 2 examinations are considered together with those obtained in the Supplemental assessments. The standard compensation rules apply to this combined set of results.

5. In the case of students who have been given permission to withdraw from or defer all or part of the annual assessments and to sit a supplemental assessment in that year, the overall result in the Autumn will be graded.

6. In the case of students who are reassessed in Semester 1 or Semester 2, the overall result in the autumn will be graded. Two attempts at the assessment will be recorded on Transcripts of Results.

4.11 Publication of Results

Publication of results takes place on dates as specified and agreed by the Course Committee and are advised by the Course Administrator. Results are published to the Student Portal **my.tcd.ie.**

4.12 Re-checks

Having received information about their final results at the court of examiners in Trinity term and having discussed these and their performance with the Director of Teaching and Learning (Undergraduate) or the head of discipline and/or the appropriate staff, students may ask that their results be reconsidered if they have reason to believe: (a) that the grade is incorrect because of an error in calculation of results; (b) that the examination paper or other assessment specific to the student's course contained questions on subjects which were not part of the course prescribed for the examination or other assessment; or (c) that bias was shown by an examiner in marking. See section 68 of the calendar for further information go to: https://www.tcd.ie/media/tcd/calendar/undergraduate-studies/complete-part-II.pdf

4.13 Appeals

A student may wish to appeal a decision made in relation to their academic progress. The appeals procedure may be used only when there are eligible grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of a decision concerning their academic progress.

Click **HERE** to view the Full Appeals Policy.

Click **HERE** to view Assessment and Academic Progression Policy

4.14 Transcripts

An academic transcript is a detailed record of your studies at Trinity College Dublin. It confirms your course of study, the period of registration, the modules that have been taken, and the number of credits and grades achieved. When you have graduated, the transcript will also include your degree result.

Current or former Trinity Joint Honours students may require documentation or transcripts from time to time for the purpose of applications to further education, employment or other reasons.

It is important to note that requests for these documents cannot be made via third parties, such as a parent or prospective employer, without the written consent of the person named on the transcript or documentation.
It is also important to note that there may be a processing timeframe associated with your request and you should plan on making requests a minimum of 2-3 weeks ahead of time.

4.15 Course Expectations

Reliability, punctuality, participation, peer support and respect for colleagues are not only expectations of employers and colleagues in work settings but are also our expectations of students on this programme. Time management and organisational skills are also important and students are expected to develop and demonstrate these skills throughout their studies. The following are therefore course requirements:

4.141 Attendance

Attendance at lectures, tutorials and other teaching inputs is a vital component of a holistic approach to education and professional development.

4.142 Participation

It is well established in educational research that members of a group learn a great deal from their peers. Participation in group discussions, sharing experiences, being proactive and taking responsibility for your own learning will enhance both your own and your class-group's learning. Peer Support and Respect Along with academic staff, every student shares the responsibility to help create a supportive and respectful learning environment. This involves accepting that there will be different learning needs in every group, allowing peers to contribute and treating colleagues and lecturers with respect. Moreover, our student cohort includes students from diverse backgrounds and so in fostering a supportive and

respectful learning environment, use of discriminatory language in the contexts of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, membership of the Travelling Community or socioeconomic status and/or otherwise discriminatory behaviour is deemed as not acceptable.

4.143 Deadlines for Assignments

Students must observe all published deadline dates, which are final and have the status of examination dates. It is not acceptable to submit course work beyond the deadline without the permission of the examiner and course work submitted beyond the final deadline may be penalised. The examiner in consultation with the Module Lead Coordinator will make the final decision on such sanctions.

All assignments for modules with a prefix of SS must be submitted to Blackboard Ultra as per instructions under the 'submission of Coursework' section below. Non-submission of coursework and absence from examinations Students must complete and submit the assessment components specified for the modules that constitute their programme of study. This includes the submission of continuous assessment and attendance at examinations and other tests. Students who are experiencing difficulties that are affecting their ability to complete their assessment components should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available in Trinity.

Depending on the specific details of a case, options can range from a request for a short extension from a module coordinator to a formal request for a deferral made to the Senior Lecturer. Where the difficulties are serious, a student may need to make a Student Case, through their Tutor, to the Senior Lecturer. During teaching terms, requests for permission to defer to the reassessment period should be made through the Student Cases process. A valid medical certificate should be forwarded to the School within 3 days of the missed exam or assignment deadline.

4.144 Word Count

Where a maximum and minimum word count is provided students may receive a 5% penalty on the overall assignment mark if their word count is not within this range or the assignment may be returned to the student for a resubmission and capped at a mark of 40%. Requests for extensions where they involve illness extenuating family circumstances and bereavements must come from your College Tutor and must be requested in advance of the deadline.

4.145 Student Expectations of Staff

Likewise, the staff of the School have a role to play in maintaining a rewarding and ethical learning and working environment, and should include the following:

• Providing an enriching learning environment which is stimulating, challenging and involves students as active participants in teaching and learning.
• Linking theory / research to real world /practice situations.
• Supporting practice – education links.
• Providing timely, fair, and constructive responses to students' work.
• Rewarding effort and encouraging students to achieve their potential.
• Being accessible to students and responsive to their concerns and feedback.
• Combining support for students in difficulty with fairness to other students.
• Transparency about rules and procedures.
• Returning individual feedback on assessed coursework no later than twenty working days after the assessment submission deadline or agreed extension. In cases where this is not logistically possible, or academically appropriate, the lecturer will inform the class in advance and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay.

4.146 Online Student Code of Conduct

As a student at Trinity College, you are expected to behave appropriately when communicating and interacting with colleagues and staff. This expectation applies to all

students, including those completing their courses via a blended model. That is, through online and face to face methods. While the standards set out below will not be onerous for most students, those who exhibit inappropriate behaviours when interacting with colleagues and staff are liable to face disciplinary measures. Dignity and Respect Policy- Dignity and Respect Policy - Dignity, Respect, and Consent Service - Trinity College Dublin (tcd.ie)

4.147 Netiquette

Netiquette is a term coined to describe the commonly accepted norms and behaviours used when communicating in online environments. At one level, the same rules of regular communication apply when communicating online. By adopting the same respectful manner that you would expect in all communications, you are unlikely to encounter many issues. That said, it should be recognised that the online environment lacks the face-to-face element of regular discussions and interactions, where people can rely on body language and tone of voice to capture the full meaning. In the online environment, without these visual cues, miscommunications and misunderstandings can occur and some extra care when interacting can be warranted. Netiquette has slowly developed into an informal standard that helps transmit tone and emphasis when online and helps to address many of these communication issues. Keeping the few simple rules of netiquette in mind will help ensure that what you say will be better understood by those listening and reading.

- Typing in 'all caps' (all upper-case letters) denotes anger when communicating online. A message delivered in all caps is likely to be read as if sent in an aggressive tone. When possible, refrain from using all caps, even when emphasising certain words in sentences (italics may be used as an alternative for emphasis).

- Emoticons, also known as emojis, are commonly used in online communication to transmit the tone in which the message was sent. Emoticons/emojis can take the form of a series of characters or be little images of faces which aid in the transmission of the sender's facial expression when communicating. For example: 'I got a great result in my first assignment. Yay! J' 'I am unable to attend this evening

due to work commitments, sorry. :-(' These can be more useful than it first ensures messages are received in the spirit in which they were sent.

- Be careful when using irony and sarcasm online. This can be easily misinterpreted by those receiving your message. 4.Conduct debates and discussions in a respectful manner. Do not attempt to provoke personal debates and remember that it is better to reply when calm should you ever feel provoked. If you feel angry it is often best to take a moment to think about what you are posting online. Keep all messages on the topic and aim never to get personal. Healthy disagreement can be highly informative and lead to key learning but be constructive in any criticism you give and always aim to be respectful.

    - Other tips for effective online communication Some tips for engaging with other students online to have a healthy and engaging online classroom experience include:
    - Turn on your microphone and camera during online sessions – this helps students to connect, helps the lecturer to get feedback and shape the session accordingly, and will enrich your learning experience.
    - Participate! Interact with other students and do not just 'lurk' in the background. This helps create a community of learners and allows you to better get to know your class. This will be especially useful in terms of support as you progress through your course.
    - Thank other students for their comments. Be mindful of the time and effort that has gone into posting comments.
    - Acknowledge other students before disagreeing with them.
    - Help other students. Some students may not have as much experience in communicating online.
    - Comment using your own perspective (i.e. It is my opinion) rather than being dogmatic ('it is a fact that').
    - Quote other messages when replying to them. This helps other students follow the thread of conversation.
    - Stay on topic. Do not post irrelevant links, comments, or pictures.

- Read all the comments in the discussion before replying. This helps avoid the same questions or comments being repeated.
- Write full sentences with correct spelling and grammar when communicating with other students and lecturers.
- Remember that online comments will shape how other students and lecturers will perceive you. Think about what you are going to post before submitting.

4.148 Privacy Considerations

Considerations of privacy are critical when completing your course online. Remember the permanence of online communications. It is for that reason and your own protection that we employ a strict line on privacy and anonymity. It is best practice to anonymise all those who you.

4.149 Trinity College Academic Policies and Procedures

All Trinity College Academic Policies and Procedures can be found:

HERE

5. GENERAL PROGRAMME INFORMATION

5.1 Important Contact Details

Head Of School	Email Address	Building / Office	Office Hours
Prof Nicola Carr	NCARR@tcd.ie	3rd Floor Arts Building Office	Please email me for appointment.

Course Director	Email Address	Building / Office	Office Hours
Dr Philip Curry	pcurry@tcd.ie	3rd Floor Arts Building Office	Please email me for appointment.

Director of Undergraduate Teaching and Learning	Email Address	Building / Office	Office Hours
Dr Susan Flynn	SFLYNN7@tcd.ie	3rd Floor Arts Building Office	Please email me for appointment.

Course Administrator	Email Address	Building / Office	Office Hours
Ms Michelle Moore	moorem11@tcd.ie	3rd Floor Arts Building Office No 3063	Office: Mon & Thurs 9am – 4pm Online: Tues & Weds 9am - 4pm Friday – Off

5.2 Summary of Key Dates for 2026 / 2027

Throughout this handbook important dates will be noted for students. The following is a summary of these key dates for the academic year 2026/2027. These dates are subject to change; however, any changes will be communicated to students via course lectures, the course administrator, or the college website. It is important that all students regularly check their @tcd.ie email and Blackboard for any potential updates.

Aug	24 August - 18 September **Visiting Student Module Enrolment** This Module Enrolment is for full-year and semester one visiting students.
Aug	24 - 28 August **Reassessment Exams**
Aug	31-Aug **Michelmas Term Begins**
Sept	7 - 11 September **Orientation - Postgraduate and Visiting Students**
Sept	14 - 18 September **Orientation - First Year Students**
Sept	14-Sept **Teaching Begins - Postgraduate, Visiting and Continuing Students**
Sept	22-Sept **Teaching Begins - First Year Undergraduate Students**
Sept	28 September - 14 October **Foundation Scholarship Applications**
Oct	26 - 30 October **Study/review** Classes do not take place this week.
Nov	9 - 16 November **Foundation Scholarship - Confirmation of Attendance** Students who applied to sit Foundation Scholarship exams must confirm their attendance.
Nov	21-Nov **Trinity Open Day** For more information, please see the Open Day website.
Dec	04-Dec **Michelmas Term Ends**
Jan	4 - 8 January **Foundation Scholarship Exams**
Jan	11 - 15 January **January Orientation (Semester 2 Visiting Students)**
Jan	18-Jan **Hilary Term Begins**
Mar	1 - 5 March **Study/review** Classes do not take place this week.
Apr	09-Apr **Hilary Term Ends**
Apr	26-Apr **Trinity Monday** Foundation Scholarship exam results are released this day. This takes place in Front Square.

5.3 Academic Calendar 2026/2027

(Please note this calendar is subject to change – for the most up to date information please click HERE)

Trinity College Dublin | The University of Dublin

Academic Year Calendar
2026/27

Academic Calendar Week	Week beginning	2026/27 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	31-Aug-26	Marking/Results 2025/26		←Michaelmas Term begins/Semester 1 begins
2	07-Sep-26	Marking/Results and Orientation (PG, Visiting, Erasmus)		
3	14-Sep-26	Teaching and Learning	Orientation (if UG)	←Michaelmas teaching term begins
4	21-Sep-26	Teaching and Learning	Teaching and Learning	
5	28-Sep-26	Teaching and Learning	Teaching and Learning	
6	05-Oct-26	Teaching and Learning	Teaching and Learning	
7	12-Oct-26	Teaching and Learning	Teaching and Learning	
8	19-Oct-26	Teaching and Learning	Teaching and Learning	
9	26-Oct-26	Study/Review (Monday, Public Holiday)	Study/Review (Monday, Public Holiday)	
10	02-Nov-26	Teaching and Learning	Teaching and Learning	
11	09-Nov-26	Teaching and Learning	Teaching and Learning	
12	16-Nov-26	Teaching and Learning	Teaching and Learning	
13	23-Nov-26	Teaching and Learning	Teaching and Learning	
14	30-Nov-26	Teaching and Learning	Teaching and Learning	
15	07-Dec-26	Revision / Assessment*	Revision / Assessment*	
16	14-Dec-26	Assessment*	Assessment*	←Michaelmas Term ends Sunday 20 December 2026/Semester 1 ends
17	21-Dec-26	Assessment* / Christmas	Assessment*/ Christmas	
18	28-Dec-26	Christmas Period - College closed 24 December 2026 to 3 January 2027 inclusive	Christmas Period - College closed 24 December 2026 to 3 January 2027 inclusive	
19	04-Jan-27	Foundation Scholarship Examinations	Foundation Scholarship Examinations	
20	11-Jan-27	Marking***	Marking***	
21	18-Jan-27	Teaching and Learning	Teaching and Learning	←Hilary Term begins/Semester 2 begins; Hilary teaching term begins
22	25-Jan-27	Teaching and Learning	Teaching and Learning	
23	01-Feb-27	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
24	08-Feb-27	Teaching and Learning	Teaching and Learning	
25	15-Feb-27	Teaching and Learning	Teaching and Learning	
26	22-Feb-27	Teaching and Learning	Teaching and Learning	
27	01-Mar-27	Study/Review	Study/Review	
28	08-Mar-27	Teaching and Learning	Teaching and Learning	
29	15-Mar-27	Teaching and Learning (Wednesday, Public Holiday)	Teaching and Learning (Wednesday, Public Holiday)	
30	22-Mar-27	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	
31	29-Mar-27	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	
32	05-Apr-27	Teaching and Learning	Teaching and Learning	
33	12-Apr-27	Revision	Revision	
34	19-Apr-27	Assessment**	Assessment**	←Hilary Term ends Sunday 25 April 2027
35	26-Apr-27	Trinity Week (Monday, Trinity Monday) / Assessment**	Trinity Week (Monday, Trinity Monday) / Assessment**	←Trinity Term begins
36	03-May-27	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
37	10-May-27	Marking/Results	Marking/Results	
38	17-May-27	Marking/Results	Marking/Results	
39	24-May-27	Research	Research	
40	31-May-27	Research	Research	←Trinity Term ends Sunday 6 June 2027/Semester 2 ends
41	07-Jun-27	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	14-Jun-27	Research	Research	
43	21-Jun-27	Research	Research	
44	28-Jun-27	Research	Research	
45	05-Jul-27	Research	Research	
46	12-Jul-27	Research	Research	
47	19-Jul-27	Research	Research	
48	26-Jul-27	Research	Research	
49	02-Aug-27	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
50	09-Aug-27	Research	Research	
51	16-Aug-27	Research	Research	
52	23-Aug-27	Reassessment 2026/27 - Semesters 1 & 2	Reassessment 2026/27 - Semesters 1 & 2	

* Semester 1 assessment session: December 11 to 22, 2026 inclusive (No assessment after Dec 22nd)

** Semester 2 assessment session: April 19 to 30, 2027 inclusive

*** Marking of Semester 1 assessments will continue into January and early February. Provisional Semester 1 results will be made available to students during the week commencing February 8, 2027

CTU | Page 1 of 1 | Last updated: 13/08/2026

5.4 Course Governance

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

Early in Semester 1 we will be in touch with each year's group to invite you to nominate a Student Representative for the year. We greatly appreciate the contribution of our Student Representatives on our Course Committee to allow us to hear students' issues and concerns and how we can respond. (***Ref Section 3.1 above)***

5.5 Module Choice Registration

It is the responsibility of each student to ensure that they take sufficient modules, which together accumulate ***60 ECTS*** during an academic year.

5.6 Module Timetables

Timetables are published on student portals https://my.tcd.ie/ . Once a student is registered, they can view their timetable on their student portal. The onus is on students to check their timetable at regular intervals to identify any changes to venues or lecture times. Pay attention to the *weeks* listed in each timetabled slot and check the first column of the academic year calendar above to find the date for the corresponding calendar week. Some tutorials will happen at two weekly intervals, for example, or may not start until after you have completed one fullweek of lectures.

5.7 My.tcd.ie - Checking Your Personal Student Record

My.tcd.ie allows students to view their own central record containing all relevant information about the programme for which they are registered, including details of assigned tutors. To access the system students' will need their College username and network password. To access my.tcd.ie go to the College local home page https://www.tcd.ie/local/ and select my.tcd.ie. If the personal student information is incorrect, students should contact the Academic Registry (via email – academic.registry@tcd.ie) providing a full name and student ID number. If a timetable module is listed incorrectly, students should contact their Course administrator.

5.8 Email

All email correspondence from the Course Administrator and Directors will be sent to TCD email addresses only. Students should check their email on a regular basis. When emailing TCD staff, students should always include their TCD Student ID Number.

5.9 Blackboard Ultra

Blackboard is the College online learning environment where lecturers will provide access to learning materials, resources, activities and assignments. The use of Blackboard varies from module to module and individual lecturers will explain how they use Blackboard and what tasks students are expected to complete for each module. It is essential that all students familiarize themselves with Blackboard early in their studies and seek advice if experiencing difficulties. To access a module on Blackboard students must be registered to the module. Blackboard can be accessed via https://tcd.blackboard.com/webapps/login/

5.10 Course Transfer Procedures

Should students wish to consider a transfer out of their current programme and into another course of study, they should consult **HERE.** Students may apply to transfer through their tutor or directly to the office of the Senior Lecturer for permission to transfer to another course.

5.11 Recognition of Prior Learning (RPL) Policy

Recognition of Prior Learning (RPL) forms a critical component of EU policy in relation to widening participation to higher education and in supporting lifelong learning. Trinity College Dublin, the University of Dublin, herein referred to as Trinity, is committed to ensuring that its RPL policy is compatible with its policies on access and progression and that it meets current good practice in the field.

Please click **HERE** to view the full RPL Policy

5.12 Erasmus/Study Abroad Exchanges

Students will have the opportunity to ***apply in Senior Fresh Year (second year)*** to study abroad as part of their Joint Honours Programme.

Students may be permitted to satisfy the requirements of their year, in whole or in part, by studying abroad under an approved ERASMUS exchange or other exchange programme approved by the Vice-President for Global Engagement with the assessment at the host university counting as part of the student's academic record in college.

The maximum period of study is one academic year, and the minimum period is three months. Arrangements governing specific exchange programmes are made by the relevant School.

If you are thinking about studying abroad in your third year of studies, we recommend that you start ***PLANNING NOW!***

5.13 Progression – End of Junior Fresh Year, Year 1

Note (1) Trinity Electives:

Trinity Electives are standalone modules that will give you the opportunity to broaden your knowledge beyond your own discipline. As a student, you can choose from a range of exciting modules that allow you to engage with Trinity's ground-breaking research, to experience diverse languages and cultures, and to consider how we can address key societal challenges. Each Trinity Elective has been designed specifically to help you develop the Trinity Graduate Attributes. Find out more at: www.tcd.ie/trinity-electives

Note (2): Open Modules (OM):

Open Modules Open Modules are modules that are taught as part of other programmes but are complementary and related to your own programme of study. Choosing Open Modules will allow you to broaden your perspective on your core discipline(s) through exposure to knowledge, skills and ways of thinking associated with related fields. Open Modules will provide you with a wealth of opportunities to enrich the study of your core curriculum and to develop the Trinity Graduate attributes.

Junior Fresh - First Year in 2026 /2027

Preparing for Year 2 2027 / 2028

In the 1st year of Trinity Joint Honours programmes, students study two subjects equally at 30 credits (ECTS) each. For the 2nd year of your programme you will select one of three available pathways:

Joint Honours Pathway:

To continue studying both subjects at 20 credits (ECTS) each and to take up 20 credits (ECTS) of Trinity Electives and Open Modules. This is usually referred to as the SF Joint Honours Pathway and students who choose this pathway will proceed towards obtaining an award in both of their subjects.

Major with a Minor Pathway:

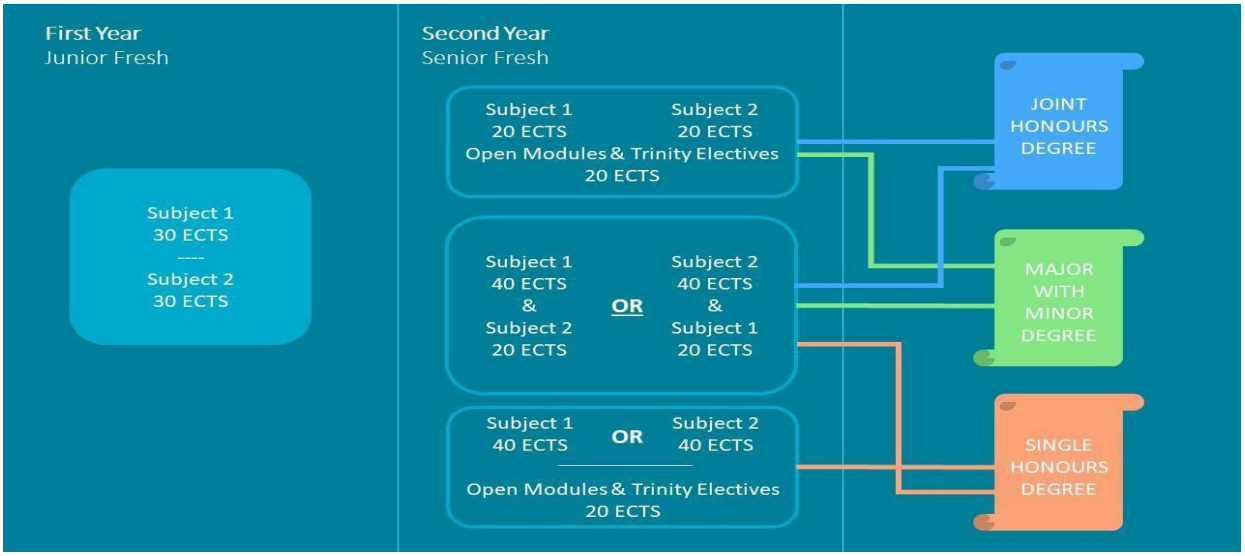
To continue studying both subjects, study 40 credits (ECTS) in one of the subjects and 20 credits (ECTS) in the second subject. This is usually referred to as the SF Major with Minor Pathway.

Single Honour Pathway:

It is not possible to take Social Policy as Single Honour.

It is important to note the following about pathway selection for Year 2:

- The pathway you choose can impact the award you will be able to graduate with, as per the image below.
- If you do Major/Minor in Year 2 but think you might like to consider a Single Honour in Year 3, you need to be doing 40 credits in your Major Subject in Year 2.



5.14 Progression – End of Senior Fresh Year, Year 2

Senior Fresh - First Year in 2026 / 2027

Preparing for Year 3 2027 / 2028

As part of registration for your second (SF) year of your Trinity Joint Honours programme, you chose a pathway for your studies and may have also engaged in choosing specific modules to undertake. After you complete and pass your second-year examinations, you will be able to finalise your final degree award pathway ***and will follow this pathway for the third and fourth years of your study*** - it will not be possible to change your pathway between third and fourth year. Please note that the degree pathway available to you will depend upon the pathway you took in your SF year.

Joint Honours Degree Pathway:

- This pathway is available to students on the Joint Honours Pathway or the Major with Minor Pathway in SF Year.
- In this pathway you will take 30 ECTS in each of your Joint Honours subjects. Then in Senior Sophister you will take 20 ECTS in each of your Joint Honours subjects and a 20 ECTS capstone project in one of your subjects.
- You should be aware that some subjects have module pre-requisites that you will be required to fulfil to complete a Capstone project in that subject.

Major with Minor Degree Pathways:

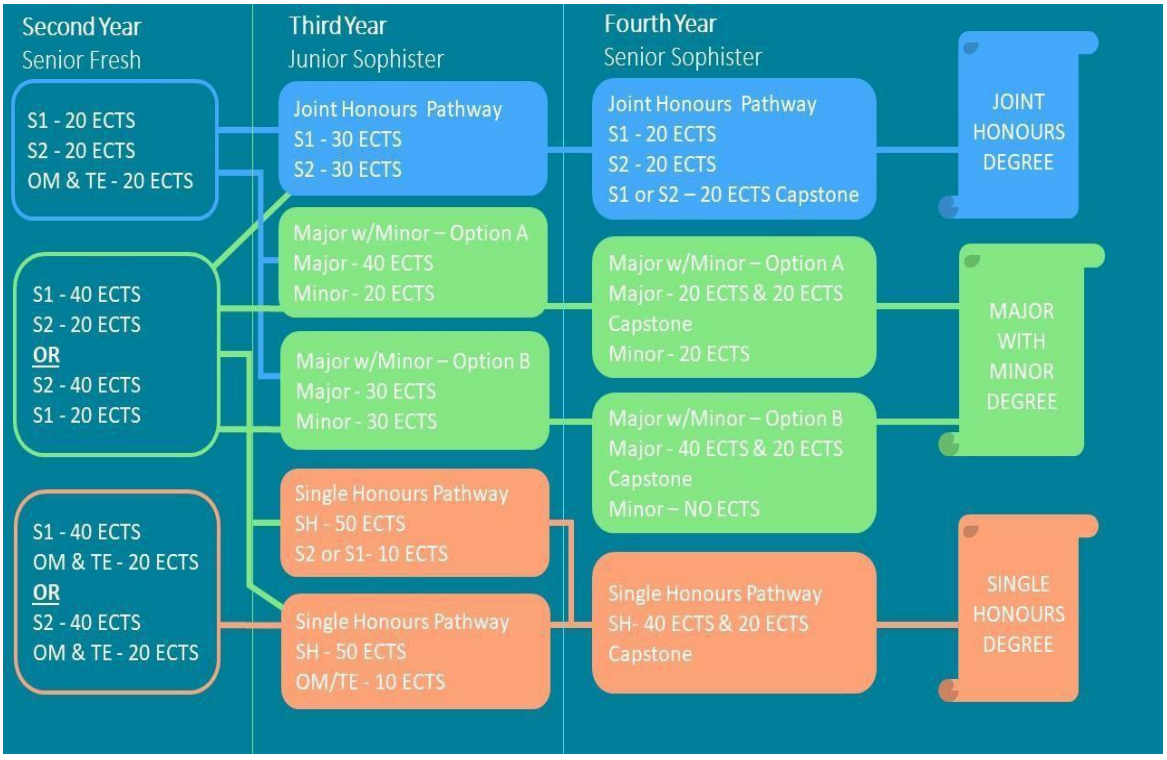
- These pathways are available to students that took the Joint Honours Pathway or the Major with Minor Pathway in SF Year. There are two pathways in the Sophister years to a Major with Minor degree.
- If you choose this pathway, you will need to indicate which subject is your Major subject and which subject is your Minor subject.
- You should be aware that some subjects have module pre-requisites that you will be required to fulfil to complete a Capstone project in that subject.
- Major with Minor Pathway – Continue studying your minor in Year 4 (Option A)
- On this pathway in Year 3 you will undertake 40 ECTS in your Major Subject and 20 ECTS in your Minor subject. Then in Year 4 you will undertake 20 ECTS in each of

your Major and Minor subject and complete your 20 ECTS Capstone in your Major subject.

- Major with Minor Pathway – Finish studying the Minor in Year 3 (Option B). On this pathway in Year 3 you will study 30 ECTS in both your Major and Minor subject in Year 3. Then in Year 4 you will undertake 40 ECTS in your Major subject and complete your 20 ECTS Capstone in your Major subject.

Please see pathway selection diagram on the next page.

More information can be found at: Pathway Options for Trinity Joint Honours. Rising JS- Please see most recent slides from the Information Session February 2024



5.15 CAPSTONE Project

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

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

Pre-requisites and co-requisites for undertaking a C APSTONE Project in Social Policy are outlined in The School of Social Work and Social Policy CAPSTONE Handbook 2026 / 2027, located **HERE**

Joint Honour, Junior Sophister students 2026 / 2027 will be invited to choose their CAPSTONE subject for Senior Sophister year in January 2027. The due date, and details of the application process will be provided by The Joint Honours Office late in Semester 1 of 2026 / 2027.

5.16 Trinity Foundation Scholarship

Students in 2nd year are provided with the opportunity to put themselves forward for Foundation Scholarship. Foundation Scholarship is a Trinity institution with a long history and significant prestige. Some of our greatest alumni – such as Edmund Burke, Samuel Beckett, and Mary Robinson – were Scholars or 'Schols'. Students in their second year may opt to take Foundation examination.

Senior Fresh students who are considering putting themselves forward for the Trinity Foundation Scholarship should be mindful that the assessment standard is extremely high requiring a considerable degree of additional study and a higher order of critical engagement with social policy concepts and theories than is generally expected of a second-year student of social policy.

Scholarship or 'Schol' exams are typically held in January. Students who achieve an overall first-class honours result (70% or above) in these examinations and meet other specific examination requirements are elected as Scholars on Trinity Monday.

A scholarship is tenured for five years, during which time the Scholar is entitled to free Trinity accommodation, their evening meal free of charge at Commons, a waiver of their tuition fees or student contribution (non-EU students' fees are reduced by the value of EU fees), and a small annual stipend. Scholars are also entitled to use the post-nominal letters "sch." after their name.

Trinity Joint Honours students interested in applying for Foundation Scholarship in the Academic Year 2025/2026 should be aware that students on Trinity Joint Honours programmes will be required to take ***4 examinations*** and the pathway they have chosen for their studies in SF year will influence the structure of their Foundation Scholarship Examinations.

Students on the Joint Honours pathway will take two examinations in each of their subjects. Please see Foundation Scholarship 2025-26 - Trinity Joint Honours - Joint Honours

Pathways for information on examination codes to be used when completing the application form.

Students on the Major with Minor pathway will choose one of two exam structures available as outlined in Foundation Scholarship 2024-25 - Trinity Joint Honours - Major with Minor Pathway - the examination codes necessary for completing the application form are also available here.

5.151 Prizes and Medals

The College Calendar provides a list of all college-wide **prizes** available to students of Trinity, and the courses, and their students, to which the various prizes apply to : https://www.tcd.ie/media/tcd/calendar/undergraduate-studies/complete-part-II.pdf

Anthony Coughlan Prize

This prize was founded in 1999 by a gift from Anthony Coughlan. It is awarded annually on the recommendation of the court of examiners, to the Senior Sophister student who obtains the highest academic grade or marks in the moderatorship examination in Trinity Joint Honours Sociology & Social Policy, provided sufficient merit is shown. Value €200.

5.17 Programme Attributes, Learning Outcomes and Structure

5.161 Graduate Attributes

The Trinity Graduate Attributes represent the qualities, skills, and behaviours that you will have the opportunity to develop as a Trinity student over your entire university experience, in other words, not only in the classroom, but also through engagement in co- and extra-curricular activities (such as summer work placements, internships, or volunteering).

The four Trinity Graduate Attributes are:

To Think Independently

To Act Responsibly

To Develop Continuously

To Communicate Effectively

5.162 Why are the Graduate Attributes important?

The Trinity Graduate Attributes will enhance your personal, professional, and intellectual development. They will also help to prepare you for lifelong learning and for the challenges of living and working in an increasingly complex and changing world.

The Graduate Attributes will enhance your employability. Whilst your degree remains

fundamental, also being able to demonstrate these Graduate Attributes will help you to differentiate yourself as they encapsulate the kinds of transversal skills and abilities, which employers are looking for.

How will I develop these Graduate Attributes?

Many of the Graduate Attributes are 'slow learned', in other words, you will develop them over the four or five years of your programme of study. They are embedded in the curriculum and in assessments, for example, giving presentations and engaging in group work.

You will also develop them through co-curricular and extra-curricular activities. If you help to run a club or society you will be improving your leadership skills, or if you play a sport, you are building your communication and team-work skills.

5.163 Social Policy Joint Honours Programme Learning Outcomes

On successful completion of the course as a major subject, students should be able to:

LO1. Critically analyse the process of social policy formation through the lens of relevant social science disciplines.
LO2. Apply knowledge in key social policy domains.
LO3. Reflect on and critically appraise major social policy challenges.
LO4. Reflect upon the ethical implications of different social policies and approaches to policy.
LO5. Analyse social policy at national and international levels.
LO6. Conduct independent social research.
LO7. Identify the wide variety of social policy related career paths and the skills required to pursue them.
LO8. Communicate effectively using written, oral, and digital means.
LO9. Appreciate the contribution that different social science disciplines have to offer to the understanding of social policy.
LO10. Investigate the process of policy making beyond the scope of the taught programme.

5.164 Feedback and Evaluation

Evaluation of courses and their constituent modules is an important component of College's commitment towards improving the quality of teaching and the support of learning. To this end, all undergraduate modules are evaluated on a yearly basis using an online survey. The survey is anonymous, and the results are used in reviewing and improving aspects of each module and its delivery. We particularly want to hear what students think was good about a module and what needs to be improved.

All results for each survey are collated and made available to the lecturer who taught the module, the Head of School, the School's Director Undergraduate Teaching and Learning and the School Manager. Teaching Assistants receive their feedback through communication with the course lecturer. Student feedback forms an important part of the evaluation and review process.

Survey's will be sent to all Joint Honours students at the beginning of ***Week 12 and Week 30.*** *Class Time will be allocated during these weeks to students to complete these surveys. We value all students' opinions, and we encourage you all to use this time and submit your feedback.*

6. TEACHING AND LEARNING

6.1 Social Policy Teaching Staff 2026/2027

Year 2026 / 2027	Module Code	Module Name / Module Descriptor	Course Lecturers / Biography	Email Address
Junior Fresh				
Semester 1	SSU11051 / SSU11061	Introduction to Social Policy Concepts	Dr Carla Petautschnig Arancibia	cpetauts@tcd.ie
	SSU11071	Accessing and Reviewing Literature	Dr Lynne Cahill	lycahill@tcd.ie
Semester 2	SSU11122	Citizens Participation in Research Policy	Dr Catherine Conlon	conlonce@tcd.ie
	SSU11092	Critical Analysis and Argument Development	Dr Louise Caffrey	louise.caffrey@tcd.ie
Senior Fresh				
Semester 1	SSU22301 / SSU22311	Understanding Homelessness	Mr Mike Allen	miallen@tcd.ie
	SSU22191 / SSU22291	Social Policy in Action	Dr Carla Petautschnig Arancibia	cpetauts@tcd.ie
Semester 2				
	SSU22212 / SSU22222	Qualitative Methods for Social Policy	Dr Kasia Wodniak	kwodniak@tcd.ie
	SSU22161 / SSU22171	Labour Market Activation Policies	Dr Carla Petautschnig Arancibia	cpetauts@tcd.ie

Junior Sophister				
Semester 1	SSU33011 / SSU33022	Youth and Society	Dr Paula Mayock	pmayock@tcd.ie
	SSU34002 / SSU34012	Ageing and Intergenerational Relations	Dr Catherine Elliott O' Dare	elliot@tcd.ie
Semester 2	SSU33802 / SSU33702	Global Social Policy	Dr Kasia Wodniak	kwodniak@tcd.ie
	SSU34052 / SSU34042	Quantitative Methods for Social Policy	Dr Philip Curry	pcurry@tcd.ie
Senior Sophister				
Semester 1	SSU44031 / SSU44021	Eco Social Policy	Dr Joe Whelan	jwhelan9@tcd.ie
	SSU44162 / SSU44152	Disability and Human Rights Global Perspectives	Ms Ann Swift	aswift@tcd.ie
Semester 2	SSU44112 / SSU44102	Crime and Justice – Theories, Responses and Contemporary Debates	Prof. Nicola Carr	ncarr@tcd.ie
	SSU44202 /SSU44192	Social Citizenship for the 21st Century	Prof. Virpi Timonen	timonenv@tcd.ie

6.2 JUNIOR FRESH, Social Policy, Module Selection

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

Our Social Policy Junior Fresh Modules (Year 1) for 2026 / 2027 are:

Term	Module Code	Module Name	ECT's
Michaelmas	SSU11051	Introduction to Social Policy Concepts	10
Michaelmas	SSU11071	Accessing and Reviewing Literature	5
Term	**Module Code**	**Module Name**	**ECT's**
Hilary	SSU11122	Citizens Participation in Research Policy	10
Hilary	SSU11092	Critical Analysis & Argument Development	5

6.21 Assessment Timetable, JUNIOR FRESH 2026 / 2027

JUNIOR FRESH

SEMESTER 1, Michaelmas Term 2025 / 2026	MODILE CODE	ECTs	ASSIGNMENT 2026 / 2027	WEEK + DUE DATE
Introduction to Social Policy Concepts	SSU11061	5	Presentation (10 %)	***Weeks 7-8 and 10-14***
			Essay, 1,500 Words (90%)	***Week 15. Fri 11.12.2026 @ 12 Noon***
Introduction to Social Policy Concepts	SSU11051	10	Presentation (10 %)	***Weeks 7-8 and 10-14***
			Article Analysis, 1200 Words (30 %)	***Week 10. Weds 04.11.2026 @ 12 Noon***
			Essay, 1,700 Words (60%)	***Week 15. Fri 11.12.2026 @ 12 Noon***
Accessing and Reviewing Literature	SSU11071	5	Social policy research topic and search terms (10%)	***Week 6. Weds 07.10.26 @ 12 Noon***
	SSU11071	5	Search Strategy (30%)	***Week 10. Fri 06.11.26 @ 12 Noon***
	SSU11071	5	In Class Presentation (10%)	***Week 11 Weds 11.11.26 @ 12 Noon and Week 12 Weds 18.11.26 @ 12 Noon***
	SSU11071	5	Mini Literature Review (50%)	***Week 16. Weds 16.12.26 @ 12 Noon***

JUNIOR FRESH

SEMESTER 2, Hilary Term 2025 / 2026	MODILE CODE	ECTs	ASSIGNMENT 2026 / 2027	WEEK + DUE DATE
Citizens Participation in Research Policy	SSU11122	10	Interactive Presentation (30%)	***Week 30 Tuesday 23rd March (in class) And Week 31 Tuesday 30th March (in class)***
			Case Study Analysis (70%)	***Week 34 Monday 19th April @ 12.00 Noon***
Critical Analysis and Argument Development	SSU11092	5	Written responses to 5 learning tasks (10%)	***Week 32. Tues 09.04.26 @ 12.00 Noon***
	SSU11092	5	1,500 Word Essay (90%)	***Week 34. Weds 21.04.26 @ 12.00 Noon***

6.3 SENIOR FRESH, Social Policy, Module Selection

Our Social Policy SENIOR FRESH Modules (Year 2) for 2026 / 2027 are:

Term	Module Code	Module Name	ECT's
Michaelmas / Semester 1	SSU22301	Understanding Homelessness	5
Michaelmas / Semester 1	SSU22311	Understanding Homelessness	10
Michaelmas / Semester 1	SSU22191	Introduction to Social Policy in Action	5
Michaelmas / Semester 1	SSU22291	Introduction to Social Policy in Action	10
Term	**Module Code**	**Module Name**	**ECT's**
Hilary / Semester 2	SSU22161	Labour Market Activation Policies	5
Hilary / Semester 2	SSU22171	Labour Market Activation Policies	10
Hilary / Semester 2	SSU22212	Qualitative Methods for Social Policy	5
Hilary / Semester 2	SSU22222	Qualitative Methods for Social Policy	10

JOINT HONOURS PATHWAY - SOCIAL POLICY, SENIOR FRESH Module Selection

*Students take **20 ECTs Credits in Social Policy** and **20 ECTs in their other honour subject**. – AND **20 ECTs in Open Modules**. 10 ECTs Michaelmas (Semester 1) per honour subject and 10 ECTs in Hilary (Semester 2) per honour subject.*

SOCIAL POLICY MAJOR SENIOR FRESH Module Selection

Students take all Social Policy modules at 10 ECTs (40 ECTs over the academic year, 20 ECTs per Semester).

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6.31 Assessment Timetable, SENIOR FRESH 2026 / 2027

UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN ON OR BEFORE 12 NOON ON THEIR DUE DATE.

SENIOR FRESH				
SEMESTER 1, Michaelmas Term 2025 / 2026	**MODILE CODE**	**ECTs**	**ASSIGNMENT 2026/ 2027**	**WEEK + DUE DATE**
Introduction to Social Policy in Action	SSU22191	5	Policy analysis exercise. 850-word analysis (20%)	***Week 8. Tuesday 20.10.26 @ 12 Noon.***
			2,000-word End of Term Essay (80%)	***Week 15 Tuesday 08.12.26 @ 12 Noon.***
Introduction to Social Policy in Action	SSU22291	10	Group Presentation (20%)	***Week 8. Tuesday 20.10.26 @ 12 Noon.***
			2,500-word End of Term Essay (80%)	***Week 15 Tuesday 08.12.26 @ 12 Noon.***
Understanding Homelessness	SSU22301	5	Group Presentation to be presented in class. (20%)	**Week 8. Weds 21.10.26 @ 12 Noon.**
			2,000 words excluding references. (80%)	**Week 16 Mon 14.12.26 @ 12 Noon.**
Understanding Homelessness	SSU22311	10	Group Presentation to be presented in class. (20%)	**Week 8. Weds 21.10.26 @ 12 Noon.**
			2,500 words excluding references. (80%)	**Week 16 Mon 14.12.26 @ 12 Noon.**

SENIOR FRESH				
SEMESTER 2, Hilary Term 2025 / 2026	**MODILE CODE**	**ECTs**	**ASSIGNMENT 2026 / 2027**	**WEEK + DUE DATE**
Labour Market Activation Policies	SSU22161	5	1,200 words analysis of a policy/country case (30 %)	***Week 26 Fri 26.02.2027 @12 Noon***
			Essay 2,000 Words (70%)	***Week 33, Tues 13.04.2027 @12 Noon***
Labour Market Activation Policies	SSU22171	10	1,600 words analysis of a policy/country case (30 %)	***Week 26 Fri 26.02.2027 @12 Noon***
			Essay 2,500 Words (70%)	***Week 33, Tues 13.04.2027 @12 Noon***
				Week 26 Fri 26.02.2027 @12 Noon
Qualitative Methods for Social Policy	SSU22212	5	Group Research Exercise - Mock Interview (25%)	***Week 24 Thurs 11.02.27 @ 12 Noon***
			2,000-word written assignment (75%)	***Week 34 Mon 19.04.27 @ 12 Noon***
Qualitative Methods for Social Policy	SSU22222	10	Group Research Exercise - Mock Interview (20%)	***Week 24 Thurs 11.02.27 @ 12 Noon***
			Primary research component II (10%)	***Week 26 Thu 25.02.27 @ 12 Noon***
			Policy process Journal 700-word written assignment (20%)	***Week 29 Thurs 18.03.27 @ 12 Noon***
			2000-word written assignment (50%)	***Week 34 Mon 19.04.27 @ 12 Noon***

6.4 JUNIOR SOPHISTER, Social Policy, Module Selection

Our Social Policy Junior Sophister Modules (Year 3) for 2026 / 2027 are:

Term	Module Code	Module Name	ECT's
Michaelmas	SSU33011	Youth and Society	5
Michaelmas	SSU33022	Youth and Society	10
Michaelmas	SSU34002	Ageing and Intergenerational Relations	5
Michaelmas	SSU34012	Ageing and Intergenerational Relations	10
Term	**Module Code**	**Module Name**	**ECT's**
Hilary	SSU33802	Global Social Policy	5
Hilary	SSU33702	Global Social Policy	10
Hilary	SSU34052	Quantitative Methods for Social Policy	5
Hilary	SSU34042	Quantitative Methods for Social Policy	10

JOINT HONOURS PATHWAY - SOCIAL POLICY, JUNIOR SOPHISTER Module Selection

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

SOCIAL POLICY MAJOR (OPTION A) JUNIOR SOPHISTER Module Selection

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

SOCIAL POLICY MAJOR (OPTION B) JUNIOR SOPHISTER Module Selection

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

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6.41 Assessment Timetable, JUNIOR SOPHISTER 2026 / 2027

UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN ON OR BEFORE 12 NOON ON THEIR DUE DATE.

JUNIOR SOPHISTER				
SEMESTER 1, Michaelmas Term 2025 / 2026	**MODILE CODE**	**ECTs**	**ASSIGNMENT 2026 / 2027**	**WEEK + DUE DATE**
Youth and Society	SSU33011	5	400 Word Written Commentary (30%)	**Week 10 Fri 06.11.26 @ 5.00 pm**
			End of Term Essay (70%)	**Week 16 Mon 14.12.26 @ 5.00 pm**
Youth and Society	SSU33022	10	Presentation (30%)	**Week 10. Tues 03.11.26 / In-class Presentations**
			2,500 Word End of Term Essay (70%)	**Week 16 Mon 14.12.26 @ 5.00 pm**
Ageing and Intergenerational Relations	SSU34002	5	Blog Post Number 1 (150 Words) (5%)	**Week 5. Fri 02.10.26 @ 9.00pm**
	SSU34002	5	Blog Post Number 2 (150 Words) (5%)	**Week 9. Fri 30.10.26 @ 9.00pm**
	SSU34002	5	1,000 – 1,500 Words Policy Analysis Assignment (80%)	**Week 16. Fri 16.12.26 @ 9.00pm**
Ageing and Intergenerational Relations	SSU34012	10	Blog Post Number 1 (250 Words) (5%)	**Week 5. Fri 02.10.26 @ 9.00pm**
	SSU34012	10	Blog Post Number 2 (250 Words) (5%)	**Week 9. Fri 30.10.26 @ 9.00pm**
	SSU34012	10	2,000 - 2,500 Policy Analysis Assignment (80%)	**Week 16. Fri 16.12.26 @ 9.00pm**

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UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN ON OR BEFORE 12 NOON ON THEIR DUE DATE.

JUNIOR SOPHISTER				
SEMESTER 2, Hilary Term 2025 / 2026	**MODILE CODE**	**ECTs**	**ASSIGNMENT 2026 / 2027**	**WEEK + DUE DATE**
Global Social Policy	SSU33802	5	Critique (15%)	***Week 24 Monday 08.02.27 @ 12 Noon***
			Group Project (60%)	***Week 34 Monday 19.04.27 @ 12 Noon***
	SSU33802	5	Individual Follow-Up (25%)	***Week 34 Thurs – Fri 22/23.04.27 @ 12 Noon***
Global Social Policy	SSU33702	10	Critical reflection on a seminar (5%)	***Week 22 Weds 27.01.27 @ 12 Noon***
	SSU33702	*10*	Critical reflection on a academic text (10%)	***Week 24 Monday 08.02.27 @ 12 Noon***
			Critical reflection on a seminar (2) (5%)	***Week 26 Weds 24.02.27 @ 12 Noon***
			Critical reflection on an academic text (10%)	***Week 28 Weds 10.03.27 @ 12 Noon***
			Group Project (50%)	***Week 34 Monday 19.04.27 @ 12 Noon***
			Individual viva-style follow-up (20%)	***Week 34 Thurs – Fri 22/23.04.27 @ 12 Noon***
Quantitative Methods for Social Policy	SSU34052	5	Data source. Locate a dataset and identify appropriate research questions. (20%)	***Week 27. Fri 05.03.26 @ 12.00 Noon***
	SSU34052	5	Data Analysis exercise. 1,200-word data analysis of a provided real-world dataset. (80%)	***Week 32. Fri 09.04.26 @ 12.00 Noon***
Quantitative Methods for Social Policy	SSU34042	10	Data source. Locate a dataset and identify appropriate research questions. (20%)	***Week 27. Fri 05.03.26 @ 12.00 Noon***
	SSU34042	10	Data Analysis exercise. 2,000-word data analysis of a provided real-world dataset. (80%)	***Week 32. Fri 09.04.26 @ 12.00 Noon***

6.5 SENIOR SOPHISTER, Social Policy, Module Selection

Our Social Policy Senior Sophister Modules (Year 4) for 2026 / 2027 are:

Term	Module Code	Module Name	ECT's
Michaelmas	SSU44031	Eco Social Policy	5
Michaelmas	SSU44021	Eco Social Policy	10
Michaelmas	SSU44162	Disability and Human Rights: Global Perspectives	5
Michaelmas	SSU44152	Disability and Human Rights: Global Perspectives	10
Term	**Module Code**	**Module Name**	**ECT's**
Hilary	SSU44112	Crime and Justice – Theories, Responses and Contemporary Debates	5
Hilary	SSU44102	Crime and Justice – Theories, Responses and Contemporary Debates	10
Hilary	SSU44202	Social Citizenship for the 21st Century	5
Hilary	SSU44192	Social Citizenship for the 21st Century	10
Hilary	SSU44000	CAPSTONE DISSERTATION SUBMISSION	20

JOINT HONOURS PATHWAY - SOCIAL POLICY, SENIOR SOPHISTER Module Selection

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

SOCIAL POLICY MAJOR (OPTION A) SENIOR SOPHISTER Module Selection

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

SOCIAL POLICY MAJOR (OPTION B) SENIOR SOPHISTER Module Selection

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

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6.51 Assessment Timetable, SENIOR SOPHISTER 2026 / 2027

UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN ON OR BEFORE 12 NOON ON THEIR DUE DATE.

SENIOR SOPHISTER				
SEMESTER 1, Michaelmas Term 2025 / 2026	**MODILE CODE**	**ECTs**	**ASSIGNMENT 2026 / 2027**	**WEEK + DUE DATE**
Eco Social Policy	SSU44031	5	Portfolio (Responses 1, 2 and 3) 100%	***Week 15. Mon 07.12.26 @ 12.00 Noon***
Eco Social Policy	SSU44021	10	Discussion Blog No 1 (10%)	***Week 15. Mon 07.12.26 @ 12.00 Noon***
			Discussion Blog No 2 (10%)	***Week 11. Weds 11.11. 26 @ 12.00 Noon***
			Portfolio (Responses 1, 2 and 3) 80%	***Week 15. Mon 07.12.26 @ 12.00 Noon***
Disability and Human Rights: Global Perspectives	SSU44162	5	Individual essay OR individual project – PLAN (20 %)	***Week 8. Monday 19.10.26, @12 Noon***
			Individual essay **OR** individual project – FINAL SUBMISSION (60%)	***Week 14 Monday 30.11.26 @ 12 Noon***
			Group project – presentation and a record of each individual student's contribution to the group (20%)	***Week 16 Monday 14.12.26 @ 12 Noon***
Disability and Human Rights: Global Perspectives	SSU44152	10	Individual essay OR individual project – PLAN (20 %)	***Week 8. Monday 19.10.26, @12 Noon***
			Individual essay **OR** individual project – FINAL SUBMISSION (60%)	***Week 14 Monday 30.11.26 @ 12 Noon***
			Group project – presentation and a record of each individual student's contribution to the group (20%)	***Week 16 Monday 14.12.26 @ 12 Noon***

UNLESS OTHERWISE STATED SUBMISSIONS ARE DUE IN ON OR BEFORE 12 NOON ON THEIR DUE DATE.

SENIOR SOPHISTER				
SEMESTER 2, Hilary Term 2025 / 2026	**MODILE CODE**	**ECTs**	**ASSIGNMENT 2026 / 2027**	**WEEK + DUE DATE**
Crime and Justice – Theories, Responses and Contemporary Debates	SSU44112	5	Discussion Blog No 1 (20%)	***Week 25 Fri 19.02.27 @ 12.00 Noon***
			End of Term Essay – 2.000 Words (80%)	***Week 34 Mon 19.04.27 @ 12.00 Noon***
Crime and Justice – Theories, Responses and Contemporary Debates	SSU44102	10	Discussion Blog No 1 (20%)	***Week 25 Fri 19.02.27 @ 12.00 Noon***
			End of Term Essay – 3.000 Words (80%)	***Week 34 Mon 19.04.27 @ 12.00 Noon***
Social Citizenship for the 21st Century	SSU44202	5	1,500 words addressing **topics 1–5** (40%)	***Week 26. Fri 26.02.27 @5.00pm***
			1,000 words addressing **topics 6–8**. (40%)	***Week 30. Fri 26.03.27 @5.00pm***
			Assessed in-class discussion (roundtable) held in the final class. (20%)	***Week 32. Mon 05.04.27*** *(final class)*
Social Citizenship for the 21st Century	SSU44192	10	2,000 words addressing **topics 1–5** (40%)	***Week 26. Fri 26.02.27 @5.00pm***
			1,500 words addressing **topics 6–8**. (40%)	***Week 30. Fri 26.03.27 @5.00pm***
			Assessed in-class discussion (roundtable) held in the final class. (20%)	***Week 32. Mon 05.04.27*** *(final class)*

Note (1): Students who must sit re-assessments (Supplementals) will receive an email from the Course Administrator at the beginning of June'27 with Assessment Details and Deadlines.

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

7. APPENDIXES

APPENDIX 1. Module Lead Biographies

1.1 Mr. Mike Allen

Mike Allen is Director of Advocacy, Communications and Research in Focus Ireland, one of Ireland's leading housing and homeless charities. He was President of FEANTSA (the European Network for Homeless Organisations) 2013-16 and is a member of the European Observatory on Homelessness.

Mike Allen was the General Secretary of the Irish National Organisation of the Unemployed (INOU) from 1987-2000). He was a member of the National Economic and Social Council (NESC) and other social partnership bodies. He was General Secretary of the Irish Labour Party from 2000 to 2008.

He has published a number of articles on unemployment, homelessness and social movements including 'The Bitter Word: Ireland's Job Famine and its Aftermath' (Poolbeg, 1998) and is co-author (with Lars Benjaminsen, Eoin O'Sullivan and Nicholas Pleace) of 'Ending Homelessness? The Contrasting Experience of Denmark, Finland and Ireland' (Policy Press 2020). His most recent publication is "Understanding Homelessness in Ireland Since Independence: Decades in the Making" (Policy Press 2026), Eoin O'Sullivan, Mike Allen, Sarah Sheridan.

1.2 Dr Carla Petautschnig Arancibia

Carla is a Teaching Fellow in the School of Social Work & Social Policy at Trinity College Dublin. She earned her doctorate (Social Policy) from Trinity College Dublin. Her main research interests include the intersection of work, welfare, and social inclusion/exclusion, ageing, and policy analysis using qualitative methods. Her recent research has examined the lived experience of unemployment and activation policies in Ireland, the social dimensions of resilience in older adults and (self)ageism.

1.3 Dr Julie Byrne

Julie is Assistant Professor in Online Education & Development and the School Director for Global Engagement. She was Trinity's Academic Lead (2019-2021) on the national *Enhancing Digital Teaching and Learning* project and part of European Commission funded *Leading European Advanced Digital Skills* consortium [2022-2024]. She led the development of

Trinity's first fully online postgraduate programme which she directed and was part of Trinity's first micro-credentials pilot, offering an online micro credential in *Digital Technologies in Human Services*.

Julie studied human resource management and development at Dublin City University and University College Dublin. Her doctoral thesis at the University of Limerick focused on professional careers. The career as a concept spans many occupations and professions and this has facilitated Julie's work with a variety of professions including lecturers, engineers, managers and health and social care professionals.

Julie was previously Director of Academic Programmes at National College of Ireland where she lectured in Human Resource Management, Human Resource Development and Business Management. While at NCI, she was a founding director of the Institute of Managers in Community and Voluntary Organisations.

Alongside her part-time academic role in Trinity, Julie provides consulting services to professional bodies and professional regulators on education, training and continuing professional development matters. Her research explores the use of digital technologies in human services, online learning and education, developing digital skills, the leadership and management of human service organisations and professional careers.

1.4 Dr Louise Caffrey

Louise is an Assistant Professor in Social Policy in the School of Social Work and Social Policy at Trinity College Dublin. She holds a PhD in Social Policy from the London School of Economics and Political Science (LSE), where she was awarded an LSE PhD Scholarship to undertake her research. Louise also holds a Full Post-Graduate Certificate in Higher Education Teaching (PGCHE) from the LSE, an MSc in Applied Social Research from Trinity College Dublin and a BA (International) in Political Science and History from University College Dublin (UCD).

Much of Louise's recent research stems from a core interest in the challenges of implementing public policy in organisations. Her research has sought to better understand, firstly why implementing policy is so challenging and, secondly, how we can better evaluate public policy initiatives and programmes so that evaluation findings are more useful for policy makers. Louise specialises in understanding public sector organisations as Complex Adaptive Systems (CAS) and using Systems and Realist Evaluation & Synthesis approaches. Her research has studied policy implementation in both child protection and health systems and explores overarching themes of system safety, inter-professional working and intended and unintended effects of performance management and measurement. She has studied the implementation of specific programmes and initiatives including, Signs of Safety (a framework for child protection social work practice) Athena SWAN (a gender equity initiative) and Health Research Systems. In addition, her research as investigated safety and child engagement in child contact centres and the experience of lone-parents subject to welfare-to-work policy.

1.5 Dr Lynne Cahill

Lynne is an Adjunct Assistant Professor at the School of Social Work & Social Policy at Trinity College Dublin, where she lectures in accessing and reviewing literature, and database searching across undergraduate and postgraduate programmes. She is the national lead researcher across Traveller Health, Migrant health, and the Homeless programmes at Genio. Her research interests include complex systems change, public sector reform, service transformation, and LGBTIQ intimate partner abuse. Lynne has received a PhD and an MSc in Applied Social Research from Trinity College Dublin, and a Bachelor of Arts from the National University of Maynooth.

1.6 Prof Nicola Carr

Nicola Carr is Professor of Social Work and Social Policy in the School. She has previously worked in Queen's University Belfast and the University of Nottingham. Nicola is professionally qualified as a probation officer and has previously worked both with adults and young people in the criminal justice system. She researches different aspects of the criminal justice system, including people's experiences of contact with the system. This has included studies of young people's interactions with police and LGBT people's experiences of imprisonment. She is also interested in practice and decision-making in the criminal justice system and has carried out a range of research in this area. She has carried out research on sentencing in the District Courts in Ireland and on probation services. She is currently leading a five-nation comparative study exploring practices and experiences of probation and community supervision. This includes a focus on practitioner and service user perspectives. Nicola has written widely on different aspects of crime and justice. She has published books on *Time and Punishment*, which explores how time is an integral aspect of punishment, *Youth Justice* which looks at youth justice in the global context, and Parole Futures, exploring different prison release across different countries. Nicola has acted as a Scientific Advisor to the Council of Europe and is a Board member of the Confederation of European Probation. She is also the Chair of Tosú, an organisation supporting people with convictions.

1.7 Dr Catherine Conlon

Dr Catherine Conlon Catherine is Associate Professor at the School of Social Work and Social Policy, Trinity College Dublin. Her research focuses on reproduction policy and the social politics of reproduction, exploring their effects on subjectivity, positionality, intersectional justice and the gendered ordering of citizenship, roles and relations. Her current research is building a sustainable evidence base of GP activity data for abortion care provision ADAPT in partnership with START group, a peer support network of GPs, doctors and allied health professionals providing abortion care. Her recent research was a HEA North-South Research Project Award *ReproCit* researching empirical formations of reproductive citizenship, in partnership with Dr Fiona Bloomer, Ulster University. Dr Conlon was PI and author of UnPAC, the service user research strand informing the statutory review of the Health (Termination of Pregnancy) Act 2018 reflecting her strong track record in Applied Policy Research. Dr Conlon is based in room 3060 and her office hours for in-person or Teams drop-in meetings with students is on Tuesdays at 9.30am – 11.00am.

1.8 Dr Philip Curry

Dr. Philip Curry is an Assistant Professor in the School of Social Work and Social Policy in Trinity College Dublin. His primary degree and PhD were both in Psychology and awarded by Trinity College. His PhD examined the social psychology of intergroup relations in the context of majority reactions to migrants in Ireland in the late 1990's.

At undergraduate level Philip teaches Quantitative Methods for Social Policy and is the current Course Director for Joint Honours Social Policy. He also teaches quantitative research methods for the Masters in Applied Social Research program. His research interests include inter-group relations, attitudes to migration and diversity, and refugee policy.

1.9 Dr Catherine Elliot O’Dare

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

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

1.10 Dr Paula Mayock

Dr Paula Mayock is an Associate Professor at the School of Social Work and Social Policy, Trinity College Dublin, where she teaches modules to both undergraduate and postgraduate students. She was Course Director of the Masters in Applied Social Research from 2010-2018, Director of Teaching and Learning Postgraduate from 2018-2022, and Course Director of the BA in Sociology and Social Policy from 2022-2024. She is currently Capstone Lead in the Joint Honours Social Policy programme, Acting Course Director of the Masters in Applied Social Research (until January 2027), and a member of the Research Ethics Committee and PhD Admissions Committee in the School. She been a College Tutor since 2012. Paula has supervised or co-supervised ten PhDs to completion (six of them Research Ireland-funded) and has mentored one Research Ireland-funded postdoctoral Research Fellow. She is a qualitative methodologist with a particular interest in biographical and qualitative longitudinal research methods. Her research focuses primarily on the lives and experiences of marginalised youth and adult populations, covering areas such as homelessness, drug use and drug problems, which intersect strongly with topics including mental health, care experience, stigma and recovery. Paula's research has a strong policy focus and she has received research funding from numerous statutory and voluntary agencies, including Research Ireland, Health Research Board, Health Service Executive, Department of Children and Youth Affairs, Housing Agency, Dublin Region Homeless Executive, Crisis Pregnancy Agency, National Office for Suicide Prevention, Focus Ireland and Simon Communities, among others. Paula is co-editor of *Women's Homelessness in Europe* (Palgrave Macmillan 2016), co-author of *Lives in Crisis: Homeless Young People in Dublin* (Liffey Press 2007), and author of numerous articles, book chapters and research reports. She was Chair of the Steering Group for the Implementation of the *Youth Homelessness Strategy 2023-2025* at the Department of Housing, Local Government and Heritage until December 2025. Paula is currently Principal Investigator of a qualitative participatory study of homelessness among migrant youth in Ireland.

1.11 Ann Swift

(Independent Consultant and Researcher)

Ann Swift is an independent consultant and researcher with more than 20 years' experience working across the public, non-profit and education sectors. She specialises in disability, inclusive education, human rights and social policy, combining academic research with her work advising organisations on strategy, evaluation and evidence-informed practice.

Ann has worked with a wide range of clients, including the Department of Education, Trinity College Dublin, Educate Together and national organisations across the education, health and the community sectors. Her research focuses on childhood disability, inclusive education and how disability is understood using population data, and she has recently been appointed to the Ombudsman for Children's Office Panel of Research Experts. She is currently completing a PhD in the School of Social Work and Social Policy at Trinity College Dublin. She also holds an MSc in Applied Social Research from TCD and an MBA from UCD."

1.12 Prof Virpi Timonen

Virpi Timonen is Professor of Social Research and Theory at Trinity College Dublin (60%) and Professor of Social Policy at the University of Helsinki (40%). She completed her DPhil in Politics at the University of Oxford (Magdalen College) in 2001. She has conducted research on social policies in ageing societies, sociology of intergenerational relationships, and research methods. Her investigations of intergenerational relations and grandparenting have provided new insights into how older adults contribute to maintaining family solidarity but also make choices that break with established roles.

She has generated new theory on how successful and active ageing are socially constructed through policymaking; her Model Ageing theory takes a critical stance on paradigms that dominate policy making for older adults. She is a research methodologist whose work has made Grounded Theory more accessible for researchers across substantive fields. Her current research, funded by the European Research Council's Advanced Grant, is generating new insights into material and environmental legacy-making among co-existing generations. Her 2025 book, titled *Social Policy: The Quest for Freedom, Equality and Justice*, is published by Polity (Cambridge) and available online open access. Publishing in 2026 with Cambridge University Press (also open access), *Small Worlds: Theorising Material and Environmental Legacies*, presents early findings from the Legacies ERC project.

1.13 Dr Katarzyna (Kasia) Wodniak

Kasia is an Assistant Professor in Social Policy in the School of Social Work and Social Policy at Trinity College Dublin. She holds a PhD in Sociology from Trinity College Dublin and a Master's in Public Management from Jagiellonian University in Kraków, Poland. Her main research interest is the sociology of organisations and especially organisational approaches to policy issues in the context of global challenges such as climate change and inequalities. She is particularly interested in polycentricity, co-production, circularity and institutional change applied to issues such as housing, crisis management, and democratic participation. She has participated in European research projects, namely the European Commission Horizon 2020 Search & Rescue project, where she investigated the role of civil society in crisis management and the Erasmus+ DigitalRoutes@Culture project.
Other research projects included a Deliberative Forum on Cooperative Housing, a study on the institutional, organisational and social legacy of the European Football Championship UEFA EURO 2012 in Poland and a large-scale study of the National Museum of Qatar, among others. She has participated in international conferences and published in high-impact academic journals. At TCD, SWSP, she lectures on Global Social Policy & Comparative Welfare State, Qualitative Research Methods for Social Policy, and Social Policy, Critical Theory and Social Work Research modules. Previously, she taught a variety of sociology and management modules at both undergraduate and postgraduate levels, including Social Networks & Digital Lives, Globalisation and Development, Organisational Theory & Behaviour, Crisis Management, and Social Research.

1.14 Dr Joe Whelan

Joe is a sociologist, social policy academic and urban researcher whose work fuses creative practice with traditional research. He is an Assistant Professor in the School of Social Work and Social Policy at Trinity College, The University of Dublin, where he teaches across social studies, social work and social policy programmes at undergraduate and postgraduate levels. Joe's research is centrally concerned with exploring the intersections of poverty, work and welfare, with a particular emphasis on understanding lived experiences within welfare systems and urban contexts. His scholarship critically examines issues such as welfare conditionality, stigma, deservingness and inequality, and consistently foregrounds lived experience as a vital form of knowledge for policy development and practice. Alongside this empirical focus, Joe writes extensively on critical social theory. He is especially interested in creative, participatory and arts-based research methodologies that challenge dominant, technocratic approaches to evidence. Joe's work is widely published in international peer-reviewed journals. He is actively engaged in public scholarship and policy debate in Ireland and beyond, contributing a critical sociological voice to discussions on poverty, welfare and social policy broadly.

Current research and research outputs

Social Cohesion in Dublin. Funded by NESC, the National Economic and Social Council. Research ongoing.

The flats are coming down! Yup the Flats: A sociological exploration of life in the Dolphin House flat complex using arts based creative methods. Funded by Taighde Éireann/Research Ireland under the New Foundations Grant Scheme.

Whelan, J. (2026) *Come time travel with us: Life in Dolphin House*. A short film directed by Joe Whelan with help from Ruby Stein. Film available here.

Whelan J., Stein, R., (2026) *The Flats are Coming Down: Yup the Flats! A sociological exploration of everyday life in the Dolphin House flat complex*. Trinity College Dublin. Formal Research Report. See here.

Whelan, J., Stein, R., and the Residents and Community of Dolphin House (2026). *Life in Dolphin House: A Community Artefact based on a sociological exploration of life in the Dolphin House flat complex using arts based creative methods*. Trinity College Dublin. See here.

Visit the project website and view our galleries here: Yup the Flats! Life in Dolphin House.

Selected articles

Whelan, J., and Greene, J. (2026) Making tough choices: Experiences of hygiene poverty in Ireland. *Irish Journal of Sociology*. Available Online First at: https://doi.org/10.1177/07916035261452196

Whelan and Dukelow (2026) Carefully capacitating? Agentic capacity and coercion in the activation of lone mothers in Ireland. *Journal of International and Comparative Social Policy*. Available online on FirstView. See here.

Lovén, V., & Whelan, J. (2026). Reinforcing unsustainable welfare in Europe? Growth-centrism, Eurocentrism and anthropocentrism in the 2024 EU Europarty election manifestos. *Journal of European Social Policy*, *36*(2), 136-149. https://doi.org/10.1177/09589287251356966

Whelan, J. (2025). On the Limits of Cartography: A photo essay on poverty and social exclusion. *Journal of Class and Culture*, 4(1), pp. 44-66. https://doi.org/10.1386/jclc_00052_3

Whelan, J., & Greene, J. (2025). First thing to go? Key findings from a foundational study of hygiene poverty in Ireland. *Journal of Social Policy*, 1–19. doi:10.1017/S0047279425100950

Selected book chapters

Whelan, J (2026) Critical and Intersectional Approaches in Social Policy: Uses for Social Work. In Bernard, C., Firmin, C. and Keating, F. [Eds], *Handbook on Intersectionality and Social Work*. Cheltenham: Edward Elgar.

Whelan, J. (2026) 'Won't listen, can't understand': Using epistemic justice, doing poverty research, searching for narratives beyond quantification. In Baikady, R [ed], *The Oxford Handbook of Power, Politics and Poverty*. New York: Oxford University Press. Available online at: https://doi.org/10.1093/9780197832479.003.0018

APPENDIX 2. Module Descriptors

2.1 Accessing and Reviewing Literature, (SSU11071) 5 ECTS, 2026 / 2027

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[1]

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

[1] 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[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	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%

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

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.

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***
	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	
	• **Flexible pathways for demonstrating learning.** The group presentation and the written mini review allow students to show the same understanding in different formats, spoken and written, so no single mode of assessment decides the outcome. • **Multiple means of engagement.** Research topics and case studies span diverse contexts, urban and rural, higher and lower income countries, and a range of policy domains, and include voices from marginalised communities. This helps every student to see themselves reflected in the material and to appreciate a broad range of social policy experiences.	

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.	

2.2 Active Citizen Participation In Policy, SSU11132 (10 ECTs) 2026 / 2027

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[3]

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.

Assessment Details[4]
Please include the following:

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

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%

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

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

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 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	

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 (approx. 4-5 titles)

OECD (2022), *OECD Guidelines for Citizen Participation Processes*, OECD Public 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.

2.3 Critical Analysis and Argument Development, SSU11092, 5 ECTS, 2026 / 2027

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[5]	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

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

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[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	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 %

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 %

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

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.aap 9559	
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

2.4 Introduction to Social Policy Concepts (SSU11051) 10 ECTS 2026 / 2027

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[7]	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[8]
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%

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

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
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 • 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

2.5 Introduction to Social Policy Concepts 5 ECTS, 2026 / 2027

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[9]

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.

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 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	LO1, LO5	90%

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

	references) plus 200-word metacognitive reflection		

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

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 • 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.

2.6 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 *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 Methods[11]	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 - Drafting and finalising writing of semester long project for written assessment: 50 hours TOTAL: 272 hours

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

Assessment Details[12]
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). ***Group presentations will start in Week 8*** (Tutorials) and run for 3/4 weeks, depending on the number of groups.	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%

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

Re-Assessment Details

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%

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	
• 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

2.7 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
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 (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 Methods[13]

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

Assessment Details[14]
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. ***Due Date: Week 8. Tuesday 20.10.26 @ 12 Noon.***	850-word analysis of a policy initiative using frameworks from the module.	1, 2, 4, 5, 6	20%
End of term Essay ***Due Date: Week 15 Tuesday 08.12.26 @ 12 Noon***	2,000-word Policy Analysis Essay.	1, 2, 3, 4, 5, 6	80%

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

Re-Assessment Details	Same As Original Assessment.
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	
• 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

2.8 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	***On completion of this module, students should be able to:*** 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
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 1) The module includes a diverse profile of authors representing different positions, demographics and approaches, with a global perspective. 2) 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.	

2.9 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	***On completion of this module, students should be able to:*** 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 ***DUE:*** ***Week 26,*** ***Fri 26.02.2027*** ***@12 Noon***	1,200 words analysis of a policy/country case	1, 2, 3	30%
Essay ***DUE:*** ***Week 33,*** ***Tues 13.04.2027*** ***@12 Noon***	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

	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 3) The module includes a diverse profile of authors representing different positions, demographics and approaches, with a global perspective. 4) 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.	

2.10 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 *Qualitative Research Methods for Social Policy* 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 Methods[15]	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

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

Assessment Details[16]
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 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%

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%

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

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 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.	

2.11 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
Module Learning Outcomes with embedded Graduate Attributes	On completion of the *Qualitative Research Methods for Social Policy* 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 Methods[17]	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

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

Assessment Details[18]
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 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%

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

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

2.12 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
Module Learning Outcomes with embedded Graduate Attributes	At the end of this module the student should be able to: 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 Methods[19]	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 • 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**

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

Assessment Details[20]
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 %	**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 14.12.26 @ 12 Noon.***

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.

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

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 • 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

	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-jour nal-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.

2.13 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: 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, 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 Methods[21]	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 - 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**

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

Assessment Details[22]
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 %	***Due Date:*** ***Week 8 Weds 21.10.2026 @ 12 Noon***
Final Essay	2,500 words excluding references.	1,2,3,4,5,6	80 %	***Due Date: Week 16 Mon 14.12.26 @ 12 Noon.***

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.

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

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 • 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

	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.

2.14 Ageing and Intergenerational Relations, 5 ECTs, (SSU34002), 2026 / 2027

Module Code	**SSU34002**
Module Name	Ageing and Intergenerational Relations
ECTS credit weighting	**5 ECTS**
Semester taught	Junior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	**Dr Catherine Elliott O'Dare**
Module Learning Outcomes with embedded Graduate Attributes	LO1 Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people. L02 Critically and reflectively engage with, and apply, the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies. LO3 Recognise, and reflect on, the diversity in the 'ways' of ageing for social groups, and the lived experiences, expectations, and outcomes in relation to health, care, finance, leisure, and work. L04 Frame and critically analyse the concept of 'generations' and ageing and intergenerational relations in everyday life through engagement with empirical data and literature provided on Blackboard to understand how intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older and younger people. L05 Demonstrate a critical understanding of the concept of age discrimination and exclusion, and the policy measures taken to counter age inequality in the workplace and society.
Module Content	Evidence indicates that societies are ageing, with the World Health Organisation advising that between 2015 and 2050, the proportion of the world's population aged over sixty will nearly double from 12% to 22% (WHO, 2025). This module will provide students with an opportunity to explore and understand the implications of this demographic change. The module takes a critical, social gerontological approach to understanding how ageing and older age is socially constructed, portrayed, understood, and experienced in everyday life at the macro and micro level. Students will engage with theories of ageing, and

	concepts such as intersectionality, inequality and ageism, the life course, generations, and intergenerational relations. The module content will encourage students to challenge stereotyping and to interrogate the diversity of 'ways' of ageing in contemporary societies. Students will become conversant with theories, literature, and empirical evidence to critically analyse contemporary policy developments, nationally and internationally in relation to ageing, Finally, students will critically engage with the current international and national policy solutions designed to promote and achieve an equitable and inclusive society for all citizens as they age.
Teaching and Learning Methods[23]	Two hours per week, in-person lectorials are scheduled. Students are encouraged to participate in peer-learning and in-class interactive exercises. Group discussions (4/5 students per group) form part of every lectorial as students are encouraged to learn from each other as they reflect on questions posed in class, designed to prompt understanding and creative solutions to social challenges in relation to ageing and intergenerational relations. Promoting and supporting a clear understanding, reflection and a critical mindset in engaging with lecture materials, class discussions/debates, the broad range of materials provided for them (and by students themselves) on Blackboard such as video clips, interviews, TV ads, podcasts, published media, along with academic materials, will assist the students in completing their assignments (reflective peer-reviewed blogs and a critical policy analysis) and meeting LO 1-5. *Please note: Classes are designed to be interactive, and to prompt students to share reflections, observations and experiences of ageing, age equality and intergenerational relations. Therefore, lectures will not be recorded to protect student confidentiality. Students with LENS accommodations should contact the lecturer directly.*

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

Assessment Details[24]
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
Reflective Blog 1 **Due Week 5 – Friday 2nd October 2026** (Red traffic light system – no AI use)	150 words on a posed question and broad topic area (read, observe, reflect, write, post).	1-3	5%
Reflective Blog 2 **Due Week 9 -Friday 30th October** (Red traffic light system – no AI use)	150 words on a posed question and broad topic area (read, observe, reflect, write, post). *assignment format may be changed	1-4	5%
Policy Analysis **Due Week 16 – Wednesday 16th December** (Orange traffic light system – some AI use permitted and outlined in an accompanying document)	1,000-1,500 words critical analysis on a chosen policy area using module materials- choice of three policy options. In essay format *or* academic poster format.	1-5	90%

Re-Assessment Details

Students retain marks earned for blog posts completed= 5%/10%. If no blogs were completed, blog required at supplementals (10%).

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog 1 &/OR 2 **Due** Week: Week beginning 16h August (Red traffic light system – no AI use)	150x2 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	5% x2
Policy Analysis **Due** Week: Week beginning 16th August	1,000 -1,500 words critical analysis on a chosen policy area using module	1-5	90%

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

(Orange traffic light system – some AI use permitted and outlined in an accompanying document)	materials (choice of three options)		

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

Module content is presented in a variety of ways, recognising the diversity in learning styles in our student cohort, for example, each week videos, podcasts, media such as TV advertisements, along with academic journal articles and book chapters are provided to promote learning and engagement. Students are encouraged to share suitable resources that they identify as insightful, thus promoting student-led learning from our diverse student body.

Continuous assessment (x2 peer reviewed blogs) based in the principles of reflective learning, allows students the freedom to demonstrate their own insights and understanding on course topics, and to view their fellow student's blogs recognising the value of peer learning and diversity (students learning from each other).

*(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: Universal Design for Learning - AHEAD *for more information and guidance, and* Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) *for insights from Trinity students)*
Indicative Reading List (approx. 4-5 titles)	Latest pertinent publications from journals incl, Ageing and Society, Canadian Journal of Ageing, Journal of Ageing Studies, Social Inclusion, Intergenerational relations. • Biggs, S. Hendricks, J. and Lowenstein, A (2020). Critical approaches to Social Gerontology. New York: Routledge. • Carney, G & Nash, P (2020). Critical questions for Ageing Societies. Bristol: Policy Press. • Gendron, T (2022). Ageism unmasked. Exploring age bias and how to end it. UK: Steerforth. • Gullette, M. M (2017). Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press. • WHO (2023). Connecting generations: planning and implementing interventions for intergenerational contact. Geneva: World Health Organization;
Module Pre-requisite	
Module Co-requisite	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	Guest lecturers such as academic researchers, policy experts, and NGO's are invited to lecture with students.

2.15 Ageing and Intergenerational Relations, 10 ECTs, (SSU34012), 2026 / 2027

Module Code	**SSU34012**
Module Name	Ageing and Intergenerational Relations
ECTS credit weighting	**10 ECTS**
Semester taught	Junior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	**Dr Catherine Elliott O'Dare**
Module Learning Outcomes with embedded Graduate Attributes	LO1 Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people. L02 Critically and reflectively engage with, and apply, the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies. LO3 Recognise, and reflect on, the diversity in the 'ways' of ageing for social groups, and the lived experiences, expectations, and outcomes in relation to health, care, finance, leisure, and work. L04 Frame and critically analyse the concept of 'generations' and ageing and intergenerational relations in everyday life through engagement with empirical data and literature to understand how intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older and younger people. L05 Demonstrate a broad critical understanding of the concept of age discrimination and exclusion, and the policy measures taken globally and nationally to counter age inequality in the workplace and society.
Module Content	Evidence indicates that societies are ageing, with the World Health Organisation advising that between 2015 and 2050, the proportion of the world's population aged over sixty will nearly double from 12% to 22% (WHO, 2025). This module will provide students with an opportunity to explore and understand the implications of this demographic change. The module takes a critical, social gerontological approach to understanding how ageing and older age is socially constructed, portrayed, understood, and experienced in everyday life at the macro and micro level. Students will engage with theories of ageing, and concepts such as intersectionality, inequality and ageism, the life course,

	generations, and intergenerational relations. The module content will encourage students to challenge stereotyping and to interrogate the diversity of 'ways' of ageing in contemporary societies. Students will become conversant with theories, literature, and empirical evidence to critically analyse contemporary policy developments, nationally and internationally in relation to ageing, Finally, students will critically engage with the current international and national policy solutions designed to promote and achieve an equitable and inclusive society for all citizens as they age.
Teaching and Learning Methods[25]	Two hours per week, in-person lectorials are scheduled. Students are encouraged to participate in peer-learning and in-class interactive exercises. Group discussions (4/5 students per group) form part of every lectorial as students are encouraged to learn from each other as they reflect on a question posed in class, designed to prompt understanding and creative solutions to social challenges in relation to ageing and intergenerational relations. Promoting and supporting a clear understanding, reflection and a critical mindset in engaging with lecture materials, class discussions/debates, the broad range of materials provided for them (and by students themselves) on Blackboard such as video clips, interviews, TV ads, podcasts, published media, along with academic materials, will assist the students in completing their assignments (reflective peer-reviewed blogs and a critical policy analysis) and meeting LO 1-5. *Please note: Classes are designed to be interactive, and to prompt students to share reflections, observations and experiences of ageing, age equality and intergenerational relations. Therefore, lectures will not be recorded to protect student confidentiality. Students with LENS accommodations should contact the lecturer directly.*

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

Assessment Details[26]
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
Reflective Blog 1 **Due Week 5 – Friday 2nd October 2026** (Red traffic light system – no AI use)	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-3	5%
Reflective Blog 2 **Due Week 9 -Friday 30th October** (Red traffic light system – no AI use)	250 words on a posed question and broad topic area (read, observe, reflect, write, post) *assignment format may be changed	1-4	5%
Policy Analysis **Due Week 16 – Wednesday 16th December** (Orange traffic light system – some AI use permitted and outlined in an accompanying document)	2,000-2,500 words critical analysis on a chosen policy area - choice of three policy options	1-5	90%

Re-Assessment Details

Students retain marks earned for blog posts completed= 5%/10%. If no blogs were completed, blog required at supplementals (10%).

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog 1 &/OR 2 **Due** Week: Week beginning 16th August (Red traffic light system – no AI use)	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	5x2%
Policy Analysis **Due** Week: Week beginning 16th August (Orange traffic light system – some AI use	2,000 -2,500 words critical analysis on a chosen policy area (choice of three options)	1-5	90%

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

permitted and outlined in an accompanying document)			

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 *Module content is presented in a variety of ways, recognising the diversity in learning styles in our student cohort, for example, each week videos, podcasts, media such as TV advertisements, along with academic journal articles and book chapters are provided to promote learning and engagement. Students are encouraged to share suitable resources that they identify as insightful, thus promoting student-led learning from our diverse student body.* *Continuous assessment (x2 peer reviewed blogs) based in the principles of reflective learning, allows students the freedom to demonstrate their own insights and understanding on course topics, and to view their fellow student's blogs recognising the value of peer learning and diversity (students learning from each other).*	

Indicative Reading List (approx. 4-5 titles)	Latest pertinent publications from journals incl, Ageing and Society, Canadian Journal of Ageing, Journal of Ageing Studies, Social Inclusion, Intergenerational relations. • Biggs, S. Hendricks, J. and Lowenstein, A (2020). Critical approaches to Social Gerontology. New York: Routledge. • Carney, G & Nash, P (2020). Critical questions for Ageing Societies. Bristol: Policy Press. • Gendron, T (2022). Ageism unmasked. Exploring age bias and how to end it. UK: Steerforth. • Gullette, M. M (2017). Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press. • WHO (2023). Connecting generations: planning and implementing interventions for intergenerational contact. Geneva: World Health Organization;
Module Pre-requisite	
Module Co-requisite	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	Guest lecturers such as academic researchers, policy experts, and NGO's are invited to lecture with students.

2.16 Global Social Policy, SSU33802, 5 ECTs, 2026 / 2027

Module Code	**SSU33802**
Module Name	Global Social Policy
ECTS credit weighting	**5 ECTS**
Semester taught	Junior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Dr Kasia Wodniak
Module Learning Outcomes with embedded Graduate Attributes	By the end of this module, students will be able to: 1. **Critically analyse** social policy challenges and responses from a global and comparative perspective. 2. **Evaluate** the relationship between social policy, economic models, and ecological sustainability, including the principles of degrowth and post-growth. 3. **Apply** the Doughnut Economics model as an analytical framework for diagnosing social and ecological imbalances and designing integrated policy responses. 4. **Apply** the concept of polycentricity to identify the roles and limitations of diverse actors in addressing complex global-local social issues. 5. **Assess** the potential and limitations of participatory and deliberative democratic mechanisms for shaping social policy. 6. **Analyse** the relationship between global challenges and urban responses through the lens of glocalisation. 7. **Identify** and **critique** existing social innovations and policy solutions through an eco-social lens. 8. **Design** an ecosocial system for a specific neighbourhood-level challenge that integrates degrowth principles, social justice, and ecological limits.
Module Content	This module examines social policy through a critical, global, and historical lens, reflecting the core concerns of Global Social Policy as a field: the study of how social problems and their solutions transcend national borders, involve transnational actors, and require responses that address shared planetary challenges. Rather than describing discrete national systems, we build a dynamic "library of solutions", a comparative toolkit of policy innovations that can be adapted across contexts. We begin by establishing the conceptual foundations for the course. In our first session, we introduce the Doughnut Economics model as our guiding compass, a framework that explicitly integrates social foundations (meeting everyone's

basic needs) with ecological ceilings (respecting planetary boundaries). This model provides a shared vocabulary for the entire semester, framing our diagnosis of global crises and our exploration of solutions. We then turn to a diagnosis of the most pressing contemporary issues: rising inequalities, and the intersecting crisis of climate change. We analyse their root causes, the influence of outdated yet powerful economic discourses, and the power dynamics among global actors. Central to this diagnosis is a critique of growth-dependent economic models and an introduction to degrowth and post-growth thinking as alternative paradigms for social prosperity. We explore how eco-social policies can simultaneously address social justice and environmental sustainability, moving beyond trade-offs toward integrated solutions. This introductory section also establishes the rationale for a global perspective and introduces the "library of solutions" as our comparative framework.

From this critical foundation, we introduce the promise of polycentricity as an alternative governance approach, examining how loosely connected actors, from international bodies and central governments to local communities and civil society, can manage social issues in a coordinated or uncoordinated manner to create systems that are complex yet adaptive. We then explore democratisation across both political and economic spheres, examining civic participation mechanisms such as citizen assemblies, deliberative forums, and participatory budgeting alongside economic models like cooperativism and worker-owned enterprises. Together, these approaches reimagine who holds power in shaping social policy.

We then transition from the macro level of global and national policy to the meso level of cities. This shift is not a departure from the global but rather an exploration of the glocal - the recognition that global challenges manifest locally, and that cities are increasingly influential actors in global governance networks. Cities are simultaneously sites where global crises (housing affordability, energy poverty, food insecurity) are most acutely felt, and laboratories where innovative solutions are developed that can scale up or diffuse across borders. We apply our theoretical framework to concrete urban challenges, focusing on how social policy can make cities more sustainable, and equitable. We investigate how degrowth principles, circularity, and eco-social innovation can be operationalised in three critical areas: housing, energy, and food, revisiting the Doughnut model at each stage to assess progress toward social and ecological balance.

A central aim of this course is to break down the boundaries of our imagination, to challenge growth-oriented orthodoxies, and to redefine what is feasible in the pursuit of social and environmental justice.

Module aims:

- To situate social policy analysis within the interdisciplinary field of Global Social Policy, recognising transnational challenges and actors.
- To critically diagnose social policy challenges through the intersecting lenses of inequality, climate change, and ecological limits.
- To apply the Doughnut Economics model as a unifying analytical and design framework throughout the module.
- To explore degrowth and post-growth perspectives as frameworks for rethinking social prosperity and sustainable welfare.
- To explore and apply the concept of polycentricity as a framework for governance and social policy.
- To examine democratisation across political and economic spheres, including civic participation and cooperativism.
- To build a comparative "library of solutions" to foster creativity and context-specific policy design.
- To challenge conventional assumptions and broaden the scope of what is considered feasible in social policy.

Topics:

1. The Doughnut Model as Compass: Introducing the framework; diagnosis of global crises (inequalities, climate change, ecological limits); degrowth, post-growth, and eco-social approaches; the library of solutions as a comparative framework
2. Actors & Governance: Polycentricity and multi-level systems in a global context
3. Democratising Policy: Civic participation (citizen assemblies, deliberative forums, participatory budgeting) and economic democracy (cooperativism)
4. From Global to Glocal: Cities as sites of crisis and laboratories of innovation; the role of cities in transnational governance networks
5. Cities as Labs (I): Doughnut Housing & Circularity
6. Cities as Labs (II): Doughnut Food Systems
7. Cities as Labs (III): Doughnut Energy & Energy Communities
8. Cities as Labs (IV): Doughnut Transport

Teaching and Learning Methods[27]	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 Details[28]
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
Critique **Week 24** **Monday 08.02.27** **@ 12 Noon**	Critical reflection on an academic text (in-class)	1-7	15%
Group project **Week 34** **Monday 19.04.27** **@ 12 Noon**	A collaborative project where students design a doughnut system for a specific neighbourhood (e.g., a local energy community, a circular housing initiative, a local food system). The project must synthesize degrowth/eco-social principles and the Doughnut model to propose a viable social policy intervention.	1-8	60%
Individual viva-style follow-up **Week 34** **Thurs – Fri** **22/23.04.27** **@ 12 Noon**	A short, individual oral examination following the group project, allowing students to reflect on their specific	1-8	25%

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

Depending on Class Size. It will be 10 minutes per person in individual slots.	contributions, defend their group's design choices, and demonstrate their individual grasp of the course material.		

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Critique	Critical reflection on an academic text (in-class)	1-7	15%
Individual project	A collaborative project where students design a doughnut system for a specific neighbourhood (e.g., a local energy community, a circular housing initiative, a local food system). The project must synthesize degrowth/eco-social principles and the Doughnut model to propose a viable social policy intervention.	1-8	60%
Individual viva-style follow-up	A short, individual oral examination following the group project, allowing students to reflect on their specific contributions, defend their group's design choices, and	1-8	25%

	demonstrate their individual grasp of the course material.		

Inclusive Curriculum

	PLEAS 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 This module provides a variety of assessment methods, namely group project, critical reflections 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)	• Hickel, J. (2020) Less is More. Penguin Random House • Murphy, M. P. (2023) Creating an Ecosocial Welfare Future. Bristol: Bristol University Press • Raworth, K. (2017) Doughnut Economics. Random House: UK • Ostrom, E., 1990. Governing the commons. Cambridge: Cambridge University Press. • Piketty, T. (2023) A brief history of inequality. Harvard University 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

2.17 Global Social Policy, SSU33702, 10 ECTs, 2026 / 2027

Module Code	**SSU33702**
Module Name	Global Social Policy
ECTS credit weighting	**10 ECTS**
Semester taught	Junior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Dr Kasia Wodniak
Module Learning Outcomes with embedded Graduate Attributes	By the end of this module, students will be able to: 1. **Critically analyse** social policy challenges and responses from a global and comparative perspective. 2. **Evaluate** the relationship between social policy, economic models, and ecological sustainability, including the principles of degrowth and post-growth. 3. **Apply** the Doughnut Economics model as an analytical framework for diagnosing social and ecological imbalances and designing integrated policy responses. 4. **Apply** the concept of polycentricity to identify the roles and limitations of diverse actors in addressing complex global-local social issues. 5. **Assess** the potential and limitations of participatory and deliberative democratic mechanisms for shaping social policy. 6. **Analyse** the relationship between global challenges and urban responses through the lens of glocalisation. 7. **Identify** and **critique** existing social innovations and policy solutions through an eco-social lens. 8. **Design** an ecosocial system for a specific neighbourhood-level challenge that integrates degrowth principles, social justice, and ecological limits.
Module Content	This module examines social policy through a critical, global, and historical lens, reflecting the core concerns of Global Social Policy as a field: the study of how social problems and their solutions transcend national borders, involve transnational actors, and require responses that address shared planetary challenges. Rather than describing discrete national systems, we build a dynamic "library of solutions", a comparative toolkit of policy innovations that can be adapted across contexts. We begin by establishing the conceptual foundations for the course. In our first session, we introduce the Doughnut Economics model as our guiding compass, a framework that explicitly integrates social foundations (meeting everyone's

basic needs) with ecological ceilings (respecting planetary boundaries). This model provides a shared vocabulary for the entire semester, framing our diagnosis of global crises and our exploration of solutions. We then turn to a diagnosis of the most pressing contemporary issues: rising inequalities, and the intersecting crisis of climate change. We analyse their root causes, the influence of outdated yet powerful economic discourses, and the power dynamics among global actors. Central to this diagnosis is a critique of growth-dependent economic models and an introduction to degrowth and post-growth thinking as alternative paradigms for social prosperity. We explore how eco-social policies can simultaneously address social justice and environmental sustainability, moving beyond trade-offs toward integrated solutions. This introductory section also establishes the rationale for a global perspective and introduces the "library of solutions" as our comparative framework.

From this critical foundation, we introduce the promise of polycentricity as an alternative governance approach, examining how loosely connected actors, from international bodies and central governments to local communities and civil society, can manage social issues in a coordinated or uncoordinated manner to create systems that are complex yet adaptive. We then explore democratisation across both political and economic spheres, examining civic participation mechanisms such as citizen assemblies, deliberative forums, and participatory budgeting alongside economic models like cooperativism and worker-owned enterprises. Together, these approaches reimagine who holds power in shaping social policy.

We then transition from the macro level of global and national policy to the meso level of cities. This shift is not a departure from the global but rather an exploration of the glocal - the recognition that global challenges manifest locally, and that cities are increasingly influential actors in global governance networks. Cities are simultaneously sites where global crises (housing affordability, energy poverty, food insecurity) are most acutely felt, and laboratories where innovative solutions are developed that can scale up or diffuse across borders. We apply our theoretical framework to concrete urban challenges, focusing on how social policy can make cities more sustainable, and equitable. We investigate how degrowth principles, circularity, and eco-social innovation can be operationalised in three critical areas: housing, energy, and food, revisiting the Doughnut model at each stage to assess progress toward social and ecological balance.

A central aim of this course is to break down the boundaries of our imagination, to challenge growth-oriented orthodoxies, and to redefine what is feasible in the pursuit of social and environmental justice.

Module aims:

1. To situate social policy analysis within the interdisciplinary field of Global Social Policy, recognising transnational challenges and actors.
2. To critically diagnose social policy challenges through the intersecting lenses of inequality, climate change, and ecological limits.
3. To apply the Doughnut Economics model as a unifying analytical and design framework throughout the module.
4. To explore degrowth and post-growth perspectives as frameworks for rethinking social prosperity and sustainable welfare.
5. To explore and apply the concept of polycentricity as a framework for governance and social policy.
6. To examine democratisation across political and economic spheres, including civic participation and cooperativism.
7. To build a comparative "library of solutions" to foster creativity and context-specific policy design.
8. To challenge conventional assumptions and broaden the scope of what is considered feasible in social policy.

Topics:

1. The Doughnut Model as Compass: Introducing the framework; diagnosis of global crises (inequalities, climate change, ecological limits); degrowth, post-growth, and eco-social approaches; the library of solutions as a comparative framework
2. Actors & Governance: Polycentricity and multi-level systems in a global context
3. Democratising Policy: Civic participation (citizen assemblies, deliberative forums, participatory budgeting) and economic democracy (cooperativism)
4. From Global to Glocal: Cities as sites of crisis and laboratories of innovation; the role of cities in transnational governance networks
5. Cities as Labs (I): Doughnut Housing & Circularity
6. Cities as Labs (II): Doughnut Food Systems
7. Cities as Labs (III): Doughnut Energy & Energy Communities
8. Cities as Labs (IV): Doughnut Transport

Teaching and Learning Methods[29]

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 Details[30]
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
Critical reflection on a seminar (1) **Week 22 Monday 27.01.27 @ 12 Noon**	Short reflective piece referencing issues discussed in class	1-7	5%
Critique (1) **Week 24 Monday 08.02.27 @ 12 Noon**	Critical reflection on an academic text (in-class)	1-7	10%
Critical reflection on a seminar (2) **Week 26 Monday 24.02.27 @ 12 Noon**	Short reflective piece referencing issues discussed in class	1-7	5%
Critique (2) **Week 28 Monday 10.03.27 @ 12 Noon**	Critical reflection on an academic text (own time)	1-7	10%
Group project **Week 34 Monday 19.04.27 @ 12 Noon**	A collaborative project where students design a doughnut system for a specific neighbourhood (e.g., a local energy community, a	1-8	50%

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

	circular housing initiative, a local food system). The project must synthesize degrowth/eco-social principles and the Doughnut model to propose a viable social policy intervention.		
Individual viva-style follow-up **Week 34** **Thurs – Fri** **22/23.04.27** **@ 12 Noon** **Depending on Class Size. It will be 10 minutes per person in individual slots.**	A short, individual oral examination following the group project, allowing students to reflect on their specific contributions, defend their group's design choices, and demonstrate their individual grasp of the course material.	1-8	20%

Re-Assessment Details	Assessment Component	Assessment Description	LO Addressed	% of total
	Critical reflection on a seminar (1)	Short reflective piece referencing issues discussed in class	1-7	5%
	Critique (1)	Critical reflection on an academic text (in-class)	1-7	10%
	Critical reflection on a seminar (2)	Short reflective piece referencing issues discussed in class	1-7	5%
	Critique (2)	Critical reflection on an academic text (own time)	1-7	10%
	Individual project	A collaborative project where students design a doughnut system for a specific neighbourhood (e.g., a local energy community, a circular housing initiative, a local food system). The project must synthesize degrowth/eco-social principles and the Doughnut model to propose a viable social policy intervention.	1-8	50%
	Individual viva-style follow-up	A short, individual oral examination following the group project, allowing students to reflect on their specific contributions, defend their group's	1-8	20%

	design choices, and demonstrate their individual grasp of the course material.		

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 This module provides a variety of assessment methods, namely group project, critical reflections 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)	• Hickel, J. (2020) Less is More. Penguin Random House • Murphy, M. P. (2023) Creating an Ecosocial Welfare Future. Bristol: Bristol University Press • Raworth, K. (2017) Doughnut Economics. Random House: UK • Ostrom, E., 1990. Governing the commons. Cambridge: Cambridge University Press. • Piketty, T. (2023) A brief history of inequality. Harvard University 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

2.18 Quantitative Methods for Social Policy, SSU34052 5 ECTS, 2026 / 2027

Module Code	**SSU34052**
Module Name	Quantitative Methods for Social Policy
ECTS credit weighting	**5 ECTS**
Semester taught	Junior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Dr. Philip Curry
Module Learning Outcomes with embedded Graduate Attributes	On completion of this module students should be able to: 1. Comprehend the main forms of quantitative social research 2. Locate quantitative datasets for use in secondary analysis 3. Evaluate the quality of quantitative data 4. Select and use univariate and bivariate statistics to analyse survey and other forms of quantitative data
Module Content	This module focuses on the analysis and interpretation of quantitative data to answer questions about the social world. Common sources of such data are surveys, official records and governmental census. The bulk of this module involves practical instruction in the statistical analysis of such data using univariate and bivariate techniques. How and where to access quantitative data and the evaluation of data quality are also covered. The material is divided into following units: Unit 1: Quantitative measurement Unit 2: Quantitative Social Research Unit 3. Sources of Quantitative data Unit 4. Univariate statistics Unit 5. Crosstabulations Unit 6: Comparing means Unit 7. Covariance Unit 8. Assessing Data Quality

Teaching and Learning Methods[31]

This module is delivered through a combination of live lectures, Q and A, online materials and in-class workshops using real-world examples and datasets.

Assessment Details[32]
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
Data Analysis exercise **Due: Week 27. Fri 05.03.26 @ 12.00 Noon**	1200-word data analysis of a provided real-world dataset	1,3,4	80
Data source **Due: Week 32. Fri 09.04.26 @ 12.00 Noon**	Locate a dataset and identify appropriate research questions	2	20

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Data Analysis exercise	1200-word data analysis of a provided real-world dataset	1,3,4	80
Data source	Locate a dataset and identify appropriate research questions	2	20

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

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 Mathematical equations are presented in an accessible digital format and explained in both mathematical notation and plain simple English. Individual support in completing learning assignments is provided to students in-class, on Blackboard, by e-mail and privately with academic staff. This module provides multiple means of representation including videos, online resources and PowerPoint lectures. Slides and other materials are provided in advance of lectures in an accessible format which can be further manipulated by students.	

Indicative Reading List (approx. 4-5 titles)	**Field, A. (2024). Discovering Statistics using SPSS (6th Ed.). Sage: London. Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6th). OUP, Oxford. Eichhorn, J. (2022) Survey Research and Sampling (1st Ed). Sage. deVaus, D. (2013) Surveys in Social Research (6th). Routledge.

2.19 Quantitative Methods for Social Policy, SSU34042 5 ECTS, 2026 / 2027

Module Code	**SSU34042**
Module Name	Quantitative Methods for Social Policy
ECTS credit weighting	**10 ECTS**
Semester taught	Junior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Dr. Philip Curry
Module Learning Outcomes with embedded Graduate Attributes	On completion of this module students should be able to: 1. Comprehend the main forms of quantitative social research 2. Locate quantitative datasets for use in secondary analysis 3. Evaluate the quality of quantitative data 4. Select and use univariate and bivariate statistics to analyse survey and other forms of quantitative data 5. Using simple scaling techniques to create multi-item measures of variables. 6. Develop statistical models of social phenomenon using simple applications of Multiple Regression and other multivariate techniques.
Module Content	This module focuses on the analysis and interpretation of quantitative data to answer questions about the social world. Common sources of such data are surveys, official records and governmental census. The bulk of this module involves practical instruction in the statistical analysis of such data using univariate, bivariate and multivariate techniques. How and where to access quantitative data and the evaluation of data quality are also covered. The material is divided into following units: Unit 1: Quantitative measurement Unit 2: Quantitative Social Research Unit 3. Sources of Quantitative data Unit 4. Univariate statistics Unit 5. Crosstabulations Unit 6: Comparing means Unit 7. Covariance Unit 8. Assessing Data Quality Unit 9: Scaling analysis Unit 10: Multiple Regression

	Unit 11: Regression diagnostics / Other multivariate techniques
Teaching and Learning Methods[33]	This module is delivered through a combination of live lectures, Q and A, online materials and in-class workshops using real-world examples and datasets.

Assessment Details[34]
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
Data Analysis exercise **Due:** **Week 27.** **Fri 05.03.26** **@ 12.00 Noon**	2000-word data analysis of a provided real-world dataset	1,3,4,5,6	80
Data source **Due:** **Week 32.** **Fri 09.04.26** **@ 12.00 Noon**	Locate a dataset and identify appropriate research questions	2	20

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

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Data Analysis exercise	2000-word data analysis of a provided real-world dataset	1,3,4,5,6	80
Data source	Locate a dataset and identify appropriate research questions	2	20

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 Mathematical equations are presented in an accessible digital format and explained in both mathematical notation and plain simple English. Individual support in completing learning assignments is provided to students in-class, on Blackboard, by e-mail and privately with academic staff. This module provides multiple means of representation including videos, online resources and PowerPoint lectures.	

	Slides and other materials are provided in advance of lectures in an accessible format which can be further manipulated by students.
Indicative Reading List (approx. 4-5 titles)	**Field, A. (2024). Discovering Statistics using SPSS (6th Ed.). Sage: London. Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6th). OUP, Oxford. Eichhorn, J. (2022) Survey Research and Sampling (1st Ed). Sage. deVaus, D. (2013) Surveys in Social Research (6th). Routledge.

2.20 Youth & Society, (SSU33011) 5 ECTs, 2026 / 2027

Module Code	**SSU33011**
Module Name	Youth & Society
ECTS credit weighting	**5 ECTS**
Semester taught	Junior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	Associate Professor Paula Mayock
Module Learning Outcomes with embedded Graduate Attributes	***On completion of the module students should:*** • Have knowledge of the ways in which 'youth' and 'adolescence' have been conceptualised over time and critical understanding of these concepualisations. • Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience. • Have the knowlege to critically assess popular discourses and dominant debates on young people. • Understand how social ineqalities impact the life experiences and life chances of young people in general and marginalised youth, in particular. • Have produced a short (400-word) critical commentary on a media article that addresses a youth-related issue. • Have written a comprehensively researched 2,000 word essay on a topic directly related to one of areas covered in the module.
Module Content	This module is interdisciplinary and draws on research linked to Youth Studies, Sociology, Criminology, Psychology and Social Policy. The core aim is to provide students with an in-depth, research-based understanding of youth, adolescence, and emerging adulthood. The module interrogates key theoretical approaches to understanding youth in society and considers a range of substantive issues and areas within contemporary research on both 'mainstream' and 'marginalised' youth. There is a strong focus on youth 'at risk', including young people who experience homelessness, care experienced youth, and young people who use drugs. Approaches to the study of youth are reviewed and the module examines how social and economic forces shape the lives and experiences of young people generally and marginalised youth, in particular.

Teaching and Learning Methods[35]	Teaching strategies Presentation of core teaching material in accessible format during lectures using PowerPoint slides and integrating YouTube videos, short Ted Talks and Case Studies. Encourage the development of critical thinking skills through classroom and group-based discussion during lectures. Classroom discussion of assigned readings. 'Think, pair, share' classroom-based exercises. Independent research. ***For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:*** Class (lecture) attendance and participation: 26 hours Time spent reviewing instructional material (notes & assigned readings): 28 hours Time spent on further recommended reading and on independently sourcing and reading supplementary material to prepare for essay writing: 30 hours Preparing 400-word commentary on a youth-related issue covered in the media: 6 hours Drafting and finalising writing of 2,000-word essay for written assessment: 35 hours. ***Total 125 Hours*** Assessment design Students are assessed via two modalities: 1) 400-word Written Commentary (30%); 2) End-of-term Essay (70%) The module's teaching strategies and assessment design will support student learning and the development of critical thinking, which are essential to the completion of the 400-word Written Commentary and to preparing a well-evidenced end-of-term essay. Students are supported to achieve the module's learning outcomes and to prepare their assignments through interactive teaching

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

methods in the classroom and the range of resources and materials made available to them (in advance of lectures) via Blackboard.

Assessment Details[36] 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
Written Commentary ***Due Date:*** ***Week 10.*** ***Fri 06.11.26*** ***@ 5.00 pm***	400-word written commentary on a youth-related media article	1, 2, 3, 4	30%
End-of-term Essay ***Due Date:*** **Week 16** **Mon 14.12.26** **@ 5.00 pm**	2,000-word End-of-term Essay	1, 2, 3, 4, 5	70%

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

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Written Commentary	400-word written commentary on a youth-related media article	1, 2, 3, 4	30%
Essay	2,000-word Essay	1, 2, 3, 4, 5	70%

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 *(SEE BELOW)*	
The module's learning outcomes are outlined clearly and discussed in detail during the first lecture; they are reviewed halfway through the module and again at the end of the module. Module assessment modalities are also set out clearly during the first lecture and revisited at regular intervals. All teaching material is uploaded to Blackboard in advance of each week's lecture to allow students to review content ahead of attending lectures.	

	Blackboard content is structured according to weekly lecture content and corresponds clearly with the subject matter of each lecture. Additional learning supports (e.g. detailed reading lists to correspond with the content of each lecture, links to useful web sites) are provided weekly. Students are communicated with regularly via the Announcement function on Blackboard to inform them about relevant College-based learning support services and to remind them about upcoming requirements and deadlines. Module delivery is designed to support learning through the use of different types of media, including illustrations, visual imagery and video. Interactive web tools are used where available to communicate information. All audio-visual material used has captions. The module uses a number of assessment methods, including in-class group presentations and written assignments. When required and where possible, flexibility in time is offered to students to complete assessments. Written feedback is provided to students on all assessment components of the module via Blackboard. Students can request individual meeting to get feedback. Written and verbal feedback aims to reinforce the positive features of their work and to provide constructive guidance on how to improve
Indicative Reading List (approx. 4-5 titles)	• Furlong, A. (2013) *Youth Studies: An Introduction.* Abingdon: Routledge. Shelfmark: PL-571-883 • France, A. (2007) *Understanding Youth in Late Modernity*. Basingstoke: Palgrave Shelfmark: 301.43 P793 • Cieslik, M. & Simpson, D. (2013) *Key Concepts in Youth Studies*. London: Sage Shelfmark: HL-359-258 (The Library Basement); PB-251-813 (Santry Stacks) • Lalor, K., deRoiste, A. & Devlin, M. (2007) *Young People in Contemporary Ireland*. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72 ** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **
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

2.21 Youth & Society, (SSU33022) 10 ECTs, 2026 / 2027

Module Code	**SSU33022**
Module Name	Youth & Society
ECTS credit weighting	**10 ECTS**
Semester taught	Junior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	Associate Professor Paula Mayock
Module Learning Outcomes with embedded Graduate Attributes	***On completion of the module students should:*** • Have knowledge of the ways in which 'youth' and 'adolescence' have been conceptualised over time and critical understanding of these concepualisations. • Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience. • Have the knowlege to critically assess popular discourses and dominant debates on young people. • Understand how social ineqalities impact the life experiences and life chances of young people in general and marginalised youth, in particular. • Have worked as part of a group to develop an evidence-based, comprehensive presentation and contribute to the oral delivery of the presentation. • Have written a comprehensively researched 2,500 word essay on a topic directly related to one of areas covered in the module.
Module Content	This module is interdisciplinary and draws on research linked to Youth Studies, Sociology, Criminology, Psychology and Social Policy. The core aim is to provide students with an in-depth, research-based understanding of youth, adolescence, and emerging adulthood. The module interrogates key theoretical approaches to understanding youth in society and considers a range of substantive issues and areas within contemporary research on both 'mainstream' and 'marginalised' youth. There is a strong focus on youth 'at risk', including young people who experience homelessness, care experienced youth, and young people who use drugs. Approaches to the study of youth are reviewed and the module examines how social and economic forces shape the lives and experiences of young people generally and marginalised youth, in particular.

Teaching and Learning Methods[37]	Teaching strategies Presentation of core teaching material in accessible format during lectures using PowerPoint slides and integrating YouTube videos, short Ted Talks and Case Studies. Encourage the development of critical thinking skills through classroom and group-based discussion during lectures. Classroom discussion of assigned readings. 'Think, pair, share' classroom-based exercises. Independent research. ***For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:*** Class (lecture) attendance and participation: 26 hours Time spent reviewing instructional material (notes & assigned readings): 30 hours Time spent on further recommended reading: 60 hours Independent sourcing, reading and synthesising of relevant supplementary materials to prepare for assessment: 70 hours Conducting research to inform class presentation and working with group members to prepare the presentation: 30 hours Drafting and finalising 2,500-word essay for written assessment: 60 hours. ***Total: 276 Hours*** Assessment design Students are assessed via two modalities: 1) Group Presentation (30%); 2) End-of-term Essay (70%) The module's teaching strategies and assessment design will support student learning and the development of critical thinking, which are essential to the completion of the Group Presentation and to preparing a well-evidenced end-of-term essay. Students are supported to achieve the module's learning outcomes and to prepare their assignments through interactive teaching methods in the

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

classroom and the range of resources and materials made available to them (in advance of lectures) via Blackboard.

Assessment Details[38]
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
Presentation ***Due Date:*** **Week 10.** **Tues 03.11.26 / In-class Presentations**	Group Presentation during class	1, 2, 3, 4	30%
End-of-term Essay ***Due Date:*** **Week 16** **Mon 14.12.26** **@ 5.00 pm**	2,500-word End-of-term Essay	1, 2, 3, 4, 6	70%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Written Commentary	800-word written commentary on a youth-related media article	1, 2, 3, 4	30%
Essay	2,500-word Essay	1, 2, 3, 4, 6	70%

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

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 *(SEE BELOW)*	
The module's learning outcomes are outlined clearly and discussed in detail during the first lecture; they are reviewed half way through the module and again at the end of the module. Module assessment modalities are also set out clearly during the first lecture and revisited at regular intervals. All teaching material is uploaded to Blackboard in advance of each week's lecture to allow students to review content ahead of attending lectures. Blackboard content is structured according to weekly lecture content and corresponds clearly with the subject matter of each lecture. Additional learning supports (e.g. detailed reading lists to correspond with the content of each lecture, links to useful web sites) are provided weekly. Students are communicated with regularly via the Announcement function on Blackboard to inform them about relevant College-based learning support services and to remind them about upcoming requirements and deadlines. Module delivery is designed to support learning through the use of different types of media, including illustrations, visual imagery and video. Interactive	

	web tools are used where available to communicate information. All audio-visual material used has captions. The module uses a number of assessment methods, including in-class group presentations and written assignments. When required and where possible, flexibility in time is offered to students to complete assessments. Written feedback is provided to students on all assessment components of the module via Blackboard. Students can request individual meeting to get feedback. Written and verbal feedback aims to reinforce the positive features of their work and to provide constructive guidance on how to improve
Indicative Reading List (approx. 4-5 titles)	• Furlong, A. (2013) *Youth Studies: An Introduction.* Abingdon: Routledge. Shelfmark: PL-571-883 • France, A. (2007) *Understanding Youth in Late Modernity*. Basingstoke: Palgrave Shelfmark: 301.43 P793 • Cieslik, M. & Simpson, D. (2013) *Key Concepts in Youth Studies*. London: Sage Shelfmark: HL-359-258 (The Library Basement); PB-251-813 (Santry Stacks) • Lalor, K., deRoiste, A. & Devlin, M. (2007) *Young People in Contemporary Ireland*. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72 ** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **
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

2.22 Crime and Justice – Theories, Responses and Contemporary Debates, SSU44102, 10 ECTs, 2026 / 2027

Module Code	**SSU44102**
Module Name	Crime and Justice – Theories, Responses and Contemporary Debates
ECTS credit weighting	**10 ECTS**
Semester taught	Senior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Professor Nicola Carr
Module Learning Outcomes with embedded Graduate Attributes	**Module Aims:** • To equip students with an understanding of the various ways in which crime and criminal behaviour have been defined across time and place. • To equip students with an understanding of policies and strategies that have emerged to address the problem of crime, both in historic and contemporary contexts. • To equip students with a knowledge of the rationalities that inform sentencing and the justifications for imposing punishment for criminal offences. • To equip students with an understanding of the main institutions and agencies within the criminal justice system, including their functions and critiques. • To ground students' understanding of crime and justice within the context of broader social policy and contemporary culture and debates. ***After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:*** • Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts. • Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies. • Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy. • Critically analyse policies aimed at addressing crime. • Apply research, critical analysis, writing, digital and presentation skills.

Module Content	Crime and justice are key topics in contemporary policy debates as well as in popular culture. Questions of what constitutes criminal behaviour and how best to respond to crime and social harms have been preoccupations across many societies across time. These include considerations about how we define criminal behaviour and what strategies should be in place to prevent, intervene and respond to crime. The module begins with an exploration of some of the influential criminological theories of crime and criminality, it then proceeds to look at how responses to behaviour defined as criminal have emerged and changed over time. The module will explore the rationalities of punishment including deterrence, retribution, rehabilitation, and incapacitation, as well as the institutions and practices that have been developed to give these rationalities effect. This will include a focus on policing, prison, and wider sites of detention as well as probation and community sanctions. The module will also explore the coverage of crime and justice in contemporary culture, and how this influences public perceptions. The module will draw on contemporary criminological examples and historical case studies and will explore these issues from both an international an Irish perspective. .
Teaching and Learning Methods[39]	**Teaching Strategies** Teaching will be delivered in weekly two-hour lectures. Classes will include taught content and real-world examples of contemporary policy issues in criminal justice. As well as lecture content, a range of reading and resources will be provided for self-directed learning. In-class discussions will focus on contemporary debates in criminal justice policy and include research examples as well as media reports. Discussions will involve small group exercises as well as larger class discussions. These methods are intended to develop critical thinking skills and analysis and encourage the application of theory to practice. This module will cover key criminological theories that have shaped understandings of crime and criminality, including sociological and constructionist perspectives such as labelling theory. It will also cover rationalities of sentencing and punishment, including concepts such as retribution, deterrence, rehabilitation, and incapacitation. Key authors featured include Michele Foucault, Stan Cohen, David Garland, Jonathan Simon, Nicole Rafter and Michelle Brown.

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

Assessment Design

The module will include two forms of assessment. 1) A blog in which students are required to choose a contemporary news story on criminal justice to explore the operation of the criminal justice system. 2) An essay in which students are required to choose from an option of four topics. The essay will enable students to engage with theory, demonstrate critical understanding.

Assessment Details[40] 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
Blog (500 Words) ***Week 25 Fri 19.02.27 @ 12.00 Noon***	For this assignment, students are required to choose a contemporary media report about an aspect of the criminal justice system and consider what it indicates about operation and effectiveness of the system	Critically analyse policies aimed at addressing crime. Apply research, critical analysis, writing, digital and presentation skills.	20%
Essay (3000 words) ***Week 34 Mon 19.04.27 @ 12.00 Noon***	For this assignment students will be provided with a choice of four essay topics based on material covered in the lectures.	Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts. Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies. Demonstrate a critical understanding of institutions and agencies within the criminal	80%

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

		justice system and their interactions with other domains of social policy. Critically analyse policies aimed at addressing crime. Apply research, critical analysis, writing, digital and presentation skills.	

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Blog (500 Words)	As above		
Essay (2000 words)	As above		

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 *(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:* Universal Design for Learning - AHEAD *for more information and guidance, and* Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) *for insights from Trinity students)*

Indicative Reading List
(approx. 4-5 titles)

Carvalho, H. & Chamberlen, A. (2023) ***Questioning Punishment***. London: Routledge.

Geiran, V. & McCarthy, S. (2022) ***Probation and Parole in Ireland: Law and Practice.*** Dublin: Clarus Press.

Healy et al (Eds.) (2016) ***The Routledge Handbook of Irish Criminology***. London: Routledge.

Kiely, E. & Swirak, K. (2022) ***The Criminalisation of Social Policy in Neoliberal Societies***. Bristol: Bristol University Press.

Useful Web Based content:

- Association for Criminal Justice Research and Development (ACJRD): https://www.acjrd.ie
- Central Statistics Office (CSO) – Crime and Justice Statistics: https://www.cso.ie/en/statistics/crimeandjustice/
- Irish Penal Reform Trust: https://www.iprt.ie
- Irish Prison Service: https://www.irishprisons.ie
- Policing Authority: https://www.policingauthority.ie/en
- Probation Service: https://www.probation.ie
- SPACE Council of Europe Penal Statistics: https://www.coe.int/en/web/prison/space

	Relevant Journals: *Punishment and Society* *Criminology and Criminal Justice* *Theoretical Criminology* *European Journal of Criminology* *Irish Probation Journal*
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

2.23 Crime and Justice – Theories, Responses and Contemporary Debates, SSU44112, 5 ECTs, 2026 / 2027

Module Code	**SSU44112**
Module Name	Crime and Justice – Theories, Responses and Contemporary Debates
ECTS credit weighting	**5 ECTS**
Semester taught	Senior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Professor Nicola Carr
Module Learning Outcomes with embedded Graduate Attributes	**Module Aims:** • To equip students with an understanding of the various ways in which crime and criminal behaviour have been defined across time and place. • To equip students with an understanding of policies and strategies that have emerged to address the problem of crime, both in historic and contemporary contexts. • To equip students with a knowledge of the rationalities that inform sentencing and the justifications for imposing punishment for criminal offences. • To equip students with an understanding of the main institutions and agencies within the criminal justice system, including their functions and critiques. • To ground students' understanding of crime and justice within the context of broader social policy and contemporary culture and debates. ***After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:*** • Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts. • Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies. • Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy. • Critically analyse policies aimed at addressing crime. • Apply research, critical analysis, writing, digital and presentation skills.

Module Content	Crime and justice are key topics in contemporary policy debates as well as in popular culture. Questions of what constitutes criminal behaviour and how best to respond to crime and social harms have been preoccupations across many societies across time. These include considerations about how we define criminal behaviour and what strategies should be in place to prevent, intervene and respond to crime. The module begins with an exploration of some of the influential criminological theories of crime and criminality, it then proceeds to look at how responses to behaviour defined as criminal have emerged and changed over time. The module will explore the rationalities of punishment including deterrence, retribution, rehabilitation, and incapacitation, as well as the institutions and practices that have been developed to give these rationalities effect. This will include a focus on policing, prison, and wider sites of detention as well as probation and community sanctions. The module will also explore the coverage of crime and justice in contemporary culture, and how this influences public perceptions. The module will draw on contemporary criminological examples and historical case studies and will explore these issues from both an international an Irish perspective. .
Teaching and Learning Methods[41]	**Teaching Strategies** Teaching will be delivered in weekly two-hour lectures. Classes will include taught content and real-world examples of contemporary policy issues in criminal justice. As well as lecture content, a range of reading and resources will be provided for self-directed learning. In-class discussions will focus on contemporary debates in criminal justice policy and include research examples as well as media reports. Discussions will involve small group exercises as well as larger class discussions. These methods are intended to develop critical thinking skills and analysis and encourage the application of theory to practice. This module will cover key criminological theories that have shaped understandings of crime and criminality, including sociological and constructionist perspectives such as labelling theory. It will also cover rationalities of sentencing and punishment, including concepts such as retribution, deterrence, rehabilitation, and incapacitation. Key authors featured include Michele Foucault, Stan Cohen, David Garland, Jonathan Simon, Nicole Rafter and Michelle Brown.

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

Assessment Design

The module will include two forms of assessment. 1) A blog in which students are required to choose a contemporary news story on criminal justice to explore the operation of the criminal justice system. 2) An essay in which students are required to choose from an option of four topics. The essay will enable students to engage with theory, demonstrate critical understanding.

Assessment Details[42]
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
Blog (500 Words) ***Week 25 Fri 19.02.27 @ 12.00 Noon***	For this assignment, students are required to choose a contemporary media report about an aspect of the criminal justice system and consider what it indicates about operation and effectiveness of the system	Critically analyse policies aimed at addressing crime. Apply research, critical analysis, writing, digital and presentation skills.	20%
Essay (2000 words) ***Week 34 Mon 19.04.27 @ 12.00 Noon***	For this assignment students will be provided with a choice of four essay topics based on material covered in the lectures.	Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts. Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies. Demonstrate a critical understanding of institutions and agencies within the criminal	80%

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

		justice system and their interactions with other domains of social policy. Critically analyse policies aimed at addressing crime. Apply research, critical analysis, writing, digital and presentation skills.	

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Blog (500 Words)	As above		
Essay (2000 words)	As above		

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
Indicative Reading List (approx. 4-5 titles)	Carvalho, H. & Chamberlen, A. (2023) ***Questioning Punishment***. London: Routledge. Geiran, V. & McCarthy, S. (2022) ***Probation and Parole in Ireland: Law and Practice.*** Dublin: Clarus Press. Healy et al (Eds.) (2016) ***The Routledge Handbook of Irish Criminology***. London: Routledge. Kiely, E. & Swirak, K. (2022) ***The Criminalisation of Social Policy in Neoliberal Societies***. Bristol: Bristol University Press. **Useful Web Based content:** • Association for Criminal Justice Research and Development (ACJRD): https://www.acjrd.ie • Central Statistics Office (CSO) – Crime and Justice Statistics: https://www.cso.ie/en/statistics/crimeandjustice/ • Irish Penal Reform Trust: https://www.iprt.ie • Irish Prison Service: https://www.irishprisons.ie • Policing Authority: https://www.policingauthority.ie/en • Probation Service: https://www.probation.ie • SPACE Council of Europe Penal Statistics: https://www.coe.int/en/web/prison/space Relevant Journals: *Punishment and Society* *Criminology and Criminal Justice* *Theoretical Criminology* *European Journal of Criminology* *Irish Probation Journal*
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

2.24 Disability and Human Rights: Global Perspectives, SSU44152, 10 ECTS, 2026 / 2027

Module Code	**SSU44152**
Module Name	Disability and Human Rights: Global Perspectives
ECTS credit weighting	**10 ECTS**
Semester taught	Senior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	Ann Swift
Module Learning Outcomes with embedded Graduate Attributes	This module aims to provide students with: • A critical analysis of disability as a human rights issue and, in particular, of the Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006) • A comprehensive insight into different models of understanding disability • An in-depth exploration of experiences of disability from a critical and contextual standpoint • An understanding of how the human rights-based approach has influenced policies in relation to decision making, independent living, inclusive education and employment, among others. By the end of the module, students should be able to: LO1. Critically analyse the human rights discourse in relation to disability. LO2. Evaluate the potential and limitations of the Convention on the Rights of Persons with Disabilities (UN, 2006) to support disabled people to achieve dignified lives. LO3. Understand key debates in policy areas such as decision making, independent living, inclusive education, arts and culture, and employment.
Module Content	This module focuses on disability as a human rights issue in a global context. The module explores various models of disability and the influences that they, in particular the human rights-based approach, have in developing disability policy. Specifically, this module examines the Convention on the Rights of Persons with Disabilities (UN, 2006) from local, national and global perspectives using a critical approach. Drawing from current research

	conducted internationally, policy in the areas of supported decision making, community living, inclusive education, arts and culture, and employment, and personal experiences of disability, students will have the opportunity to gain in-depth knowledge of disability and skills to critically analyse human rights-based policy from a contextual standpoint. Indicative topics: • Introduction to disability • Disability models • The concepts of normalcy and diversity • The disability movement and the human rights-based approach • Decision making and the right to legal capacity • Independent living and the right to live in the community • Education for all and employment • Inclusive education and UDL • Disability arts and the right to participation in cultural life • Researching disability
Teaching and Learning Methods[43]	The module will use a combination of in-person lectures and 'flipped classroom' approaches (where students watch a video lecture in preparation for a class, allowing more time for class discussion and group work). A feature of this module is presentations by guest lecturers, most of whom have lived experience of disability. There will also be presentations by students themselves, small and big group discussions, reading, and group work. The module takes a Universal Design for Learning approach, which ensures the provision of multiple types of material and content, together with multiple means for students to engage with the material, and a variety of ways for students to demonstrate their learning.

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

Assessment Details[44]
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
Individual essay **OR** individual project – PLAN **Due date: Week 8. Monday 19 October 2026, @12 Noon**	A plan for an essay to address a key disability topic covered in the module and *drawing from publicly available accounts of personal experience of disability* and empirical research **OR** for a project (the format of the project is open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, *and develop an output (e.g., poster, video, presentation, podcast) to raise awareness* about it. An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.	All	20%
Individual essay **OR** individual project – FINAL SUBMISSION **Due date: Week 14 Monday 30 November 2026 @ 12 Noon**	Final submission, based on the above plan. Essay length is 3,000 words for 10ECTS students. (The expected length/scope of each project will be discussed individually with each student who chooses this option, depending on the selected format).	All	60%
Group project – presentation and a record of each individual student's	In small groups, students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10–15-minute (approximately)	All	20%

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

	contribution to the group **Due date: Week 16 Monday 14 December 2026 @ 12 Noon**	presentation on their findings. Where possible, presentations will be scheduled to inform the corresponding weekly discussion for the selected topic. Groups will be guided to prepare and submit a group charter before commencing their project. Formative feedback will be provided on the group presentation, before the slides are submitted. The final mark will be awarded on the basis of the original presentation and the final submitted slides. Students will also be asked to record and submit a record of their individual contribution to the group analysis in an individual reflective journal, to be submitted along with the slides.		

Re-Assessment Details	Assessment Component	Assessment Description	LO Addressed	% of tota
	Individual essay **OR** individual project - PLAN	A plan for an essay to address a key disability topic covered in the module and *drawing from publicly available accounts of personal experience of disability* and empirical research **OR** for a project (the format of the project is open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, *and develop an output (e.g., poster, video, presentation, podcast) to raise awareness* about it. An outline of the essay/project needs to be submitted for approval by the	All	20%

	module lecturer. Formative feedback will be provided.		
Individual essay **OR** individual project – FINAL SUBMISSION	Final submission, based on the above plan. Essay length is 3,000 words for 10 ECTS students. The expected length/scope of the project will be discussed individually with each student who chooses this option, depending on the selected format).	All	60%
Recorded presentation (slides and accompanying audio, or video)	Students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10 minute (approximately) recorded presentation on their findings. The module coordinator can provide formative feedback on the recorded presentation, before the final slides are submitted (in line with that provided for the module presentation), if the student wishes (this is optional). The final mark will reflect both the original presentation, and the final submitted slides.	All	20%

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. *Assessment for this module has been specifically designed to provide multiple means for students to demonstrate their learning. This is particularly true of the optional individual project offered as an alternative to the individual essay.*
	The course materials include, where possible, first-hand accounts of disability (most of the guest speakers also have lived experience of disability), and also literature and other material from the Global South.
Indicative Reading List (approx. 4-5 titles)	Davis L. J. (2017). The Disability Studies Reader, 5th Edition. p. 1 - 16. NY: Routledge. Garcia Iriarte, E., McConkey, R., & Gilligan, R. (2016). Disability and human rights: Global perspectives. London: Palgrave Macmillan. Goodley, D. (2012). Disability Studies: An interdisciplinary introduction. London: Sage. Justesen, P. (2020). From the periphery: Real life stories of disability. Chicago: Lawrence Hill Books Sabatello, M. & Schulze, M. (2014). Human rights and Disability Advocacy. Philadelphia: University of Pennsylvania Press.
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

2.25 Disability and Human Rights: Global Perspectives, SSU44162, 5 ECTS, 2026 / 2027

Module Code	**SSU44162**
Module Name	Disability and Human Rights: Global Perspectives
ECTS credit weighting	**5 ECTS**
Semester taught	Senior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	Ann Swift
Module Learning Outcomes with embedded Graduate Attributes	This module aims to provide students with: • A critical analysis of disability as a human rights issue and, in particular, of the Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006) • A comprehensive insight into different models of understanding disability • An in-depth exploration of experiences of disability from a critical and contextual standpoint • An understanding of how the human rights-based approach has influenced policies in relation to decision making, independent living, inclusive education and employment, among others. By the end of the module, students should be able to: LO1. Critically analyse the human rights discourse in relation to disability. LO2. Evaluate the potential and limitations of the Convention on the Rights of Persons with Disabilities (UN, 2006) to support disabled people to achieve dignified lives. LO3. Understand key debates in policy areas such as decision making, independent living, inclusive education, arts and culture, and employment.
Module Content	This module focuses on disability as a human rights issue in a global context. The module explores various models of disability and the influences that they, in particular the human rights-based approach, have in developing disability policy. Specifically, this module examines the Convention on the Rights of Persons with Disabilities (UN, 2006) from local, national and global perspectives using a critical approach. Drawing from current research conducted internationally, policy in the areas of supported decision making, community living, inclusive education, arts and culture, and employment, and

	personal experiences of disability, students will have the opportunity to gain in-depth knowledge of disability and skills to critically analyse human rights-based policy from a contextual standpoint. Indicative topics: • Introduction to disability • Disability models • The concepts of normalcy and diversity • The disability movement and the human rights-based approach • Decision making and the right to legal capacity • Independent living and the right to live in the community • Education for all and employment • Inclusive education and UDL • Disability arts and the right to participation in cultural life • Researching disability
Teaching and Learning Methods[45]	The module will use a combination of in-person lectures and 'flipped classroom' approaches (where students watch a video lecture in preparation for a class, allowing more time for class discussion and group work). A feature of this module is presentations by guest lecturers, most of whom have lived experience of disability. There will also be presentations by students themselves, small and big group discussions, reading, and group work. The module takes a Universal Design for Learning approach, which ensures the provision of multiple types of material and content, together with multiple means for students to engage with the material, and a variety of ways for students to demonstrate their learning.

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

Assessment Details[46] 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
	Individual essay **OR** individual project – PLAN **Due date: Week 8. Monday 19 October 2026, @12 Noon**	A plan for an essay to address a key disability topic covered in the module and *drawing from publicly available accounts of personal experience of disability* and empirical research **OR** for a project (the format of the project is open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, *and develop an output (e.g., poster, video, presentation, podcast) to raise awareness* about it. An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.	All	20%
	Individual essay **OR** individual project – FINAL SUBMISSION **Due date: Week 14 Monday 30 November 2026 @ 12 Noon**	Final submission, based on the above plan. Essay length is 1,500 for 5 ECTS students. (The expected length/scope of each project will be discussed individually with each student who chooses this option, depending on the selected format).	All	60%
	Group project – presentation and a record of each individual student's	In small groups, students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10–15-minute (approximately) presentation on their findings. Where	All	20%

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

	contribution to the group **Due date: Week 16 Monday 14 December 2026 @ 12 Noon**	possible, presentations will be scheduled to inform the corresponding weekly discussion for the selected topic. Groups will be guided to prepare and submit a group charter before commencing their project. Formative feedback will be provided on the group presentation, before the slides are submitted. The final mark will be awarded based on the original presentation and the final submitted slides. Students will also be asked to record and submit a record of their individual contribution to the group analysis in an individual reflective journal, to be submitted along with the slides.		

Re-Assessment Details	Assessment Component	Assessment Description	LO Addressed	% of tota
	Individual essay **OR** individual project - PLAN	A plan for an essay to address a key disability topic covered in the module and *drawing from publicly available accounts of personal experience of disability* and empirical research **OR** for a project (the format of the project is open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, *and develop an output (e.g., poster, video, presentation, podcast) to raise awareness* about it. An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.	All	20%

Individual essay **OR** individual project – FINAL SUBMISSION	Final submission, based on the above plan. Essay length is 1,500 for 5 ECTS students. The expected length/scope of the project will be discussed individually with each student who chooses this option, depending on the selected format).	All	60%
Recorded presentation (slides and accompanying audio, or video)	Students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10 minute (approximately) recorded presentation on their findings. The module coordinator can provide formative feedback on the recorded presentation, before the final slides are submitted (in line with that provided for the module presentation), if the student wishes. The final mark will reflect both the original presentation, and the final submitted slides.	All	20%

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. *Assessment for this module has been specifically designed to provide multiple means for students to demonstrate their learning. This is particularly true of the optional individual project offered as an alternative to the individual essay.*
	The course materials include, where possible, first-hand accounts of disability (most of the guest speakers also have lived experience of disability), and also literature and other material from the Global South.
Indicative Reading List (approx. 4-5 titles)	Davis L. J. (2017). The Disability Studies Reader, 5th Edition. p. 1 - 16. NY: Routledge. Garcia Iriarte, E., McConkey, R., & Gilligan, R. (2016). Disability and human rights: Global perspectives. London: Palgrave Macmillan. Goodley, D. (2012). Disability Studies: An interdisciplinary introduction. London: Sage. Justesen, P. (2020). From the periphery: Real life stories of disability. Chicago: Lawrence Hill Books Sabatello, M. & Schulze, M. (2014). Human rights and Disability Advocacy. Philadelphia: University of Pennsylvania Press.
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

2.26 Eco Social Policy, SSU44031, 5 ECTs, 2026 / 2027

Module Code	**SSU44031**
Module Name	Eco Social Policy
ECTS credit weighting	5 ECTS
Semester taught	**Semester 1, Senior Sophister, 2026 / 2027**
Module Coordinator/s	Dr Joe Whelan
Module Learning Outcomes with embedded Graduate Attributes	***After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:*** 1. *Think independently and be able to demonstrate knowledge of alternative and radical forms of economic management that are geared towards sustainability.* 2. *Communicate effectively and be able to demonstrate an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy.* 3. *Articulate an understanding of alternative, progressive and sustainable social policies and programmes.* 4. *Develop continuously and make concrete connections between social policy as a discipline and practice and the climate emergency.* 5. *Act responsibly and be able scrutinize social policies in the context of sustainability.*
Module Content	As the environmental crisis deepens and the effects begin to emerge in the form of disruptive and destructive climate events, more nation-states have ostensibly committed to carbon net zero by 2050. Achieving this target will require a major reconstitution of economies, societies and, thus, the lived realties of peoples. This reconstitution or shift will need to occur most forcibly and rapidly in the developed economies of the global north. This module with interrogate the role of social policy in addressing the climate crisis. Focusing on a range of alternative modes of economic organization along with a series of discrete policy programmes, this module will cover degrowth, postgrowth and green growth along with universal basic income, universal basic services, participation income and a capabilities approach. Current climate policy in both global and domestic contexts will also be scrutinized.

Teaching and Learning Methods[47]

2 hours of Lectures per week; in-class discussions and exercises; assigned readings; site visits and guest lectures.

Assessment Details[48]
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
Portfolio ***Submission Due:*** **Week 15** Mon 07.12.26, @ 12.00 Noon	Portfolio developed over the course of the module. Students will be asked to respond to prompts through written submissions and other creative methods.	1-5	100 %

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
A written essay which reflects the portfolio prompts.	A written essay up to 2000 words	1-5	100%

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

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

This module integrates principles of inclusivity and accessibility in a number of keyways.

Assessment

The assessment, which is portfolio based, is completed in stages as the module progresses and focuses on rewarding student strengths by allowing them to approach developing their portfolios in a range of ways. Students can write academically or reflectively and can include creative artefacts. Opportunities to work on the portfolio are provided throughout the module and full assessment information is provided at the outset.

In class learning

Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem-solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes.

	Further study Alongside further reading, alternative study materials are made available to students weekly, and this includes podcasts, video clips and summaries.
Indicative Reading List (approx. 4-5 titles)	**Core text:** Murphy, M.P. (2023). Creating an ecosocial welfare future: Policy Press. **Further reading:** Special themed section of Social Policy and Society: Towards a sustainable welfare state? Available at: https://www.cambridge.org/core/journals/social-policy-and-society/beveridge-report-anniversary-collections/beveridge-report-collections-towards-a-sustainable-welfare-state
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

2.27 Eco Social Policy, SSU44021, 10 ECTs, 2026 / 2027

Module Code	**SSU44021**
Module Name	**Eco Social Policy**
ECTS credit weighting	10 ECTS
Semester taught	**Semester 1, Senior Sophister, 2026 / 2027**
Module Coordinator/s	Dr Joe Whelan
Module Learning Outcomes with embedded Graduate Attributes	***After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:*** 1. *Think independently and be able to demonstrate knowledge of alternative and radical forms of economic management that are geared towards sustainability.* 2. *Communicate effectively and be able to demonstrate an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy.* 3. *Articulate an understanding of alternative, progressive and sustainable social policies and programmes.* 4. *Develop continuously and make concrete connections between social policy as a discipline and practice and the climate emergency.* **5.** *Act responsibly and be able scrutinize social policies in the context of sustainability.*
Module Content	As the environmental crisis deepens and the effects begin to emerge in the form of disruptive and destructive climate events, more nation-states have ostensibly committed to carbon net zero by 2050. Achieving this target will require a major reconstitution of economies, societies and, thus, the lived realties of peoples. This reconstitution or shift will need to occur most forcibly and rapidly in the developed economies of the global north. This module with interrogate the role of social policy in addressing the climate crisis. Focusing on a range of alternative modes of economic organization along with a series of discrete policy programmes, this module will cover degrowth, postgrowth and green growth along with universal basic income, universal basic services, participation income and a capabilities approach. Current climate policy in both global and domestic contexts will also be scrutinized.

Teaching and Learning Methods[49]

What types of teaching and learning strategies will be used to support students in achieving the learning outcomes?

2 hours of Lectures per week; in-class discussions and exercises; assigned readings; site visits and guest lectures.

Assessment Details[50]
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
Portfolio 10 ECTs ***Submission Due:*** **Week 15** Mon 07.12.26, @ 12.00 Noon	Portfolio developed over the course of the module. Students will be asked to respond to prompts through written submissions and other creative methods.	1-5	90 %
Journal entries ***Submissions Due:*** Week 7 - 14.10.26 **And** Week 11 - 11.11.26 Both @ 12 Noon	Requirement to complete 2 Journal Entries over the course of the module	1-5	10 %

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
A written essay which reflects the portfolio prompts.	A written essay up to 2000 words	1-5	90 %
Journal entries	Requirement to complete 1 Journal Entry.	1-5	10 %

Inclusive Curriculum

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

	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

This module integrates principles of inclusivity and accessibility in a number of keyways.

Assessment

The assessment, which is portfolio based, is completed in stages as the module progresses and focuses on rewarding student strengths by allowing them to approach developing their portfolios in a range of ways. Students can write academically or reflectively and can include creative artefacts. Opportunities to work on the portfolio are provided throughout the module and full assessment information is provided at the outset.

In class learning

Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem-solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes.

Further study

Alongside further reading, alternative study materials are made available to students weekly, and this includes podcasts, video clips and summaries.

Indicative Reading List (approx. 4-5 titles)	**Core text:** Murphy, M.P. (2023). Creating an ecosocial welfare future: Policy Press. **Further reading:** Special themed section of Social Policy and Society: Towards a sustainable welfare state? Available at: https://www.cambridge.org/core/journals/social-policy-and-society/beveridge-report-anniversary-collections/beveridge-report-collections-towards-a-sustainable-welfare-state
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

2.28 Social Citizenship for the 21st Century, SSU44192, 10 ECTS, 2026 / 2027

Module Code	**SSU44192**
Module Name	**Social Citizenship for the 21st Century**
ECTS credit weighting	**10 ECTS**
Semester taught	Senior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Professor Virpi Timonen
Module Learning Outcomes with embedded Graduate Attributes	**Students will be able to –** LO1 **Think critically** about social citizenship: what social citizenship has meant in the past, how its meaning has evolved, and the challenges it faces now. Example 1: Compare how concepts like welfare and equality are applied to citizens vs. others. Example 2: Discuss how established social citizenship concepts - such as rights and recognition – are being applied to environmental issues. LO2 **Communicate effectively** the tensions inherent in the established definitions of social citizenship. Example 1: Outline how employment and earned incomes relate to the traditional understanding of social citizenship, and the challenge of combining these with environmental justice. Example 2: Explain the connections between care, reproduction and social citizenship in their traditional framing, and the challenges involved in orienting caring citizenship towards non-human life. LO3 Reflect on what constitute **responsible actions** in view of the challenges to citizenship that are emerging at societal and global level. For example, describe technology's influence on how humans relate to social, environmental, and political concerns, and how this shapes the meaning of citizenship. LO4 Recognise challenges that communities, citizens and those currently excluded from social citizenship face, thereby **developing awareness** of the need to rethink citizenship locally, nationally, and globally.

Module Content	When it was first introduced, social citizenship was a radical idea: people should have civil, political, *and* social rights. Over time, social citizenship has come under criticism for a variety of reasons, often related to unequal access to social rights due to policies that advantage some groups (e.g., labour market insiders) and exclude others (e.g., immigrants). Over recent decades, growing environmental justice concerns have challenged the idea of social citizenship as rights to social protection that focus exclusively on *human* needs. At a time when security is threatened on many different levels - ranging from personal income security to climate turbulence and wars - what meaning can secure and sustainable social citizenship have? This module is an invitation to reconceptualise social citizenship to make it fit - or at least fitter - for the 21st century. Students will engage with aspects of social citizenship that are unequal, unsustainable, contradictory, and in need of a rethink. The module focuses on eight interconnected topics: **1 Defining social citizenship** Who is a (social) citizen? How do freedom, equality and justice connect to social citizenship? Is global or universal social citizenship possible? What are the implications of broadening the scope of rights to natural environments and entities? **2 Participatory social citizenship** Traditionally, social citizenship has been closely intertwined with paid employment. How can we address challenges relating to the nature of work within growth-oriented economies that need to be made ecologically and socially sustainable? How does employment connect with social citizenship today and in the future? **3 Technology and social citizenship** What are the implications of technology for social citizenship? Does technology open new possibilities for inclusion, or does it pose profound challenges for the possibility of belonging and participation? **4 Inclusive social citizenship** Traditionally, social citizenship was based on inclusion and recognition of all citizens. What happens when divisions in society become so extreme that groups no longer recognise each other as equal or deserving members of

	society? How can social policies and practices lessen polarisation in society and foster inclusive social citizenship? **5 Caring social citizenship** How can the joys and burdens of care be divided more equally? What needs to change for care – both formal and informal - to become more sustainable, rewarding and equitable? What would *caring* social citizenship entail? What would *reproductive* social citizenship look like in a world where ultra-low fertility is a concern in many countries, while population growth globally will continue to stretch environmental sustainability in the medium term? **6 Eco-social citizenship** What kinds of policy changes are necessary to ensure that the transition towards environmental sustainability is just? How can we address challenges relating to working and not working within growth-oriented economies that need to be made ecologically and socially sustainable? **7 Environmental social citizenship** What are the key tensions between social policies and environmental policies? What are the challenges involved in bringing these policy fields together to care for both people and non-human species and entities? Is it possible to take future human generations and non-human entities into account in policymaking, thereby implicating them in *future-oriented* social citizenship? **8 Secure social citizenship** What is the meaning of security, social or otherwise, in situations where militarism and war have become more widespread and even seemingly normalised? How do social citizenship and restitutive justice relate to displaced people and damaged environments?
Teaching and Learning Methods[51]	The in-person classes focus on understanding and applying the key concepts. In addition to didactic content, each class will involve discussion and individual and/or group work, designed to reinforce understanding of concepts and frameworks relevant to social citizenship. These discussions support the completion of assessments. The two written assessments – analysing and applying what has been learned in class and through independent study and observations – build on what each student documents of their learning during the classes. The final class is dedicated to roundtable discussions that constitutes the third assessment.

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

Students are encouraged to draw on research and current developments relating to politics, sociology, anthropology, economics, socioenvironmental studies, science and technology studies, and other fields. They are equally encouraged to be attuned to developments, practices and initiatives in their own communities, in the media, and globally.

Assessment Details[52] 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.

The module is assessed through three components: two written assignments and one assessed in-class discussion. All three build on students' engagement with, and application of, module content, and together they document how each student's thinking about social citizenship develops across the term.

Assessment 1 addresses topics 1–5 and Assessment 2 addresses topics 6–8. Assessment 3 takes the form of an assessed discussion held in the final class, in which students share and compare their learning across the module; it is graded for engagement and connection to module topics.

The written work for Assessments 1 and 2 is expected to reflect engagement and learning throughout the module, documenting how the student's thinking about the topics has evolved.

The maximum limits of word count indicated in the Table do not include references, words in tables, graphs, figures, illustrations, or similar ways of supporting the text.

Assessment Component	Assessment Description	LO Addressed	% of total for 10 ECTS
Assessment 1 Briefing: Mon 22nd Feb '27 ***Due Date:*** **Week 26. Fri 26.02.27 @5.00pm**	2,000 words addressing **topics 1–5**. At least half of the word count must consist of personally-written responses that explicitly reference specific in-class material (discussions, exercises, cases, or texts) from named class dates.	1-4	40 %
Assessment 2	1,500 words addressing **topics 6–8**.	1-4	40 %

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

Briefing: Mon 22nd Mar '27 ***Due Date:*** **Week 30.** **Fri 26.03.27** **@5.00pm**	At least half of the word count must consist of personally-written responses that explicitly reference specific in-class material (discussions, exercises, cases, or texts) from named class dates.		
Assessment 3 ***Due Date:*** **Week 32.** **Mon 05.04.27** (final class)	Assessed in-class discussion (roundtable) held in the final class, graded for engagement and connection to module topics. Students unable to attend for a valid, documented reason will complete an equivalent short individual conversation with the module instructor, covering the same ground.	1-4	20 %

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
Assessment 1	1,500 words addressing **topics 1–5**. At least half of the word count must consist of personalised responses to prompts that are provided.	1-4	40 %
Assessment 2	1,000 words addressing **topics 6–8**. At least half of the word count must consist of personalised responses to prompts that are provided.	1-4	40 %
Assessment 3	10 – 15-minute individual conversation with the module instructor, assessed for engagement and connection to module topics.	1-4	20 %

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

1: The written work documents personal learning journeys, allowing students to draw on a wide range of experiences and social contexts. Emphasis is on learning and development, not 'perfect answers'.
2. The final assessment component enables students who enjoy verbal expression and conversational mode, while also offering an alternative of one-on-one conversation.
2: The study materials, including literature, will include works and authors from a broad range of backgrounds.

Indicative Reading List (approx. 4-5 titles)

Dean, Hartley (2013) The translation of needs into rights: Reconceptualising social citizenship as a global phenomenon *International Journal of Social Welfare* 22: S32 – S49

Fraser, Nancy (2020) From redistribution to recognition. Dilemmas of justice in a 'postsocialist' age. In: The New Social Theory Reader (2nd edition), edited by Steven Seidman and Jeffrey C. Alexander. London: Routledge. https://doi.org/10.4324/9781003060963

Mbembe, Achille (2003) Necropolitics *Public Culture* 15(1): 11-40. Translated by Libby Meintjes.

Shafik, Minouche (2021) *What We Owe Each Other: A New Social Contract for a Better Society*. Princeton University Press.

Timonen, Virpi (2025) Social Policy: The Quest for Freedom, Equality and Justice Cambridge: Polity.

Module Pre-requisite -

Module Co-requisite -

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

2.29 Social Citizenship for the 21st Century, SSU44202, 5 ECTS, 2026 / 2027

Module Code	**SSU44202**
Module Name	**Social Citizenship for the 21st Century**
ECTS credit weighting	**5 ECTS**
Semester taught	Senior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Professor Virpi Timonen
Module Learning Outcomes with embedded Graduate Attributes	**Students will be able to –** LO1 **Think critically** about social citizenship: what social citizenship has meant in the past, how its meaning has evolved, and the challenges it faces now. Example 1: Compare how concepts like welfare and equality are applied to citizens vs. others. Example 2: Discuss how established social citizenship concepts - such as rights and recognition – are being applied to environmental issues. LO2 **Communicate effectively** the tensions inherent in the established definitions of social citizenship. Example 1: Outline how employment and earned incomes relate to the traditional understanding of social citizenship, and the challenge of combining these with environmental justice. Example 2: Explain the connections between care, reproduction and social citizenship in their traditional framing, and the challenges involved in orienting caring citizenship towards non-human life. LO3 Reflect on what constitute **responsible actions** in view of the challenges to citizenship that are emerging at societal and global level. For example, describe technology's influence on how humans relate to social, environmental, and political concerns, and how this shapes the meaning of citizenship. LO4 Recognise challenges that communities, citizens and those currently excluded from social citizenship face, thereby **developing awareness** of the need to rethink citizenship locally, nationally, and globally.

Module Content	When it was first introduced, social citizenship was a radical idea: people should have civil, political, *and* social rights. Over time, social citizenship has come under criticism for a variety of reasons, often related to unequal access to social rights due to policies that advantage some groups (e.g., labour market insiders) and exclude others (e.g., immigrants). Over recent decades, growing environmental justice concerns have challenged the idea of social citizenship as rights to social protection that focus exclusively on human needs. At a time when security is threatened on many different levels - ranging from personal income security to climate turbulence and wars - what meaning can secure and sustainable social citizenship have? This module is an invitation to reconceptualise social citizenship to make it fit - or at least fitter - for the 21st century. Students will engage with aspects of social citizenship that are unequal, unsustainable, and in need of a rethink. The module focuses on eight interconnected topics: **1 Defining social citizenship** Who is a (social) citizen? How do freedom, equality and justice connect to social citizenship? Is global or universal social citizenship possible? What are the implications of broadening the scope of rights to natural environments and entities? **2 Participatory social citizenship** Traditionally, social citizenship has been closely intertwined with paid employment. How can we address challenges relating to the nature of work within growth-oriented economies that need to be made ecologically and socially sustainable? How does employment connect with social citizenship today and in the future? **3 Technology and social citizenship** What are the implications of technology for social citizenship? Does technology open new possibilities for inclusion, or does it pose profound challenges for the possibility of belonging and participation? **4 Inclusive social citizenship** Traditionally, social citizenship was based on inclusion and recognition of all citizens. What happens when divisions in society become so extreme that groups no longer recognise each other as equal or deserving members of society? How can social policies and practices lessen polarisation in society and foster inclusive social citizenship?

	5 Caring social citizenship How can the joys and burdens of care be divided more equally? What needs to change for care – both formal and informal - to become more sustainable, rewarding and equitable? What would *caring* social citizenship entail? What would *reproductive* social citizenship look like in a world where ultra-low fertility is a concern in many countries, while population growth globally will continue to stretch environmental sustainability in the medium term? **6 Eco-social citizenship** What kinds of policy changes are necessary to ensure that the transition towards environmental sustainability is just? How can we address challenges relating to working and not working within growth-oriented economies that need to be made ecologically and socially sustainable? **7 Environmental citizenship** What are the key tensions between social policies and environmental policies? What are the challenges involved in bringing these policy fields together to care for both people and non-human species and entities? Is it possible to take future human generations and non-human entities into account in policymaking, thereby implicating them in *future-oriented* social citizenship? **8 Secure social citizenship** What is the meaning of security, social or otherwise, in situations where militarism and war have become more widespread and even seemingly normalised? How do social citizenship and restitutive justice relate to displaced people and damaged environments?
Teaching and Learning Methods[53]	The in-person classes focus on understanding and applying the key concepts. In addition to didactic content, each class will involve discussion and individual and/or group work, designed to reinforce understanding of concepts and frameworks relevant to social citizenship. These discussions support the completion of assessments. The two written assessments – analysing and applying what has been learned in class and through independent study and observations – build on what each student documents of their learning during the classes. The final class is dedicated to roundtable discussions that constitutes the third assessment. Students are encouraged to draw on research and current developments relating to politics, sociology, anthropology, economics, socioenvironmental studies, science and technology studies, and other fields. They are equally

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

encouraged to be attuned to developments, practices and initiatives in their own communities, in the media, and globally.

Assessment Details[54] 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.

The module is assessed through three components: two written assignments and one assessed in-class discussion. All three build on students' engagement with, and application of, module content, and together they document how each student's thinking about social citizenship develops across the term.

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Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
Assessment 1 Briefing: Mon 22nd Feb '27 ***Due Date:*** **Week 26. Fri 26.02.27 @5.00pm**	1,500 words addressing **topics 1–5**. At least half of the word count must consist of personally-written responses that explicitly reference specific in-class material (discussions, exercises, cases, or texts) from named class dates.	1-4	40 %
Assessment 2 Briefing: Mon 22nd Mar '27	1,000 words addressing **topics 6–8**. At least half of the	1-4	40 %

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

Due Date: **Week 30. Fri 26.03.27 @5.00pm**	word count must consist of personally-written responses that explicitly reference specific in-class material (discussions, exercises, cases, or texts) from named class dates.		
Assessment 3 ***Due Date:*** **Week 32. Mon 05.04.27** (final class)	Assessed in-class discussion (roundtable) held in the final class, graded for engagement and connection to module topics. Students unable to attend for a valid, documented reason will complete an equivalent short individual conversation with the module instructor, covering the same ground.	1-4	20 %

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
Assessment 1	1,500 words addressing **topics 1–5**. At least half of the word count must consist of personalised responses to prompts that are provided.	1-4	40 %
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Assessment 3	10 – 15-minute individual conversation with the module instructor, assessed for engagement and connection to module topics.	1-4	20 %

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

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Timonen, Virpi (2025) Social Policy: The Quest for Freedom, Equality and Justice Cambridge: Polity.

Module Pre-requisite -

Module Co-requisite -

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