



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

11

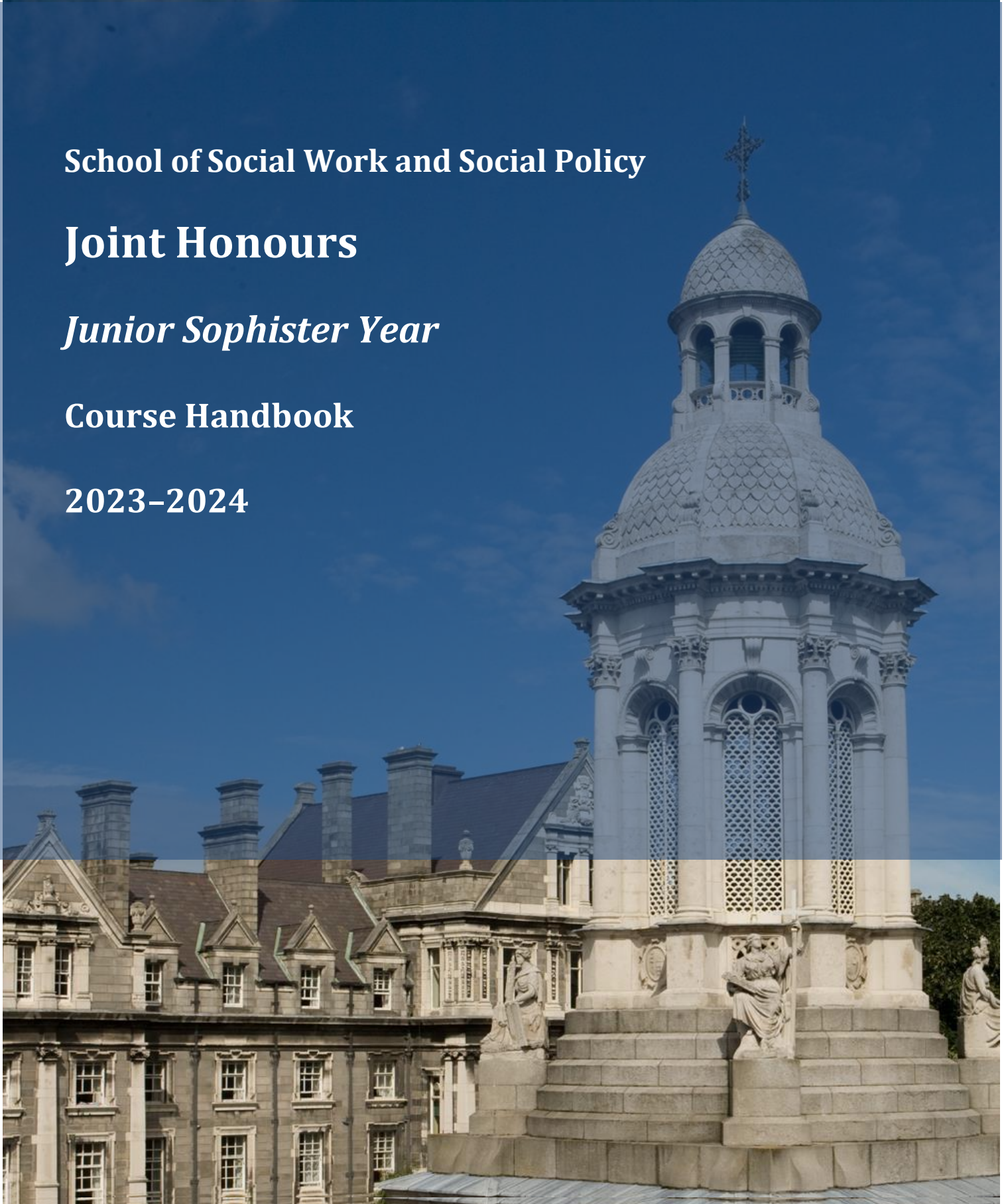
School of Social Work and Social Policy

Joint Honours

Junior Sophister Year

Course Handbook

2023-2024



Contents

A Note on this Handbook	5
Welcome from Course Director	6
Welcome from the Course Administrator	7
Welcome to International Students.....	8
Important Contact Details	9
SECTION ONE – GENERAL COLLEGE INFORMATION	10
Student Services and Supports.....	10
Student Services Website and Information Booklet.....	10
Tutors.....	10
Student 2 Student.....	10
Support Provision for Students with Disabilities.....	11
Co-curricular Activities	12
SECTION TWO – GENERAL PROGRAMME INFORMATION	14
Academic Year Calendar 2023/2024	14
Academic Year Calendar 2023/2024 (continued)	15
Key Dates and Events	15
Course Governance.....	16
Module Choice Registration	16
Module Timetables	16
My.tcd.ie - Checking Your Personal Student Record	16
Email.....	17
Blackboard.....	17
Course Transfer Procedures	17
Erasmus/Study Abroad Exchanges	18
Feedback and Evaluation	18
SECTION THREE – TEACHING AND LEARNING	19

Social Policy Joint Honours Teaching Staff (<i>Junior Sophister</i>)	19
Course Structure and Workload, Academic Year 2023/2024	20
Calculation of Final Degree Award	20
Junior Sophister (Third Year) Joint Honours Pathway 2023/2024	20
Joint Honours Assessment Timetable 2023/2024.....	21
SECTION FOUR INTRODUCTION TO A CAPSTONE PROJECT	23
What is a CAPSTONE PROJECT?.....	23
Subject Selection Process	23
Criteria for Defining a High-Quality Capstone Project	24
General Principles of a Capstone Project.....	24
Capstone Information Session and Handbook.....	24
Graduate Attributes attained through A CAPSTONE Project.....	25
SECTION FIVE – GENERAL EXAM RULES AND REGULATIONS	26
Fitness to Study.....	26
Plagiarism	26
Plagiarism Declaration	27
Plagiarism Policy	27
Examination Regulations – General	29
Sitting Examinations/Submitting Assessments.....	29
Attendance at Classes	29
Late Assessment Submission and Absence from Examinations.....	29
Examination Timetables	30
Examination Venues	30
Academic Progress	30
Calculation of Final Degree Award	31
Grading Conventions	32
Publication of Results	36
Re-checks	36

Appeals.....	36
Transcripts.....	36
University Regulations.....	37
Careers Information and Events.....	37
SECTION SIX – SCHOLARSHIP AND PRIZES.....	38
Prizes and Medals.....	38
Gold Medal Criteria.....	38
ANTHONY COUGHLAN PRIZE.....	38
APPENDIX I Junior Sophister Module Descriptors.....	39
SSU33031.....	39
SSU33021.....	42
SSU34002.....	44
SSU34012.....	47
SSU33022.....	50
SSU33011.....	53
SSU33702.....	56
SSU33802.....	60
APPENDIX II Teaching Staff Biographies.....	63
Dr Julie Byrne.....	63
Dr Catherine Conlon.....	64
Dr Catherine Elliot O’Dare.....	65
Dr Paula Maycock.....	66
Dr Ann Nolan.....	67
Dr Katarzyna (Kasia) Wodniak.....	68
APPENDIX III Trinity JARGON Busters.....	69

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 a guide to what is expected of you on this programme and the academic and personal support available to you.

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.

This Course Handbook is divided into five sections:

Section One: Provides general information on college life and the support services that are available to students.

Section Two: Provides general College and programme information. The College Calendar is contained here which outlines the important College dates throughout the year. This section also contains information of the systems and applications you will be using throughout the year – Blackboard, my.tcd and more. ***There is also important information for those students who are on Erasmus or Studying Abroad during their third year.***

Section Three: Very important Section of the Handbook! You are introduced to your module lecturers, and you will find an outline of your proposed module assessments and their due dates.

Section Four: CAPSTONE Project. During your ***fourth*** year of study, you will have an opportunity to complete a CAPSTONE Project (20 ECTS). This section introduces CAPSTONE PROJECT – definition of what a high-quality CAPSTONE PROJECT is, subject choices and the criteria to consider for your project.

Section Five: You will find details here on College rules and regulations around Exams, timetables, and request for extensions. The College has very strict rules around [Plagiarism](#), ALL students are requested to make themselves familiar with these rules and abide by them accordingly.

Section Six: Advises on Potential Scholarships and Prizes

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

Welcome from Course Director

Dear Junior Sophister students,

Welcome back, to the Social Policy Joint Honours course for the Academic Year 2023/24. I hope you all had a great summer and are looking forward to the year ahead. You are entering Sophister years of your degree programme, and your results for both Junior Sophister (third year) and Senior Sophister (fourth year) will count towards your final degree. The weighting is 30/70 split, so Junior Sophister accounts for 30% of your final grade and Senior Sophister for 70%. We are confident that your foundation from your Fresh years have put you in good stead to deepen your insights and perspectives on Social Policy so you should feel confident and really strive to let your critical scholarship shine in class and assessments during these years.

Another key feature of your Sophister programme is that you will undertake a Capstone project in Senior Sophister year. The Capstone project is intended to provide students with the opportunity to demonstrate the attainment of Graduate Attributes laid down by the University for Undergraduate study. These are: to think independently, act responsibly, develop continuously and communicate effectively. The Capstone project requires a significant level of independent research by the student allowing you to integrate learning across your degree to showcase skills and knowledge developed over their four years of study. Joint Honours students select which of their subjects they will undertake their Capstone in during Hilary Term of Junior Sophister (third year) and then carry out the project throughout Senior Sophister year. All School faculty enjoy seeing the projects students undertake and the levels of attainment achieved in Capstone projects, and you can look forward to an opportunity for highly engaged, autonomous learning during this process.

Otherwise, as with your years to date with us in Social Policy at Trinity, we encourage you to participate fully in the student life of the University and make the most of your college experience. Also, be sure to draw on supports for [Student Learning and Development](#) across college during these important years and with [Trinity's Career Service](#) who can help you prepare for your next steps following graduation.

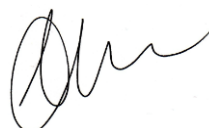
As Course Directors, we are available to meet you by appointment if you have questions, concerns or suggestions for improving your learning and progression on this programme, and/or to give you ideas for your future as a Social Policy graduate.

Enjoy your Sophister years, we will certainly enjoy seeing your Scholarship deepen and develop!

Yours sincerely,



Dr Catherine Conlon



Dr Ann Nolan

Welcome from the Course Administrator

Welcome Back Junior Sophister Students!

I hope you all had a wonderful Summer and are excited and looking forward to the year ahead, as you enter the final two years of your degree.

Most of you will know by now that 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, Teams 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 ***new information contained*** within, that is specific to your Sophister years, and it will help you plan for the years ahead. You will also find useful contact details, key dates for your diary, information on regulations and of course, 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, 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.

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 81st in the world (QS World University Rankings 2024) and 16th most International University in the World (Times Higher Education World University Ranking, 2023), we at Trinity pride ourselves on being a global research-led university with a diverse and vibrant university community. Trinity Global provide a [Welcome Guide](#) for all international students that includes useful information on how we will support you and guidance on visas, immigration, finance and accommodation which we hope you find useful. The Trinity Global Experience team invite you to email any questions you have to the Global Room team at TCDGlobal@tcd.ie or visit the Global Room's [Facebook](#) and [Instagram pages](#).

Within the School, [Dr Catherine Conlon](#) is the Director for Global Engagement and [Erin Paullin](#) is the Global Officer. We are both here for any queries you have and to help you settle in and navigate your way through your time in the School. Key resources for international students at Trinity we encourage you to connect with are:

- [The Global Room](#), a welcoming student support hub and event space on campus for all Trinity students, managed by the International Student Liaison Officer. We encourage you to visit the space and engage with the lively community there.
- The Global Room service is supported by a team of [Global Ambassadors](#), students trained to help students with a wide range of queries ranging from immigration and accommodation practicalities to the basics of settling into life in Dublin and at Trinity. Check out the [Global Ambassador Blog](#)

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.



Catherine Conlon
Director for Global Engagement



Erin Paullin
Global Officer

Important Contact Details

Course Directors	Email Address	Building / Office	Office Hours
Dr Catherine Conlon <i>Up to December 2023</i>	conlonce@tcd.ie	3rd Floor Arts Building Office No 3060	Office Hours: Tues 11am-1pm during term (Teams/in-person) Email for appointment)
Dr Ann Nolan <i>From September 2023</i>	nolana13@tcd.ie	3rd Floor Arts Building Office	Office Hours: Weds, 16:30-17:30 (Teams/in- person) Email for appointment)

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

Summary of Key Dates for 2023 / 2024

Throughout this handbook important dates will be noted for students. The following is a summary of these key dates for the academic year 2023/2024 for Junior and Senior Fresh Social Policy Joint Honours Students. 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.

IMPORTANT DATES FOR JOINT HONOURS JUNIOR SOPHISTER STUDENTS	
CAPTSTONE Presentation	TBC
Submit online application for entry to Scholarship Exams	02 nd October – 16 th October 2023
Completion of Semester 1 on-line Surveys	Week of 13 th Nov 2023
College Closed for Christmas '23	22 nd Dec 2023
Deadline for Selecting Subject for Capstone	TBC (Hilary Term)
College Re-opened Jan '24	22 nd Jan 2024
Foundation Scholarship Exams	08 th – 12 th Jan 2024
Semester 1 Marks Released	Week of 15 th Jan 2024
Trinity Monday (announcement of Scholarship Results)	22 nd April 2024
Completion of Semester 2 on-line Surveys	Week of 01 st April 2024
Semester 2 Marks Released	Week of 20 th May 2024

SECTION ONE – GENERAL COLLEGE INFORMATION

Student Services and Supports

The Course Administrator, Michelle Moore, moorem11@tcd.ie is your first port of call for all general queries. College also provides a range of administrative, academic and wellbeing supports and services to help you should the need arise:

Student Services Website and Information Booklet

Further information please see www.tcd.ie/studentservices,
[http://www.tcd.ie/students/assets/pdf/Student Services Booklet \(web version\).pdf](http://www.tcd.ie/students/assets/pdf/Student_Services_Booklet_(web_version).pdf).

Tutors

Undergraduate students are assigned a tutor when they are admitted to College. Your tutor, who is a member of the teaching staff, will give confidential advice on courses, discipline, examinations, fees and other matters and will represent you before the College authorities should the need arise. You will find the name and email address of your tutor on your student record in SITS. If, for some reason, you cannot contact your tutor, you should contact the Senior Tutor's Office. They can be reached at <https://www.tcd.ie/seniortutor/>

Student 2 Student

From the moment that you arrive in college, right the way to your end of exams, 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 <http://student2student.tcd.ie> ; email: student2student@tcd.ie; telephone: (+353) 1 896 2438.

Support Provision for Students with Disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal my.tcd.ie. Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports 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.

See <https://www.tcd.ie/disability/>.

Examination Accommodation Requests and Deadlines

Students are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report, or email received following their needs assessment for particular assessments for School/ Department administered assessment. Students are advised to make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.

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. Further information for mature students on life at Trinity is available at the following link <https://www.tcd.ie/maturestudents/>.

Careers Advisory Service

The College [Careers Service](#) supports students to explore their career ambitions and plan how to achieve them using a wide variety of activities, services and resources:

- [MyCareer](#), our online career management portal which includes booking appointments and viewing job vacancies.
- how to plan your career and prepare for your job search through individual advice and guidance sessions, CV/LinkedIn clinics, practice interviews
- credit and non-credit bearing programmes to develop key skills and personal and career insight.
- access to employers and alumni through careers fairs, sectoral fora and events
- mentoring and networking
- awards and scholarship programmes

Co-curricular Activities

TCD Sports Clubs

College has 50 sports clubs covering a diverse range of disciplines from basketball to archery.

You can find information on all of the clubs on the Trinity Sport website

[https://www.tcd.ie/Sport/student-sport/clubs/.](https://www.tcd.ie/Sport/student-sport/clubs/)

Student Union - TCDSU

The Trinity College Students Union is a union for students, by students. TCDSU represents the undergraduate student body at college level. You can find further information about the

Union, and how to get involved, on their website <https://www.tcdsu.org/> and can find

information on the student representation structures on the following site

<https://www.tcdsu.org/aboutus>.

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 of the year. They are the liaison link to the Fire, Garda and Ambulance services and should be contacted by all staff and students in case of any emergency on campus, for example, personal injury, risk of injury, first aid assistance, chemical spills etc. They can be reached by dialing 1999 from a college telephone or, alternatively, dialing +353 1 896 1999. It is recommended that this number be saved in your mobile phone under ICE (In Case of Emergency).

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.

As the University considers students, even if they are not yet 18, to have the maturity to give consent for the use of their data, in normal circumstances, the University will not disclose personal data to the parents, guardians or other representatives of a student without the student's consent. The University's preference is to receive written consent by way of email from the student where possible. Without such consent the University will not release any details regarding students including details of their 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 https://www.tcd.ie/info_compliance/data-protection/student-data/

SECTION TWO – GENERAL PROGRAMME INFORMATION

Academic Year Calendar 2023/2024

(Please note this calendar is subject to change – click on the link below for the most up to date information)

Trinity College Dublin

The University of Dublin

Academic Year Calendar 2023/24

Academic Calendar Week	Week Beginning	2023/24 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	28-Aug-23	Reassessment * (Semesters 1 & 2 of 2022/23)		←Michaelmas Term begins/Semester 1 begins
2	04-Sep-23	Orientation (Postgraduate, Visiting & Erasmus); Marking/Results		
3	11-Sep-23	Teaching and Learning		←Michaelmas teaching term begins
4	18-Sep-23	Teaching and Learning	Orientation (JF UG)	
5	25-Sep-23	Teaching and Learning	Teaching and Learning	
6	02-Oct-23	Teaching and Learning	Teaching and Learning	
7	09-Oct-23	Teaching and Learning	Teaching and Learning	
8	16-Oct-23	Teaching and Learning	Teaching and Learning	
9	23-Oct-23	Study/Review	Study/Review	
10	30-Oct-23	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
11	06-Nov-23	Teaching and Learning	Teaching and Learning	
12	13-Nov-23	Teaching and Learning	Teaching and Learning	
13	20-Nov-23	Teaching and Learning	Teaching and Learning	
14	27-Nov-23	Teaching and Learning	Teaching and Learning	
15	04-Dec-23	Revision	Revision	
16	11-Dec-23	Assessment *	Assessment * ¹	←Michaelmas term ends Sunday 17 December 2023/Semester 1 ends
17	18-Dec-23	Christmas Period - College closed	Christmas Period - College closed	
18	25-Dec-23	22 December 2023 to 1 January 2024 inclusive	22 December 2023 to 1 January 2024 inclusive	
19	01-Jan-24			
20	08-Jan-24	Foundation Scholarship Examinations ²	Foundation Scholarship Examinations ²	
21	15-Jan-24	Marking/Results	Marking/Results	←Hilary Term begins/Semester 2 begins
22	22-Jan-24	Teaching and Learning	Teaching and Learning	←Hilary teaching term begins
23	29-Jan-24	Teaching and Learning	Teaching and Learning	
24	05-Feb-24	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	12-Feb-24	Teaching and Learning	Teaching and Learning	
26	19-Feb-24	Teaching and Learning	Teaching and Learning	
27	26-Feb-24	Teaching and Learning	Teaching and Learning	
28	04-Mar-24	Study/Review	Study/Review	
29	11-Mar-24	Teaching and Learning	Teaching and Learning	
30	18-Mar-24	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
31	25-Mar-24	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	
32	01-Apr-24	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	
33	08-Apr-24	Teaching and Learning	Teaching and Learning	
34	15-Apr-24	Revision	Revision	←Hilary Term ends Sunday 21 April 2024
35	22-Apr-24	Trinity Week (Monday, Trinity Monday)	Trinity Week (Monday, Trinity Monday)	←Trinity Term begins
36	29-Apr-24	Assessment *	Assessment *	
37	06-May-24	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
38	13-May-24	Marking/Results	Marking/Results	
39	20-May-24	Marking/Results	Marking/Results	
40	27-May-24	Research	Research	←Trinity Term ends Sunday 2 June 2024/Semester 2 ends
41	03-Jun-24	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	10-Jun-24	Research	Research	
43	17-Jun-24	Research	Research	
44	24-Jun-24	Research	Research	
45	01-Jul-24	Research	Research	
46	08-Jul-24	Research	Research	
47	15-Jul-24	Research	Research	
48	22-Jul-24	Research	Research	
49	29-Jul-24	Research	Research	
50	05-Aug-24	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
51	12-Aug-24	Research	Research	
52	19-Aug-24	Research	Research	

¹ Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks.

² Note: it may be necessary to hold a small number of JF examinations/assessments outside of semester 1.

³ Note: it may be necessary to hold some examinations/assessments in the preceding week.

Academic Year Calendar 2023/2024 (continued)

Link to Academic Calendar 2023/2024

<https://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf>

Semester 1 (Michaelmas term) teaching patterns have been adjusted to avoid overlapping teaching and assessment. Teaching on Social Policy Joint Honours modules will finish on **1st December 2023**.

Key Dates and Events

Please note that these dates are based on information provided by the Trinity Joint Honours (TJH) office.

Date (Week Beginning)	Event
SEMESTER 1	
11 th September 2023	Semester 1 Teaching Begins Senior Freshers
18 th September 2023	Orientation Week for Undergraduates Junior Freshers
25 th September 2023	Semester 1 Teaching Begins Junior Freshers
23 rd October 2023	Study/Re-orientation Week
TBC	Capstone Information Session
TBC	Deadline for Capstone Selection
30 th October 2023	October Bank Holiday
27 th November 2023	Semester 1 Teaching Ends for most TJH programmes
04 th December 2023	Revision Week
11 th December 2023	Semester 1 Assessment Period
22 nd December 2023 – 01 st January 2024	College Offices Closed for Christmas
SEMESTER 2	
15 th January 2024	Semester 1 Provisional Results
22 nd January 2024	Semester 2 Teaching Begins
04 th March 2024	Study/ Review Week
08 th April 2024	Semester 2 Teaching Ends
15 th April 2024	Revision Week
22 nd April 2024	Trinity Week
29 th April 2024	Semester 2 Assessment Period
20 th May 2024	Semester 2 and End of Year Results
TBC	Submission Deadline for Annual Court of Appeal
TBC	Annual Court of Appeal
TBC	Registration for Academic Year 23/24
TBC	Reassessment Period

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.

Module Choice Registration

It is the responsibility of each student to ensure that they take sufficient modules amounting to **60 ECTS** during an academic year, that their selected modules meet the programme requirements of the particular year for which they are registered, and that they have taken account of any prerequisites from previous years associated with the modules.

Module Timetables

Timetables are published to student portals 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 of your timetabled slots 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 won't start until after you have done one week.

of lectures.

My.tcd.ie - Checking Your Personal Student Record

My.tcd.ie allows students to view their own central student record containing all relevant information related to the programme for which you are registered, including details of your tutor to access the system you will need your 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 your personal student information is incorrect, you should contact the Academic Registry (via email – academic.registry@tcd.ie) stating your full name and student ID number. If your timetable module list is incorrect, then you should notify the Course Administrator.

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.

Blackboard

Blackboard is the College online learning environment where lecturers will give access to materials, resources and activities. The use of Blackboard varies from module to module and individual lecturers will speak to you about how they use Blackboard and what tasks you are expected to complete for each module.

It is essential to get to grips with Blackboard early in your studies and seek advice if you are having difficulties.

To access a module on Blackboard you must be registered to the module. Blackboard can be accessed via <https://tcd.blackboard.com/webapps/login/>

Course Transfer Procedures

Should you wish to consider a transfer out of the programme and into another please consult <http://www.tcd.ie/Admissions/undergraduate/apply/transferred/within-trinity/>

Students may apply, through their tutor, to the Senior Lecturer for permission to transfer to another course.

Erasmus/Study Abroad Exchanges

Some current Joint Honours, Junior Sophister (Third year) students maybe spending this academic year – or part thereof, abroad studying. It is important to note that at **end of your exchange** you must send a copy of your Transcript of Results to ***tjh.erasmus-studyabroad@tcd.ie*** and they will forward your results to your Joint Honours Study Abroad Coordinator(s) to convert.

Students going on a Semester 1/MT exchange, results will be published at the Annual Examination Session. Students on a full-year or Semester 2/HT exchange, will have their results published at the Reassessment Examination Session

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 13 and Week 32. 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.

SECTION THREE – TEACHING AND LEARNING

Social Policy Joint Honours Teaching Staff (*Junior Sophister*)

Year	Term	Course Lecturers	Email Address	Module Code	Module Name	Biography
Junior Sophister	Semester 1; Michaelmas	Dr Paula Maycock	pmayock@tcd.ie	SSU33011 / SSU33022	Youth and Society	Dr Paula Maycock
Junior Sophister	Semester 1; Michaelmas	Dr Julie Byrne	byrnej18@tcd.ie	SSU33021 / SSU33031	Policy Issues in Human Services	Dr Julie Byrne
Year	Term	Course Lecturers	Email Address	Module Code	Module Name	Biography
Junior Sophister	Semester 2; Hilary	Dr Kasia Wodniak	kwodniak@tcd.ie	SSU33702 / SSU33022	Global Social Policy	Dr Kasia Wodniak
Junior Sophister	Semester 2; Hilary	Dr Catherine Elliott O' Dare	elliott@tcd.ie	SSU34002 / SSU34012	Aging and Intergenerational Relations	Dr Catherine Elliott O' Dare

Course Structure and Workload, Academic Year 2023/2024

Calculation of Final Degree Award

For students on Trinity Joint Honours programmes, the final degree award will be calculated on their final two years' results - Year 3 be weighted at 30% and Year 4 will be weighted at 70% of the overall degree award.

Junior Sophister (Third Year) Joint Honours Pathway 2023/2024

Students take 40 ECTs in Social Policy – 20 ECTs in each Semester. The following modules are mandatory:

Term	Module Code	Module Name	ECT's
Michaelmas	SSU33031	Policy Issues in Human Services	10
Michaelmas	SSU33021	Policy Issues in Human Services	5
Michaelmas	SSU33022	Youth and Society	10
Michaelmas	SSU33011	Youth and Society	5
Hilary	SSU34012	Aging and Intergenerational Relations	10
Hilary	SSU34002	Aging and Intergenerational Relations	5
Hilary	SSU33702	Global Social Policy	10
Hilary	SSU33802	Global Social Policy	5

Joint Honours Assessment Timetable 2023/2024

Note (1): Students who must sit re-assessments (Supplementals) will receive an email from the Course Administrator at the beginning of June'24 with Assessment Details and Deadlines. **Note (2):** Any changes to these assessment details will be communicated to students via their module lecturer and Blackboard.

Junior Sophister (Third Year)

Junior Sophister								
Semester	Module Code	Module Name	Lecturer	ECTs	Assignment Profile	Assignment Deadline	Marks Published	Re-Assessment Profile
Michaelmas	SSU33021	Policy Issues in Human Services	Julie Byrne	5	Learning Journal (20%)	12 Noon 10/10/2023	15 th Jan 2024	Learning Journal (20%)
					Assignment (80%)	12 Noon 13/12/2023	15 th Jan 2024	Assignment (80%)
Michaelmas	SSU33031	Policy Issues in Human Services	Julie Byrne	10	Learning Journal (20%)	12 Noon 10/10/2023	15 th Jan 2024	Learning Journal (20%)
					Presentation s (50%)	On-Going from Week 4 - 14	15 th Jan 2024	Presentation s (50%)
					Assignment (30%)	12 Noon 13/12/2023	15 th Jan 2024	Assignment (30%)
Michaelmas	SSU33011	Youth and Society	Paula Maycock	5	400 word written commentary on a youth-related issue covered in the media (20%)	Week 11	15 th Jan 2024	400 word written commentary on a youth-related issue covered in the media (20%)
					2,000-word end of term essay (80%)	15/12/2023	15 th Jan 2024	2,000-word end of term essay (80%)
Michaelmas	SSU33022	Youth and Society	Paula Maycock	10	Group Presentation (30%)	Week 11	15 th Jan 2024	Group Presentation (30%)
					2,500-word end of term essay (70%)	15/12/2023	15 th Jan 2024	2,500-word end of term essay (70%)
Junior Sophister								
Semester	Module Code	Module Name	Lecturer	ECTs	Assignment Profile	Assignment Deadline	Marks Published	Re-Assessment Profile
Hilary	SSU34002	Aging and Intergenerational Relations	Catherine Elliot O Dare	5	Blog 1 (10%)	16/02/2024		Blog 1 (10%)
					Blog 2 (10%)	15/03/2024		Blog 2 (10%)
					Assignment (80%)	19/04/2024		Assignment (80%)

Hilary	SSU34012	Aging and Intergenerational Relations	Catherine Elliot O Dare	10	Blog 1 (10%)	16/02/2024	Blog 1 (10%)
					Blog 2 (10%)	15/03/2024	Blog 2 (10%)
					Assignment (80%)	19/04/2024	Assignment (80%)
Hilary	SSU33702	Global Social Policy	Kasia Wodniak	10	500 Word Critique (10%)	29/01/2024	500 Word Critique (10%)
					500 Word Critique (10%)	12/02/2024	500 Word Critique (10%)
					500 Word Critique (10%)	26/02/2024	500 Word Critique (10%)
					Team Project Work (70%)	15/04/2024	Team Project Work (70%)
Hilary	SSU33802	Global Social Policy	Kasia Wodniak	5	Group Project (100%)	15/04/2024	Individual Project (100%)

SECTION FOUR INTRODUCTION TO A CAPSTONE PROJECT

What is a CAPSTONE PROJECT?

All Trinity undergraduates in Trinity Joint Honours programmes have the opportunity to complete a ***Capstone project***. This is an independent piece of work, during their degree course. It is normally completed in their ***final year of study***, forming part of the official workload for that year in the form of a 20 ECTS module.

In Social Policy all pre-requisite modules for Capstone are mandatory modules delivered during JF, SF and SS year so all students will automatically satisfy these requirements from their studies at TCD. Students outbound for study in Junior Sophister year do need to take any mandatory modules relating to the Capstone project.

Subject Selection Process

TJH students on a Joint Honours pathway will take, in their Senior Sophister year, 20 ECTS in each of their subjects ***and a 20 ECTS Capstone project in one of their subject*** areas.

Students are advised to seek information from their departments about Capstone topics, expectations, and other relevant details to make an informed decision about which of their joint honours subjects they will undertake their Capstone in. Once the student has reached a decision, they must fill in the TJH Capstone Project Form to confirm which subject they wish to take their Capstone in. An information session on Capstone for Social Policy will be provided after reading week in Michealmas Term along with a dedicated Capstone Handbook.

- **TJH Capstone Discipline Form:** The TJH Capstone Project Form is for Trinity Joint Honour students who are on the Joint Honours pathway. Please fill in this form to confirm which of your two Subjects you wish to complete your Capstone in.
- **Deadline:** The form must be completed by **TBC** for Capstones which will be undertaken in 2024/25.

Please be aware that while some departments may be willing to allow you to request to change your choice of discipline for your capstone, there can be no guarantee that any department will be able to do so. No request to change the discipline of your Capstone will be accepted after **TBC**.

Criteria for Defining a High-Quality Capstone Project.

The following definition of what constitutes a high-quality Capstone Project was approved By Th University Council on 10th April 2019:

The capstone project is the common element across all degree exit routes and is weighted at 20 ECTS. It requires a significant level of independent research by the student. It should be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across their four years of study. It should result in the production of a significant piece of original work by the student. It should provide them with the opportunity to demonstrate their attainment of the graduate attributes.

General Principles of a Capstone Project

General Principles for the Capstone Project

1. Students will undertake one Capstone project in the Senior Sophister Year.
2. The Capstone Project will be valued at 20 ECTS.
3. Where a student is following a Major with Minor Degree Pathway for their Sophister years they will complete a Capstone project in the Major subject. Where feasible or appropriate, elements of the minor subject may contribute to the design or delivery of the Capstone project.
4. Where a student is following a Joint Honours pathway in their Sophister years Students will advise which of their two subjects they wish to complete their Capstone in as part of a process run by the UCAO during Hilary Term of Junior Sophister year.
5. Students are responsible for engaging with information provided from Disciplines and/or Programmes of Study and ensuring that they are aware of any pre-requisites for Capstone projects. Students are responsible for module selection and as such are responsible for ensuring they meet the requirements of their CAPSTONE.
6. The Capstone project provides students with the opportunity to demonstrate the attainment of Graduate Attributes laid down by the University for Undergraduate study of thinking independently, acting responsibly, developing continuously and communicating effectively.

Capstone Information Session and Handbook

During Michealmas Term a Social Policy Capstone Information Session for Junior Sophister students will be delivered and a Social Policy Capstone Handbook issued.

Graduate Attributes

The Trinity Graduate Attributes represent the qualities, skills, and behaviours that you will have the opportunity to develop, over your entire university experience, in other words, not only in the classroom, but also through engagement in co- and extra- curricular activities.

The four Trinity Graduate Attributes are:

To Think Independently

- To Act Responsibly
- To Develop Continuously
- To Communicate Effectively



Why are the Graduate Attributes important?

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.

Graduate Attributes attained through A CAPSTONE Project:

-	Critical thinking
-	Self-directed learning
-	Analysis and synthesis of evidence
-	Ability to demonstrate in-depth knowledge on a particular topic
-	Ability to do independent research
-	Ability to present work through a variety of media including but not limited to video, writing, performance, oral presentation, poster presentation
-	Ability to present work coherently; capacity to connect with people; presentation skills
-	Ability to communicate experimental data and explain the relevance of research findings for an expert audience
-	Commitment to enhancing personal development through reflection, and to grow in capability to adapt to change
-	Lifelong learning – the development of skills in sourcing and evaluating research is a critical skill in a practice profession for life-long learning and ensuring that practice is evidence-based
-	Ethical awareness: Ethical approval must be obtained for many research projects and this requires reflection upon the ethical implications of the research
-	Development of responsibility through management of data generated and careful keeping of records

SECTION FIVE – GENERAL EXAM RULES AND REGULATIONS

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

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 supports, where possible, to help the student continue in College. For further details see https://www.tcd.ie/dean_students/Fitness-to-Study/

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

https://www.tcd.ie/Student_Counselling/student-learning/

Plagiarism Declaration

The Course Administrator will email this declaration to you for completion and submission with assessments. All assessments should have the declaration attached.

Plagiarism Policy

If plagiarism, as referred to in the Calendar <https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf> is suspected, the lecturer informs the Director of Teaching and Learning (Undergraduate) (DUTL). The DUTL, or their designate, will write to the student, and the student's tutor, advising them of the concerns raised. The student and tutor (or representative from the Student's Union) will be invited to attend an informal meeting with the DUTL, or their designate, and the lecturer concerned, to put their concerns to the student and giving the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not agree to attend such a meeting, the DUTL, or their designate, may refer the case directly to the Junior Dean who will interview the student and may implement the procedure as referred to under conduct and college regulations.

If the DUTL, or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out in the Calendar. For this summary procedure to be followed, all parties attending the information meeting above must state their agreement in writing to the DUTL or designate. If the offence can be dealt with under the summary procedure, the DUTL, or designate, will recommend one of the following penalties:

<https://libguides.tcd.ie/academic-integrity/levels-and-consequences>

Level 1: The piece of work in question is inadmissible. You are required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty.

Level 1 Plagiarism is not deemed to be academic misconduct.

Level 2: The student receives a formal written warning. The piece of work in question is inadmissible. You are required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark (at the pass mark) depending on the seriousness/extent of plagiarism.

Level 2 Plagiarism is considered as academic misconduct.

Level 3: The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. The student is required to submit a new piece of work as a supplemental assessment during the next available session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies (as appropriate) in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations.

Level 3 Plagiarism is considered as academic misconduct.

Level 4: Case referred to the Junior Dean for disciplinary procedures.

Examination Regulations – General

This section supplements examination information available in the University calendar

<http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>.

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.

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.

Late Assessment Submission and Absence from Examinations

It is expected that all students 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.

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 to establish the dates, times, and venues of examinations. No timetable or reminder will be sent to individual students by any office.

Examination Venues

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

Academic Progress

The Court of Examiners confirm 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. Student 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.

Calculation of Final Degree Award

As stated above. for students on Trinity Joint Honours programmes, the final degree award is calculated on their final two years' results - Year 3 be weighted at 30% and Year 4 will be weighted at 70% of the overall degree award.

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.1 = 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%

School of Social Work and Social Policy Marking Scale

First class honors I 70-100

First class honors in the School of Social Work and Social Policy is 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 organisation.
- integration of a range of relevant materials.
- evidence of wide reading.
- critical evaluation.
- lacks errors of any significant kind.
- shows some original connections of concepts and theories.

- contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding performance in terms of independence and originality.

77-84 OUTSTANDING

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality and creativity. This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

85-100 EXTRAORDINARY

This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems. What differentiates a first-class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of

originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

0

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 grasp 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 it 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.

----- o -----

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.

----- o -----

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.

----- o -----

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.

----- 0 -----

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.

- i. 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.
- ii. In order to rise with their year, a student must pass (>40%) all modules worth in total 60 credits or pass by compensation. In order 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).
- iii. 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.
- iv. 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.
- v. 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.

- vi. 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.

Publication of Results

Publication of results take 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**.

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

<https://www.tcd.ie/calendar/undergraduate-studies/complete-part-II.pdf>

Appeals

Students may appeal a decision of the Court of Examiners. Please see section 69 and 70 for further details <https://www.tcd.ie/calendar/undergraduate-studies/complete-part-II.pdf>

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.

University Regulations

Please reference the links below for College regulations, policies, and procedures:

- Academic Policies - <http://www.tcd.ie/teaching-learning/academic-policies/>
- Student Complaints Procedure - https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedur_e_PUB.pdf
- Dignity and Respect Policy- <https://www.tcd.ie/equality/policy/dignity-respect-policy/>

Careers Information and Events

Here is the link to the Careers Office website <http://www.tcd.ie/Careers/>. This website guides you through how to construct your CV, update your online profile, interviews, finding a job, planning your career, how to connect with graduates, what TCD graduates do.

During the year the school arranges information sessions and speaker events that are of interest to Social Policy students. These will be advised and advertised on the school news page.

SECTION SIX – SCHOLARSHIP AND PRIZES

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/calendar/undergraduate-studies/>.

Gold Medal Criteria

The Courts of Examiners for Trinity Joint Honours (TJH) and the Sophister years of Single Honours with a New Minor Subject will nominate students that meet the following criteria for a Gold Medal in 2023 – 2024.

- 75% or higher (overall) on their degree

All nominations must be approved by the Board of Trinity College. Recipients will normally receive their Gold Medal from the University at their Graduation ceremony.

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 sociology and social policy provided sufficient merit is shown.

APPENDIX I Junior Sophister Module Descriptors

Module Code	SSU33031
Module Name	Policy Issues in Human Services
ECTS Weighting	10 ECTS
Year	2023/2024
Semester Taught	Semester 1, Michaelmas
Module Co-Ordinator	Dr Julie Byrne
Module Aims	<p>Many social policies are implemented through human services such as education, healthcare, childcare and social work. The effective provision of these services, and equitable access to them, supports social policy goals to meet human needs for wellbeing and welfare. However, the organisations which provide human services operate in complex, dynamic and politicised environments. The effectiveness and efficiency of these organisations are impacted by government initiatives and policies which influence how such organisation are led, managed and administered. Policies such as digitalisation, regulation and quality enhancement, impact how human service organisations operate and provide human services. They can therefore impact on the implementation of social policy and achievement of its goals.</p> <p>The aim of this module is to explore how government policy in relation to human services administration and management can impact on social policy implementation and goal. We will firstly examine the nature of human service organisations such as hospitals, universities and social work agencies, and consider their relationship with social policy implementation and goals. Then we will explore some current government policies and initiatives such as digitalisation, professional regulation and quality enhancement and identify how they impact on human service organisations. We will pay particular attention to the impact of these policies on the availability, retention and skills of human service staff, an essential component of human services. Throughout the module students will identify, analyse and discuss the interconnections between policies and how such interconnections impact on human service provision and the goals of social policy. Student will discuss the implications of the issues identified through the module for the social policy making process, including the need for cross-cutting policy perspectives and long-term evaluation. Students will draw on academic literature and their own experiences of working and as service users in human service organisations.</p>
Module Learning Outcomes	<ul style="list-style-type: none"> • On successful completion of this module, students should be able to: • Recognise the distinctive features of human services and human service organisations and the private, public and community/voluntary contexts within which they are provided.

	<ul style="list-style-type: none"> • Analyse the role of human services in social policy implementation and the achievement of social policy goals. • Discuss the objectives of current government policy initiatives regarding the administration and management of human service organisation. • Critically evaluate the impact of these policy initiatives on human services and ultimately on social policy implementation and goals. • Apply critical writing, digital and communication skills. • Discuss the implications of the policy issues identified throughout the module for the social policy making process.
<p>Indicative Content</p>	<p>A. Human services, human service organisations and social policy</p> <ul style="list-style-type: none"> • Understanding human services and human service organisations • Contexts of human service provision – private, public and community/voluntary sectors • Effectiveness and efficiency in human services • Human services and social policy implementation and goals <p>B. Government policy impacting human service administration and management.</p> <ul style="list-style-type: none"> • Policies: Digitalisation; Regulation of human services and professionals; Service user involvement; Quality assurance and enhancement, Performance management • Impact: Staff availability, Staff skills, Staff retention; Equality of service access <p>C. Implications for the policy making process.</p> <ul style="list-style-type: none"> • Review of process • Cross-cutting policy perspectives • Evaluation
<p>Key Concepts, Frameworks, Theories and Authors</p>	<ul style="list-style-type: none"> • Human services and organisations • Social policy goals – wellbeing and welfare • Human services and social policy goals • Government policy impacting management and administration. • Digitalisation policy • Regulation policy • Quality enhancement policy • The policy making process. • Cross-cutting
<p>Teaching and Learning Methods</p>	<p>A weekly double lecture will be used to present theory, empirical research and for large group discussion of key policy issues and interconnections.</p> <p>We will be using Informal cooperative learning groups as part of the module. These are small, temporary, ad-hoc groups of two to four 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 and to explore how a diversity of</p>

	<p>perspectives can enhance our understanding of policy issues.</p> <p>Tutorials will be used for small group discussion and assessment by presentation. Tutorials are only required for students taking SSU33031 and will commence in week 4 (week of September 18th).</p>		
Assessment Components	Assessment Description	% of total	Week due
1. Learning journal Due 10th October 2023	Pick a HSO –what features of HSOs does it exhibit. <i>[LO 1, 5]</i>	20%	7
2. Presentations Due in tutorials	Pick a human service and analyse its role in the implementation of a specific social policy. Analyse impact of government policies on human service organisations and on social policy goal achievement. <i>[LO 2, 3, 4 5]</i>	50%	4-14
3. Assignment Due 13th December 2023	Based on your own learning from this module, identify the consequences for the policy making process. <i>[LO 5, 6]</i>	30%	16
Reassessment Requirements	<p>Students who fail the module will be reassessed using the same assessments in the supplemental period. Presentations must be recorded and uploaded.</p> <p>Supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.</p>		
Indicative bibliography 4-5 titles max.	<ul style="list-style-type: none"> • Brody, R. & Nair, M. (2014) <u>Effectively Managing and Leading Human Service Organizations</u>, 4th edition, Los Angeles: Sage. • Ellison, N. and Haux, T. (editors) (2020) <u>Handbook on Society and Social Policy</u>, Cheltenham: Edward Elgar Publishing. • Bochel, C. and Bochel, H. (2018) <u>Making and Implementing Public Policy: Key Concepts and Issues</u>, New York: Springer Nature, Palgrave Macmillan Education. 		
Relevant Journals	<ul style="list-style-type: none"> • Human Service Organizations, Management, Leadership and Governance - https://www.tandfonline.com/journals/wasw21 • Social Policy and Administration - https://onlinelibrary.wiley.com/journal/14679515 • Policy and Society - https://academic.oup.com/policyandsociety 		

Module Code	SSU33021
Module Name	Policy Issues in Human Services
ECTS Weighting	5 ECTS
Year	2023/2024
Semester Taught	Semester 1, Michaelmas
Module Co-Ordinator	Dr Julie Byrne
Module Aims	<p>Many social policies are implemented through human services such as education, healthcare, childcare and social work. The effective provision of these services, and equitable access to them, supports social policy goals to meet human needs for wellbeing and welfare. However, the organisations which provide human services operate in complex, dynamic and politicised environments. The effectiveness and efficiency of these organisations are impacted by government initiatives and policies which influence how such organisation are led, managed and administered. Policies such as digitalisation, regulation and quality enhancement, impact how human service organisations operate and provide human services. They can therefore impact on the implementation of social policy and achievement of its goals.</p> <p>The aim of this module is to explore how government policy in relation to human services administration and management can impact on social policy implementation and goal. We will firstly examine the nature of human service organisations such as hospitals, universities and social work agencies, and consider their relationship with social policy implementation and goals. Then we will explore some current government policies and initiatives such as digitalisation, professional regulation and quality enhancement and identify how they impact on human service organisations. We will pay particular attention to the impact of these policies on the availability, retention and skills of human service staff, an essential component of human services. Throughout the module students will identify, analyse and discuss the interconnections between policies and how such interconnections impact on human service provision and the goals of social policy. Student will discuss the implications of the issues identified through the module for the social policy making process, including the need for cross-cutting policy perspectives and long-term evaluation. Students will draw on academic literature and their own experiences of working and as service users in human service organisations.</p>
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Recognise the distinctive features of human services and human service organisations and the private, public and community/voluntary contexts within which they are provided. • Analyse the role of human services in social policy implementation and the achievement of social policy goals. • Discuss the objectives of current government policy initiatives regarding the administration and management of human service organisation.

	<ul style="list-style-type: none"> • Critically evaluate the impact of these policy initiatives on human services and ultimately on social policy implementation and goals. • Apply critical writing, digital and communication skills.
Indicative Content	<p>D. Human services, human service organisations and social policy</p> <ul style="list-style-type: none"> • Understanding human services and human service organisations • Contexts of human service provision – private, public and community/voluntary sectors • Effectiveness and efficiency in human services • Human services and social policy implementation and goals <p>E. Government policy impacting human service administration and management.</p> <ul style="list-style-type: none"> • Policies: Digitalisation; Regulation of human services and professionals; Service user involvement; Quality assurance and enhancement, Performance management • Impact: Staff availability, Staff skills, Staff retention; Equality of service access <p>F. Implications for the policy making process.</p> <ul style="list-style-type: none"> • Review of process
Key Concepts, Frameworks, Theories and Authors	<ul style="list-style-type: none"> • Human services and organisations • Social policy goals – wellbeing and welfare • Human services and social policy goals • Government policy impacting management and administration. • Digitalisation policy • Regulation policy • Quality enhancement policy • The policy making process.
Teaching and Learning Methods	<p>A weekly double lecture will be used to present theory, empirical research and for large group discussion of key policy issues and interconnections.</p> <p>We will be using Informal cooperative learning groups as part of the module. These are small, temporary, ad-hoc groups of two to four 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 and to explore how a diversity of perspectives can enhance our understanding of policy issues.</p> <p>Tutorials are not scheduled for students in this module.</p>

Module Code	<u>SSU34002</u>
Module Name	Ageing and Intergenerational Relations
ECTS Weighting	5 ECTS
Year	2023/2024
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Catherine Elliott O'Dare
Module Aims	<p>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 60 will nearly double from 12% to 22%. 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 population and an individual level. Students will engage with theories of ageing, and also 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.</p>
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people. • Engage with and apply the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies. • Recognise 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. • 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 people.

	<ul style="list-style-type: none"> • 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.
Indicative Module Content	<ul style="list-style-type: none"> • Demographic change • The 'value' of older populations – burden or bounty? • Social construction of ageing – culture, media and policy. • Theories of ageing. • Diversity in experiences of ageing and older age. • Who cares in later life– in caring for and caring about older people? • Older people in everyday life: communities, work and retirement. • Equality in later live – age discrimination • Generations and intergenerational relations – myths, theories, and concepts. • Ageism and intergenerational relations in the workplace and society.
Key Concepts, Frameworks, Theories and Authors	<ul style="list-style-type: none"> •Critical Gerontology •Social Construction •Theories of Ageing (various) •Generations and intergenerational relations •Ageism
Teaching and Learning Methods	<ul style="list-style-type: none"> • Two hours per week, in person lectures. • Students will be encouraged to participate in peer-learning and in-class interactive exercises.
Assessment Requirements	2 x online peer-reviewed Blog posts (Week 25 and 29) = 20% A poster and policy briefing document (1,500 words excl. references) = 80% (Week 34)
Reassessment Requirements	A poster and policy briefing document (1,500 words excl. references) = 80% <i>Students retain marks earned for two peer reviewed blog posts/group presentation completed= 20%</i>
Indicative bibliography 4-5 titles max.	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.

	<p>Bristol: Policy Press.</p> <p>De Medeiros, K. (2017) <i>The Short Guide to Ageing and Gerontology</i>. Bristol: Policy Press.</p> <p>Gullette, M. M (2017) <i>Ending Ageism, or How not to Shoot Old People</i>. London: Rutgers University Press.</p> <p>Wellin, C (2018) <i>Critical gerontology comes of age: advances in research and theory for a new century</i>. United States: Taylor & Francis.</p> <p><i>The above books are available electronically or in print at Trinity Library. Additional readings for each week will be assigned during term. Policy documents and policy analysis documents are additionally made available on Blackboard.</i></p>
Useful web-based content	<p>https://tilda.tcd.ie/</p> <p>Home - CSO - Central Statistics Office</p> <p>Home - Age & Opportunity (ageandopportunity.ie)</p> <p>Demographic Change and Healthy Ageing (who.int)</p> <p>The Economic and Social Research Institute - Informed Policy for a Better Ireland (esri.ie)</p> <p>Age Action For all older people</p> <p>Home - Age & Opportunity (ageandopportunity.ie)</p> <p>gov.ie - National Positive Ageing Strategy (www.gov.ie)</p> <p>https://oldschool.info/</p>
Relevant Journals	<ul style="list-style-type: none"> • Ageing and Society • Canadian Journal of Ageing • Journal of Ageing Studies • Journal Of Population Ageing • Social Inclusion • Intergenerational Relations

Module Code	<u>SSU34012</u>
Module Name	Ageing and Intergenerational Relations
ECTS Weighting	10 ECTS
Year	2023/2024
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Catherine Elliott O'Dare
Module Aims	<p>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 60 will nearly double from 12% to 22%. 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 population and an individual level. Students will engage with theories of ageing, and also 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.</p>
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people. • Engage with and apply the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies. • Recognise 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. • Frame and critically analyse the concept of 'generations' and ageing and intergenerational relations in everyday life through

	<p>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 people.</p> <ul style="list-style-type: none"> • 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.
Indicative Module Content	<ul style="list-style-type: none"> • Demographic change • The 'value' of older populations – burden or bounty? • Social construction of ageing – culture, media and policy. • Theories of ageing. • Diversity in experiences of ageing and older age. • Who cares in later life– in caring for and caring about older people? • Older people in everyday life: communities, work and retirement. • Equality in later live – age discrimination • Generations and intergenerational relations – myths, theories, and concepts. • Ageism and intergenerational relations in the workplace and society.
Key Concepts, Frameworks, Theories and Authors	<ul style="list-style-type: none"> • Critical Gerontology • Social Construction • Theories of Ageing (various) • Generations and intergenerational relations • Ageism
Teaching and Learning Methods	<ul style="list-style-type: none"> • Two hours per week, in person lectures. Additionally, Weeks 1 and 2 will include two one- hour tutorials. • Students will be encouraged to participate in peer-learning and in-class interactive exercises.
Assessment Requirements	<p>2 x online peer-reviewed Blog posts (Week 25 and 29) = 20%</p> <p>A poster and policy briefing document (2,000 words excl. references) = 80% (Week 34)</p>
Reassessment Requirements	<p>A poster and briefing document (2,000 words excl. references) = 80%</p> <p><i>Students retain marks earned for two peer reviewed blog posts/group presentation completed= 20%</i></p>
Indicative bibliography 4-5 titles max.	<p>Biggs, S. Hendricks, J. and Lowenstein, A (2020). Critical approaches to Social Gerontology. New York: Routledge.</p> <p>Carney, G & Nash, P (2020). Critical questions for Ageing Societies.</p>

	<p>Bristol: Policy Press.</p> <p>De Medeiros, K. (2017) <i>The Short Guide to Ageing and Gerontology</i>. Bristol: Policy Press.</p> <p>Gullette, M. M (2017) <i>Ending Ageism, or How not to Shoot Old People</i>. London: Rutgers University Press.</p> <p>Wellin, C (2018) <i>Critical gerontology comes of age: advances in research and theory for a new century</i>. United States: Taylor & Francis.</p> <p><i>The above books are available electronically or in print at Trinity Library. Additional readings for each week will be assigned during term. Policy documents and policy analysis documents are additionally made available on Blackboard.</i></p>
--	--

Module Code	SSU33022
Module Name	Youth & Society
ECTS Weighting	10 ECTS
Year	2023/2024
Semester Taught	Semester 1/ Michaelmas Term
Module Co-Ordinator	Dr Paula Mayock
Module Description/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.
Module Aims	<p><i>The aim of the module is:</i></p> <ul style="list-style-type: none"> • To enable students to identify the theoretical constructs that have been used to conceptualise and understand 'youth' across time. • To critically appraise the impact of social context, social diversity and inequality on the lives and experiences of young people. • To examine the challenges that young people frequently confront due to structural inequalities within contemporary society, particularly during the transition from 'child' to 'adult', with specific attention directed to the situations and experiences of homeless youth, young people in and leaving the care system and young people who use drugs. • To consider how governments, and Irish social policy in particular, have conceptualised and responded to the lived experiences and needs of both mainstream and marginalised young people.
Indicative Module Content	Conceptualising 'youth' and 'adolescence'; Understanding contemporary youth transitions; Young lives and divisions in youth; Images and discourses of youth; Youth homelessness: The nature and extent of the problem; Young people's homeless pathways; Young people and state care; Leaving care and aftercare supports; Young people and substance use; The normalization of drug use among young people.

<p>Module Learning Outcomes</p>	<p><i>On completion of the module students should:</i></p> <ul style="list-style-type: none"> • Have knowledge and understanding of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time. • Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience. • Have the knowledge to critically assess popular discourses and dominant debates on young people. • Understand how social inequalities 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.
<p>Key Concepts, Theories and Authors</p>	<ul style="list-style-type: none"> • The concept of ‘youth’ versus ‘adolescence’ • The social construction of ‘youth’ • Representations of ‘youth’ • Youth transitions • Pathways and ‘careers’ • Social exclusion • The normalisation theory of drug use • Andy Furlong; Alan France; Howard Becker; Stanley Cohen; Mike Stein; David Clapham; Howard Parker; Fiona Measham; Michael Shiner; Tim Newburn
<p>Teaching and Learning Methods</p>	<p>Lectures, assigned readings, classroom discussion, ‘think, pair, share’ exercises, and independent research.</p> <p><i>For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:</i></p> <ul style="list-style-type: none"> • 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. <p><i>Total: 276 Hours</i></p>

Assessment Requirements	Assessment Component	Assessment Description	% of total	Week/Date due
	Presentation	Group presentation during class	30%	Week 11
	End of Term Essay	2,500-word end of term essay	70%	December 15 th 2023
Reassessment Requirements	Written Commentary (30%): 800-word written commentary on a youth-related issue covered in the media. Essay (70%): 2,500-word essay			
Indicative bibliography 4-5 titles max.	<ul style="list-style-type: none"> • Furlong, A. (2013) <i>Youth Studies: An Introduction</i>. Abingdon: Routledge. Shelfmark: PL-571-883 • France, A. (2007) <i>Understanding Youth in Late Modernity</i>. Basingstoke: Palgrave Shelfmark: 301.43 P793 • Cieslik, M. & Simpson, D. (2013) <i>Key Concepts in Youth Studies</i>. London: Sage Shelfmark: HL-359-258 (The Library Basement); PB-251-813 (Santry Stacks) • Lalor, K., deRoiste, A. & Devlin, M. (2007) <i>Young People in Contemporary Ireland</i>. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72 <p>** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **</p>			
Useful web-based content	<p>https://www.cso.ie/en/index.html</p> <p>https://www.growingup.gov.ie/</p> <p>https://www.tusla.ie/</p> <p>https://ec.europa.eu/eurostat</p> <p>https://www.gov.ie/en/collection/80ea8-homelessness-data/</p> <p>https://timescapes-archive.leeds.ac.uk/timescapes/</p>			
Relevant Journals	<ul style="list-style-type: none"> • Journal of Youth Studies • Youth & Society • Youth & Policy • Housing Studies • European Journal of Homelessness • International Journal of Drug Policy • Drugs: education, prevention and policy 			

Module Code	SSU33011
Module Name	Youth & Society
ECTS Weighting	5 ECTS
Year	2023/2024
Semester Taught	Semester 1/ Michaelmas Term
Module Co-Ordinator	Dr Paula Mayock
Module Description/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.
Module Aims	<p><i>The aim of the module is:</i></p> <ul style="list-style-type: none"> • To enable students to identify the theoretical constructs that have been used to conceptualise and understand 'youth' across time. • To critically appraise the impact of social context, social diversity and inequality on the lives and experiences of young people. • To examine the challenges that young people frequently confront due to structural inequalities within contemporary society, particularly during the transition from 'child' to 'adult', with specific attention directed to the situations and experiences of homeless youth, young people in and leaving the care system and young people who use drugs. • To consider how governments, and Irish social policy in particular, have conceptualised and responded to the lived experiences and needs of both mainstream and marginalised young people.
Indicative Module Content	Conceptualising 'youth' and 'adolescence'; Understanding contemporary youth transitions; Young lives and divisions in youth; Images and discourses of youth; Youth homelessness: The nature and extent of the problem; Young people's homeless pathways; Young people and state care; Leaving care and aftercare supports; Young people and substance use; The normalisation of drug use among young people.

Module Learning Outcomes	<p><i>On completion of the module students should:</i></p> <ul style="list-style-type: none"> • Have knowledge and understanding of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time. • Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience. • Have the knowledge to critically assess popular discourses and dominant debates on young people. • Understand how social inequalities impact the life experiences and life chances of young people in general and marginalised youth, in particular. • Have written a 400-word commentary on a youth-related topic covered in the media. • Have written a well-researched 2,000-word essay on a topic directly related to one of areas covered in the module.
Key Concepts, Theories and Authors	<ul style="list-style-type: none"> • The concept of ‘youth’ versus ‘adolescence’ • The social construction of ‘youth’ • Representations of ‘youth’ • Youth transitions • Pathways and ‘careers’ • Social exclusion • The normalisation theory of drug use • Andy Furlong; Alan France; Howard Becker; Stanley Cohen; Mike Stein; David Clapham; Howard Parker; Fiona Measham; Michael Shiner; Tim Newburn
Teaching and Learning Methods	<p>Lectures, assigned readings, classroom discussion, ‘think, pair, share’ exercises, and independent research.</p> <p><i>For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:</i></p> <ul style="list-style-type: none"> • 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. <p><i>Total 125 Hours</i></p>

Assessment Requirements	Assessment Component	Assessment Description	% of total	Week/Date due
	Written Commentary	400-word written commentary on a youth-related issue covered in the media	20%	Week 11
	End of Term Essay	2,000-word end of term essay	80%	December 15 th 2023
Reassessment Requirements	Written Commentary (20%): 400-word written commentary on a youth-related issue covered in the media. Essay (80%): 2,000-word essay			
Indicative bibliography 4-5 titles max.	<ul style="list-style-type: none"> • Furlong, A. (2013) <i>Youth Studies: An Introduction</i>. Abingdon: Routledge. Shelfmark: PL-571-883 • France, A. (2007) <i>Understanding Youth in Late Modernity</i>. Basingstoke: Palgrave Shelfmark: 301.43 P793 • Cieslik, M. & Simpson, D. (2013) <i>Key Concepts in Youth Studies</i>. London: Sage Shelfmark: HL-359-258 (The Library Basement); PB-251-813 (Santry Stacks) • Lalor, K., deRoiste, A. & Devlin, M. (2007) <i>Young People in Contemporary Ireland</i>. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72 <p>** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **</p>			
Useful web-based content	https://www.cso.ie/en/index.html https://www.growingup.gov.ie/ https://www.tusla.ie/ https://ec.europa.eu/eurostat https://www.gov.ie/en/collection/80ea8-homelessness-data/ https://timescapes-archive.leeds.ac.uk/timescapes/			
Relevant Journals	<ul style="list-style-type: none"> • Journal of Youth Studies • Youth & Society • Youth & Policy • Housing Studies • European Journal of Homelessness • International Journal of Drug Policy • Drugs: education, prevention and policy 			

Module Code	SSU33702
Module Name	Global Social Policy
ECTS Weighting	10 ECTS
Year	2023/2024
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Kasia Wodniak
Module Description/Content	<p>This course will examine the issues of social policy from global as well as historical perspectives. It will also look at the welfare states, comparing welfare solutions, tools and policies across different times and places. Rather than trying to take a snapshot of certain “regimes”, this course will compare various systems to create a “library of solutions” from which one could “mix and match” depending on the specific social issues and contexts. Searching for solutions is crucial in times when we face global challenges of unprecedented scale, especially climate change and rising inequalities.</p> <p>We will start with a diagnosis of the most pressing issues, their causes and the influence of some outdated but still powerful discourses. We will examine the connection between political ideas and the dominant economic model, the power dynamics among global actors and their consequences. We will then move on to the promise of polycentricity as an approach to the social policy where various actors, e.g., central government, local government, local communities and NGOs are loosely connected and manage social issues at different levels in a coordinated or uncoordinated way. The resulting system is complex but not chaotic with local communities playing a special role. Cooperativism and direct democracy in both political and economic contexts will also be examined. In the second part of the semester, we will move from analysing social policy at the macro level to the meso level of cities. We will continue comparing issues and solutions geographically and historically. We will examine how various aspects of life in cities could be improved and made circular and sustainable through social policy. We will focus on three areas, namely housing, energy and food production and sourcing.</p> <p>One of the main aims of this course is to go beyond the usual boundaries of our imagination and what we take for granted when we think about solutions to social issues. We will attempt to rethink social policies, break down the main discourses and redefine what is feasible.</p>

<p>Module Aims</p>	<ul style="list-style-type: none"> • To analyse social policy solutions in the framework of inequalities and climate change • To apply the concept of polycentricity to social policy • To initiate „the library of solutions” approach to the creation of social policy • To rethink and redefine what is feasible in the field of social policy
<p>Module Learning Outcomes</p>	<p>At the end of this module the student should be able to:</p> <ul style="list-style-type: none"> • Think analytically and critically about the issues of social policy and the welfare state across different countries and historical periods. • Recognise the relationship of social policies and the welfare state with the economy, society and politics of the given period. • Recognise the importance of social policies, redistribution and the welfare state for addressing the main challenges of our time, especially inequality and climate change. • Critically assess academic and policy readings. • Linking theoretical and practical aspects of circularity as illustrated by the doughnut model. • Identifying existing social innovations and solutions. • Designing circular and sustainable systems on a limited scale of a neighbourhood.

<p>Key Concepts, Theories and Authors</p>	<p>Key concepts and theories:</p> <ul style="list-style-type: none"> • Polycentricity • Inequalities • Climate change • Doughnut economics • Cooperativism • Circular cities • Circular housing • Energy communities <p>Key authors</p> <ul style="list-style-type: none"> • Kate Raworth • Elinor Ostrom • Thomas Piketty • Maria Koinova
<p>Teaching and Learning Methods</p>	<p>Lectures and seminars with a strong exercise and discussion component.</p>
<p>Assessment Requirements</p>	<p>This module has 2 assessment components:</p> <ul style="list-style-type: none"> • 500-words critiques of an academic piece x 3, due in weeks 23, 25 and 27 (TCD academic year calendar) (Weighting 30% for all three critiques, 10% for each of them) • Group project due in week 34 (TCD academic year calendar) (Weighting 70%)
<p>Reassessment Requirements</p>	<ul style="list-style-type: none"> • 500-words critiques of an academic piece x 3. (Weighting 30% for all three critiques, 10% for each of them) • Individual project (Weighting 70%)

<p>Indicative bibliography 4-5 titles max.</p>	<ul style="list-style-type: none"> • 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 • Steffen, W. et al. (2015), The Trajectory of the Anthropocene. The Great Acceleration, „The Anthropocene Review”, 2(1) • Williams, J. (2019) “Circular cities”, Sustainability, 56(13)
<p>Useful web-based content</p>	<p> https://doughnuteconomics.org/ https://www.ipcc.ch/ https://www.c40.org/ https://housingunlocked.ie/ https://tdem.eu/en/treaty/ https://theconversation.com/europe </p>
<p>Relevant Journals</p>	<ul style="list-style-type: none"> • Sociology • The Sociology Quarterly • The Anthropocene Review • Sustainability • Energy Research & Social Science

Module Code	SSU33802
Module Name	Global Social Policy
ECTS Weighting	5 ECTS
Year	2023/2024
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Kasia Wodniak
Module Description/Content	<p>This course will examine the issues of social policy from global as well as historical perspectives. It will also look at the welfare states, comparing welfare solutions, tools and policies across different times and places. Rather than trying to take a snapshot of certain “regimes”, this course will compare various systems to create a “library of solutions” from which one could “mix and match” depending on the specific social issues and contexts. Searching for solutions is crucial in times when we face global challenges of unprecedented scale, especially climate change and rising inequalities.</p> <p>We will start with a diagnosis of the most pressing issues, their causes and the influence of some outdated but still powerful discourses. We will examine the connection between political ideas and the dominant economic model, the power dynamics among global actors and their consequences. We will then move on to the promise of polycentricity as an approach to the social policy where various actors, e.g., central government, local government, local communities and NGOs are loosely connected and manage social issues at different levels in a coordinated or uncoordinated way. The resulting system is complex but not chaotic with local communities playing a special role. Corporativism and direct democracy in both political and economic contexts will also be examined. In the second part of the semester, we will move from analysing social policy at the macro level to the mesa level of cities. We will continue comparing issues and solutions geographically and historically. We will examine how various aspects of life in cities could be improved and made circular and sustainable through social policy. We will focus on three areas, namely housing, energy and food production and sourcing.</p> <p>One of the main aims of this course is to go beyond the usual boundaries of our imagination and what we take for granted when we think about solutions to social issues. We will attempt to rethink social policies, break down the main discourses and redefine what is feasible.</p>

<p>Module Aims</p>	<ul style="list-style-type: none"> • To analyse social policy solutions in the framework of inequalities and climate change • To apply the concept of polycentricity to social policy • To initiate „the library of solutions” approach to the creation of social policy • To rethink and redefine what is feasible in the field of social policy
<p>Module Learning Outcomes</p>	<p>At the end of this module the student should be able to:</p> <ul style="list-style-type: none"> • Think analytically and critically about the issues of social policy and the welfare state across different countries and historical periods. • Recognise the relationship of social policies and the welfare state with the economy, society and politics of the given period. • Recognise the importance of social policies, redistribution and the welfare state for addressing the main challenges of our time, especially inequality and climate change. • Critically assess academic and policy readings. • Linking theoretical and practical aspects of circularity as illustrated by the doughnut model. • Identifying existing social innovations and solutions. Designing circular and sustainable systems on a limited scale of a neighbourhood.
<p>Key Concepts, Theories and Authors</p>	<p>Key concepts and theories:</p> <ul style="list-style-type: none"> • Polycentricity • Inequalities • Climate change • Doughnut economics • Cooperativism • Circular cities • Circular housing • Energy communities <p>Key authors</p> <ul style="list-style-type: none"> • Kate Raworth

	<ul style="list-style-type: none"> • Elinor Ostrom • Thomas Piketty • Maria Koinova
Teaching and Learning Methods	Lectures and seminars with a strong exercise and discussion component.
Assessment Requirements	This module has one assessment component: Group project due in week 34 (TCD academic year calendar) (Weighting 100%)
Reassessment Requirements	Individual project (Weighting 100%)
Indicative bibliography 4-5 titles max.	<ul style="list-style-type: none"> • 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 • Steffen, W. et al. (2015), The Trajectory of the Anthropocene. The Great Acceleration, „The Anthropocene Review”, 2(1) • Williams, J. (2019) “Circular cities”, Sustainability, 56(13)
Useful web-based content	https://doughnuteconomics.org/ https://www.ipcc.ch/ https://www.c40.org/ https://housingunlocked.ie/ https://tdem.eu/en/treaty/ https://theconversation.com/europe
Relevant Journals	<ul style="list-style-type: none"> • Sociology • The Sociology Quarterly • The Anthropocene Review • Sustainability • Energy Research & Social Science

APPENDIX II Teaching Staff Biographies

Dr Julie Byrne



Julie is an Assistant Professor in the School of Social Work and Social Policy. Her academic background is in management, focusing on human resource management, training and development which she studied at Dublin City University and University College Dublin. She completed her doctoral thesis on professional careers at the University of Limerick. Prior to her current role Julie was acting Director of the National Institute for Intellectual Disability in Trinity and Director of Academic Programmes at National College of Ireland. She was a founding director of the Institute of Managers in Community and Voluntary Organisations.

Her research interests include the use of digital technologies in human services and the development of professional careers. She is particularly interested in the digital skills needs arising from the use of digital technologies. She was Trinity's Academic Lead (2019-2021) on the national *Enhancing Digital Teaching and Learning* project ([edtl.blog](#)). This project aimed to enhance the digital attributes of students through enabling the use of digital technologies in teaching and learning in Irish Universities. She is currently part of the *Leading European Advanced Digital Skills* consortium ([advancedskills.eu](#)). This project, funded by the European Commission, aims to shape Europe's digital future by providing knowledge, guidance and best practices on advanced digital skill development for the education and training community.

Dr Catherine Conlon



Catherine is Assistant Professor in Social Policy at the School of Social Work and Social Policy, Trinity College Dublin. Her research interests are gender, sexuality and reproductive health; intergenerational family relations; sexual socialization and; critical qualitative methodologies. She has a strong track record of applied policy research including for the HSE Crisis Pregnancy Programme/Crisis Pregnancy Agency, the Equality Authority and the Combat Poverty Agency. She co-authored, with Evelyn Mahon and Lucy Dillon, *Women and Crisis Pregnancy* published by Government Publications in 1998. Academic publications include lead authored articles in *Gender & Society* (Women (Re)Negotiating Care across Family Generations: Intersections of Gender and Socioeconomic Status. 28, (5) 729-751, 2014.) and *Qualitative Research*. She co-edited (with Aideen Quilty and Sinead Kennedy) *The Abortion Papers Ireland Volume Two* published by Cork University Press in 2015. An interest in innovative translation of applied policy research led to a translation of her PhD research on women concealing pregnancy into an Opera performance in collaboration with colleagues in Music and English entitled '*The Pregnant Box*'. Her current research focuses on women's experiences of using the unplanned pregnancy and abortion care services commissioned by the HSE Sexual Health and Crisis Pregnancy Programme which will inform the forthcoming legislative review of law regulating abortion in Ireland during 2021/22.

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 intergenerational solidarity, friendship, 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 a book chapter, 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. Prospective students interested in pursuing a PhD in the areas of intergenerational relations, friendship, and the social aspects of ageing/ageism, are invited to contact Catherine by email at elliott@tcd.ie.

Dr Paula Maycock



Dr Paula Maycock 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 Director of Teaching and Learning Postgraduate from 2018-2022 and is currently Course Director of the BA in Sociology and Social Policy. Paula has been a college Tutor since 2012. She has supervised or co-supervised eight PhDs to completion and is currently supervising or co-supervising four PhD students and one postdoctoral Research Fellow. Paula 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 the Irish Research Council, 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.

Dr Ann Nolan



Ann Nolan is an Assistant Professor in Social Policy with a research and teaching portfolio in global and public health policy. She was among the first mature-student graduates of the B.A. modular night-degree in University College Dublin in 1991 from which she commenced an MSc in Social Policy funded by the European Commission. She was awarded a Postgraduate Research Studentship by the School of Social Work and Social Policy, Trinity College, Dublin, to undertake doctoral research in HIV and sexual health in Ireland from which she graduated in 2014.

Ann is a technical specialist in HIV and sexual health with research interests in sexual and reproductive health and rights; the politics of health; inclusion health, and the regulation of sexuality and other contested policy domains. Her current research, funded by the Irish Research Council, is a collaboration with Addis Ababa University that engages Ethiopian youth in the development and delivery of sexual and reproductive health services. She is also working with Trinity's Global Brain Health Institute on an Irish Research Council-funded survey exploring the perspectives of professionals and the public to disease modifying therapies (DMTs) that promise to delay the progression of Alzheimer's. Ann is a former Executive Director and Chairperson of HIV Ireland Ltd and an advocate for the rights of sexual minorities and people living with HIV. She has led the development of global policy frameworks for adolescents and most-at-risk young people with UNICEF and UNAIDS and has been an advisor to Ireland's International Development Cooperation programme at the Department of Foreign Affairs and Trade, Irish Aid. As team lead for social science research in the Houses of the Oireachtas she supported dialogue and debate with evidence around the Termination of Pregnancy Bill, safe access zones, school-based sex education and good governance for health through the Dáil and Seanad. Ann brings to academia a lengthy professional career that has emphasised the relationship between evidence and policy at national, bilateral and multilateral levels.

Dr Katarzyna (Kasia) Wodniak



Kasia is a Teaching Fellow 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. 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 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, Introduction to Social Policy Concepts and Social Policy, Critical Theory and Social Work Research courses. Previously, she taught a variety of sociology and management courses including Social Networks & Digital Lives, Globalisation and Development, Organizational Theory & Behaviour, Crisis Management, and Social Research.

APPENDIX III Trinity JARGON Busters

TITLE / ABBREVIATION	MEANING
1937 Reading Room	The letters NIKH on the front spell out the name of the Greek goddess of victory. The building is actually a World War 1 memorial opened on the 12th of November 1928. The octagonal postgraduate reading room was added subsequently in 1937 which is why it is all out of perspective for the space that it occupies between the Exam Hall and the Old Library. Part of the film Michael Collins was shot in here.
1st, 2.1, 2.2, etc.	Academic grades for your assignments and examinations. More details will be found in your course handbooks.
Accommodation Officer	Designated person to help administer campus accommodation issues.
Almanack	Calendar of important dates. Despite the old-fashioned name, it is online.
Alumni	Past students; our Chancellor, Mary Robinson, for example, or you after you've graduated.
AR	Academic Registry, located in the Watts Building.
Aras an Phiarsaigh (or-ass on feer-sig)	Irish. Literally "Big-house on Pearse Street". Behind the Printing House. Home of the Business School, Psychology, some Engineering and the IT Service Desk. Has a small café in the foyer while you are waiting to chat to the IT Service Desk.
Arts Building	AKA "Arts Block". A nineteen seventies listed architectural masterpiece. Contains large lecture theatres downstairs (named after distinguished past students), small ones upstairs, and Arts Faculty staff.
Beckett Theatre	Wooden theatre attached to Drama Studies beside Aras an Phiarsaigh where you can enjoy theatrical delights at reasonable prices.
BLU Library	Where the books are kept unless you are doing science in which case the books are in the Hamilton Building. Once separate Berkeley, Lecky and Ussher Libraries. Now all one building hence BLU. Nothing to do with colour.
Botany Bay	As in Botany Bay, the convict settlement in Sydney, Australia but not so far away and easier to get out of. Originally a botanical collection from the South Pacific, now tennis courts. The Houses adjacent to it are located on Botany Bay.
Calendar	Book of rules, regulations, staff members, awards and yes, a few dates (see Almanack). The Bible of Trinity if you like...
Campanile	Bell tower in Library Square. Stands on the foundations of the original All Hallows monastery on which College was built.
Chapel	Mirror image of the Exam Hall on Front Square. It actually is a chapel and regularly used by the major Christian faiths and for ecumenical services. (Students of other faiths can talk to the

	Chaplains in House 27 regarding the location of their faith services).
College Green	The area in front of College before it becomes Dame Street. No longer green but it was once. It may eventually be pedestrianised as a historical precinct.
College Health Centre	Located near Beckett Theatre – to look after your health and well being
College Park	Large oval lawn in front of the Pav. Used for cricket and athletics and sitting around in summer when the sun is out (or not, as the case may be).
College Secretary	Administrative support to Board, deals with College's legal matters, art collection and hosting of conferences. Unlikely to type your assignments for you.
Colours	Inter-university events competing with UCD.
Commencement	Graduation ceremony, as in commencing your career as a graduate.
Commons	On-campus meal served in the Dining Hall.
COO	The noise the College pigeons make. Also the Chief Operating Officer.
CSC	Central Societies Committee. People in charge of societies (located in House 6).
Dean	Academic head of a collection of services or departments; postscripts indicate specificity e.g. Dean of Students is the person in charge of student services. Dean of Health Sciences heads up the Faculty of Health Sciences.
Dean of Graduate Studies	In charge of academic administration etc. for postgraduate students.
Dining Hall	Large building between the GMB and the Chapel. Contains the Buttery, the Scholars' dining hall, the staff dining hall and staff rooms upstairs (known as the Senior Common Room) and an open meeting area called the Atrium constructed after fire damage.
DU	Dublin University. Trinity College is the only college of Dublin University. Not to be confused with UCD or DCU. Just say Trinity College.
DUCAC	Dublin University Central Athletics Club. The people in charge of sports clubs (located on 2nd Floor of the Sports Centre).
East Chapel	Offices on the East side of the Chapel. Houses the Trinity Foundation.
East End	Also commonly referred to as the "Hamilton End" or the Hamilton Building, this is the part of campus that runs alongside Westland Row. The East End also contains the Watts Building, where the Academic Registry is located.

East Theatre	Offices on the East side of the Public Theatre (see below). Houses TCD Global and the Communications Office.
Emergency Procedures	For rescue or emergency service call 1999 Front Gate.
Exam Hall	In Front Square. Also known as the Public Theatre. Georgian building still used for exams and official functions. Very grand inside. You have your own grand formal room and family portraits now that you are a student of TCD.
Fellows	Male and female. Trinity College Dublin was founded in 1592 as a corporation consisting of the Provost, the Fellows and the Scholars. Fellows are elected by their peers each year. Scholarship or research achievement of a high order is the primary qualification for Fellowship, coupled with evidence of the candidate's contribution to the academic life of the College and an effective record in teaching.
Fellows' Square	The grass area between the Arts Building & the Old Library. Used to be much bigger before the Arts Building was built.
Fire assembly Points	The Campanile, Fellows Square, the Rugby Ground, the Flat Iron, North East Car Park, Cumberland Place, Foster Place- at a building near you..
Foster Place	
Freshers' Week	Intensive orientation activities occur this week so you know which way is up when lectures start the following week.
Front Square	Also known as Parliament Square. The two grass areas & cobblestones between Front Gate & the Campanile.
Glossary for new students	
GMB	Graduate Memorial Building. The neo-gothic building beside the Buttery, home to the debating societies the Hist and the Phil (or is it around the other way?)
Goldsmith Hall	Sometimes called Goldhall. Off-campus building on Pearse St where some societies have rooms. Home to the JCR (Junior Common Room) as well, cheap sandwiches & pool tables a-plenty. Goldsmith Hall is also student residences.
GSU	The Graduate Students' Union, representing all postgraduate students.
House 6	Mandela House; home to the Students' Unions and societies.
Houses	As in terraced houses. The numbered doorways around the squares on campus. Originally "houses" were student accommodation. Most still are. Over 700 students live on campus.
International phone access code	
Invigilator	An examination supervisor.
IT Services	The department that provide you with your Trinity computer account and manage the IT facilities in Trinity - https://www.tcd.ie/itservices .
Junior Dean	No reference to age. Responsible for student discipline on campus. You have rights and obligations under College

	regulations.
Junior Fresh	First year undergraduate students of any age. College undergraduates are divided into two tiers; Fresh and Sophisters, hence Senior Fresh (2nd undergraduate year), Junior Sophisters (3rd undergraduate year) and Senior Sophisters (final undergraduate year). The terms 1st year, second year etc., refer to postgraduate years.
Library Square	The grass area between the Campanile & the Rubrics. Location of a Henry Moore sculpture.
Mature students	Anyone who can be relied on to behave sensibly. No actually, they are students over 23 years of age who do not come directly from secondary school. You might be one yourself. The older, distinguished looking person standing next to you might be a class mate or the Provost. Get used to it.
Michaelmas, Hilary, and Trinity Terms	Michaelmas is first term, Hilary is second term, and Trinity is the third term.
Museum Building	It was once. It is the grand Victorian flourish of a building to the west of New Square. It is even more impressive inside. It still has dead animals and curious models of inventions and long since redundant machines. It is now home to part of the Engineering Department.
New Square	The grass area behind the Rubrics and beside the Museum Building. Only 200 years old.
Parliament Square	Also known as Front Square. Built a very long time ago with money provided by the Irish Parliament when it was located over the other side of College Green in what is now a bank. The revolutionary efforts, by some past Trinity graduates among others, to set up an Irish Parliament, made home rule untenable.
People Finder	Not Sherlock Holmes but a facility to search on line for staff of the college on local home page.
Pink	The award you may be given if you have represented the College in a sport.
Printing House	Second oldest building on campus. Originally the home of the Dublin University Printing Press. Now used as a lecture hall for Electrical Engineering.
Provost	Our College President.
Public Theatre	Aka Exam Hall, located in Front Square.
Rag Week	University Rag societies are student-run charitable fundraising organisations that are widespread in the United Kingdom and Ireland. The Oxford English Dictionary states that the origin of the word from "An act of ragging; esp. an extensive display of noisy disorderly conduct, carried on in defiance of authority or discipline", and provides a citation from 1864, noting that the word was known in Oxford before this date. From Wikipedia. One can only assume that funds were raised in some way

	through this noisy disorderly conduct. Also known as Raise and Give Week.
Regent House	Front Gate - the main entrance to college.
Registrar of Chambers	In charge of Trinity accommodation & rules relating to it.
Registration	What you must do online before coming to College in Freshers' Week.
Rubrics	The red brick building behind the Campanile. Oldest building on campus dating back to the very early 1700s. Previous buildings collapsed or were demolished to make way for progress.
Rugby Ground	Large rectangular lawn behind New Square. Oldest continuously used rugby club and ground in the world (1854).
Schol	Scholarship examinations held in the break between Michaelmas and Hilary Terms. Scholarships are funded in part from rents on land in Ireland set aside for that purpose by Queen Elizabeth the First when Trinity was set up in 1592. Farsighted, wasn't it?
Scholars - Foundation	Students who get a 1st in scholarship exams & are elected to the governing body of College (only 70 at any one time).
Scholars - Non-foundation	Students who achieve a 1st in scholarship exams but are not on the governing body of College (most scholars).
Senior Lecturer / Dean of Undergraduate Studies	In charge of academic administration, student records, examinations, etc for undergraduate students.
Senior Tutor	In charge of pastoral tutors.
Sports Centre	Huge, brand new sports complex at Hamilton end of College.
Student Counselling Service	Located in Phoenix House just across from the main campus on Leinster Street. A space to tease out stress related issue, worries or mental health challenges in a confidential setting.
Students Health Service	Located near Beckett Theatre – to look after your health and well-being. Student Health is properly called College Health Centre
SU Students' Union	An organisation run by your fellow students to represent your views, protect your rights and provide the services that make college life run more smoothly.
Supervisor	An academic person allocated to support you with planning and following through on your work/thesis-make contact regularly.
The Buttery	Large and noisy café underneath the Dining Hall for students and visitors. One of several cafés and shops on campus.
The Old Library	The home of the Book of Kells and other 8th Century illuminated biblical manuscripts. The Long Room is upstairs. Go see and marvel.

The Pav	Short for Pavilion. The only remaining on-campus bar, at the Hamilton end of the cricket pitch.
The Ramp	Slope inside College and outside of Arts Building. Popular meeting place.
Trinity Week	The week between the end of lectures and the beginning of examinations. Various activities occur such as the Trinity Ball, the announcement of Scholars, a Chapel service, invited lecturers, and sport and recreation events to get students in a positive frame of mind for exams.
Tutor	Also referred to as pastoral tutor, responsible for you *should* something go wrong. Advisor and advocate.
Unilink	Support service for students experiencing mental health difficulties or physical health challenges.
Watts Building	Inside what used to be (and often still is) referred to as the Hamilton Building, where many science lecture theatres and departments are located. The Watts Building is also home to the Global Room and the Academic Registry.
West Chapel	Offices on the west side of the Chapel. Houses the Accommodation Office.
West Theatre	Houses various College administrators.