



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

Social Policy (Joint Honours)

Course Handbook

2022–2023

Junior and Senior Fresh Years

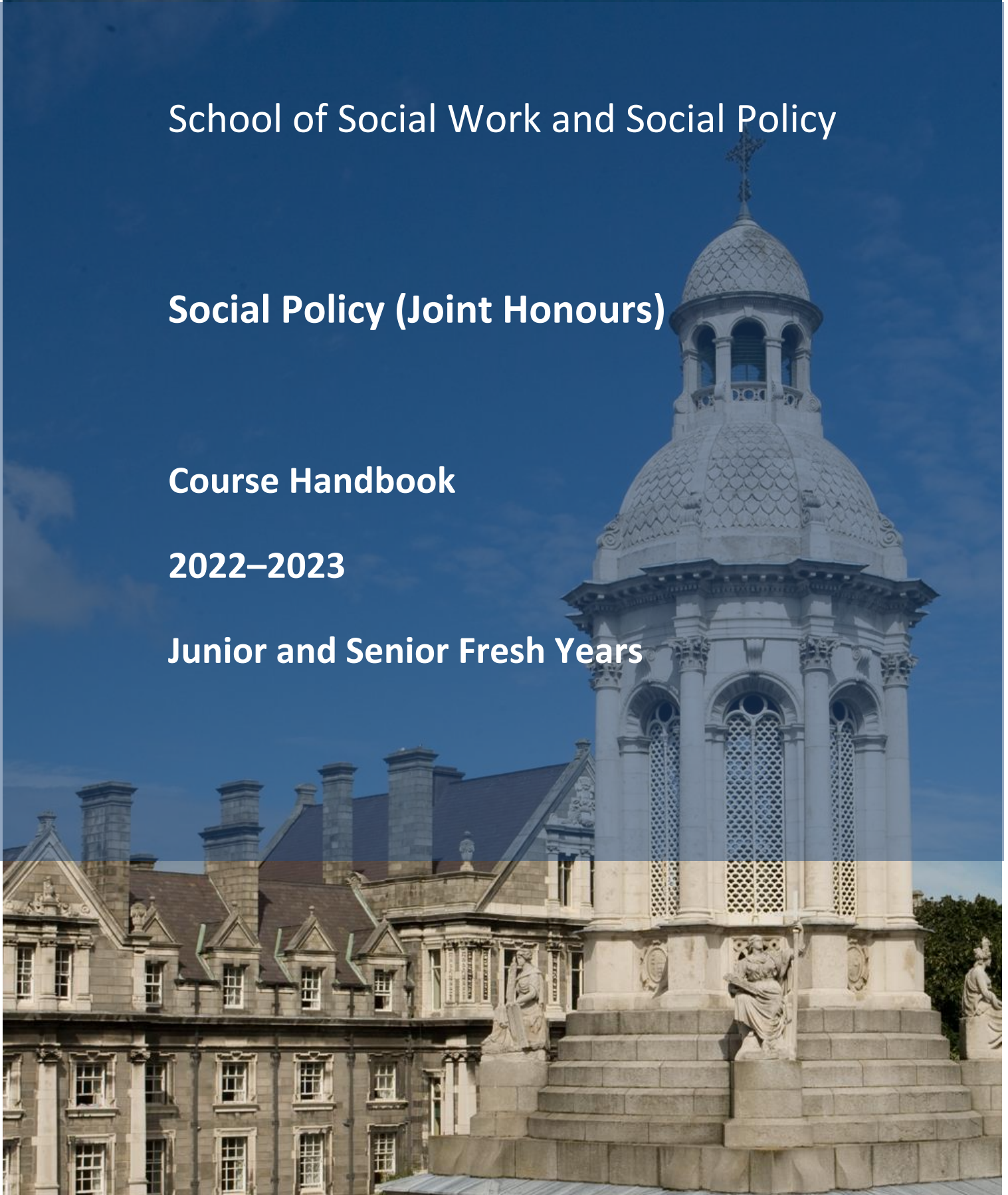


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Welcome from the Course Co-Directors

Dear Junior Fresh and Senior Fresh students,

Welcome, and welcome back, to the Social Policy Joint Honours course for the Academic Year 2022/23. We're looking forward to an exciting year of engagement with you on the important topic of social policy. Like you, we think that social policy matters. Social policy uses theory but is fundamentally about enhancing people's lives. This means it is applied, focused on real social issues and how policy affects real people, real families and real groups and communities in their day to day lives.

Social policy is interdisciplinary- it uses insights from disciplines such as economics, sociology, psychology, geography, history, law, philosophy and political science. This is why social policy is called a *field* of study as opposed to a discipline. An understanding of these diverse disciplines is necessary to address the complexity of many social issues and to formulate social policies which work.

As Social Policy scholars and graduates you will have the potential to impact the lives of many and contribute to realising a more inclusive, just and knowledge-based society. As such, social policy students must be rigorous and professional. We expect high standards in the quality of your thinking, research, analysis and writing. However, we also hope that you will feel inspired by the potential of social policy to make a difference and find satisfaction in applying your social policy skillset to the topics and issues that matter to you.

We would like to wish you all the very best during your time on the course and encourage you to reach out to us should you need any further support or advice.

Yours sincerely,

Julie Byrne

Dr Julie Byrne

Catherine Conlon

Dr Catherine Conlon

Welcome from the Course Administrator

Welcome,

My name is Michelle Moore and I am the Course Administrator for the Social Policy Joint Honours course. You can contact me by email, Teams or drop into me in the office (see contact details below).

I would recommend that you take some time to read through this handbook. It has been carefully prepared to give you the information you need in order to help you make the most of your time here in Trinity as you study on the course. You will 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 particular relevance to you.

I hope you enjoy the year and, please, do not hesitate to make contact with 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 101st in the world (QS World University Rankings 2022) and 12th most international university in the world (Times Higher Education Ranking 2022), 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 TCDGlobalRoom@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 [Student Ambassador Blog](#)
- New Undergraduate Students are encouraged to join the new undergraduates Facebook group at: www.facebook.com/groups/299368552050505/about

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

Youtube: www.youtube.be/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 in the School.



Catherine Conlon



Erin Paullin

Contact Details

Course Directors

<p>Dr Julie Byrne Room 3057 Arts Building, Office Hours: Tues and Wed during term (Teams/in-person – email for appointment) Email: byrnej18@tcd.ie</p>	<p>Dr Catherine Conlon Room 3060 Arts Building, Office Hours: Tues 11am-1pm during term (Teams/in-person) Email: conlonce@tcd.ie</p>
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Administration

<p>Michelle Moore Room 3063, Arts Building Office hours: In person/Teams Mon, Thurs 10am-4pm; In person/Teams Tues, Weds 10-4pm; Teams Email: moorem11@tcd.ie</p>	<p>Trinity Joint Honours Programme Office Email: jointhonours@tcd.ie</p>
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SECTION ONE – GENERAL COLLEGE INFORMATION

Student Services and Supports

The Course Administrator, Michelle Moore 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/>.

Student responsibilities for assessment reasonable accommodations

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/>.

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 dialling 1999 from a college telephone or, alternatively, dialling +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 are careful to comply within their obligations under data protection laws. You can find further information on how College obtain, 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 2022/23

<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 **2 December 2022**.

Key Dates and Events

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

Date	Event
12 September 2022	Semester 1 Teaching Begins Senior Freshers
19 - 23 September 2022	Orientation Week for Undergraduates Junior Freshers
26 September 2022	Semester 1 Teaching Begins Junior Freshers
24 - 28 October 2022	Study/Re-orientation Week
31 October 2022	October Bank Holiday
2 December 2022	Semester 1 Teaching Ends for most TJH programmes
5 - 9 December 2022	Revision Week
12 - 18 December 2022	Semester 1 Assessment Period
23 Dec. 2022 – 2 Jan. 2023	College Offices Closed
9 -13 January 2023	Foundation Scholarship Examinations
16-20 January 2023	Semester 1 Provisional Results
23 January 2023	Semester 2 Teaching Begins
6 - 10 March 2023	Study/ Review Week
7 – 10 April 2023	College Offices Closed
14 April 2023	Semester 2 Teaching Ends
17 - 22 April 2023	Revision Week
24 –28 April 2023	Trinity Week
2 – 6 May 2023	Semester 2 Assessment Period

TBC	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-ordinators 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.

During Trinity Term of the student's first year, they will be invited by the Central Timetabling Unit/Academic Registry to register their module preferences for the following years, Senior Fresh and Junior Sophister years, including Trinity Electives and/or Designated Open Modules.

Several weeks before they are invited to register, students will be advised on how to access this process. Timetabling may restrict the availability of some modules to individual students.

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 include their TCD Student ID Number at all times.

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.

In order 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

To facilitate student mobility, students may be permitted to satisfy the requirements of their year, in whole or in part, by study abroad under an approved ERASMUS exchange or other

exchange programme approved by the Vice-President for Global Engagement with the assessment at the host university counting as part of the student's academic record in College. Information on the options and requirements for Erasmus/Study Abroad will be made available later in the year in a separate Erasmus JH Social Policy Handbook.

SECTION THREE – TEACHING AND LEARNING

Programme Architecture

In the 1st year of the Trinity Joint Honours programme, students study two subjects equally at 30 credits (ECTS) each.

Students must consider which pathway and which modules they would like to take in 2nd year. Pathway selection will take place shortly after marks are published at the end of the academic year around mid-June. If you have any queries about pathways and module selection, please contact the TJH office.

In the 2nd year students proceed on one of the following available pathways:

- Major with Minor Pathway – more time on the major subject
- Joint Honours Pathway – equal time on both subjects with the opportunity to take Open Modules and Trinity Elective Modules

A Single Honours Pathway is available in some Joint Honours subject but please note that Social Policy is not available as a Single Honours Pathway.

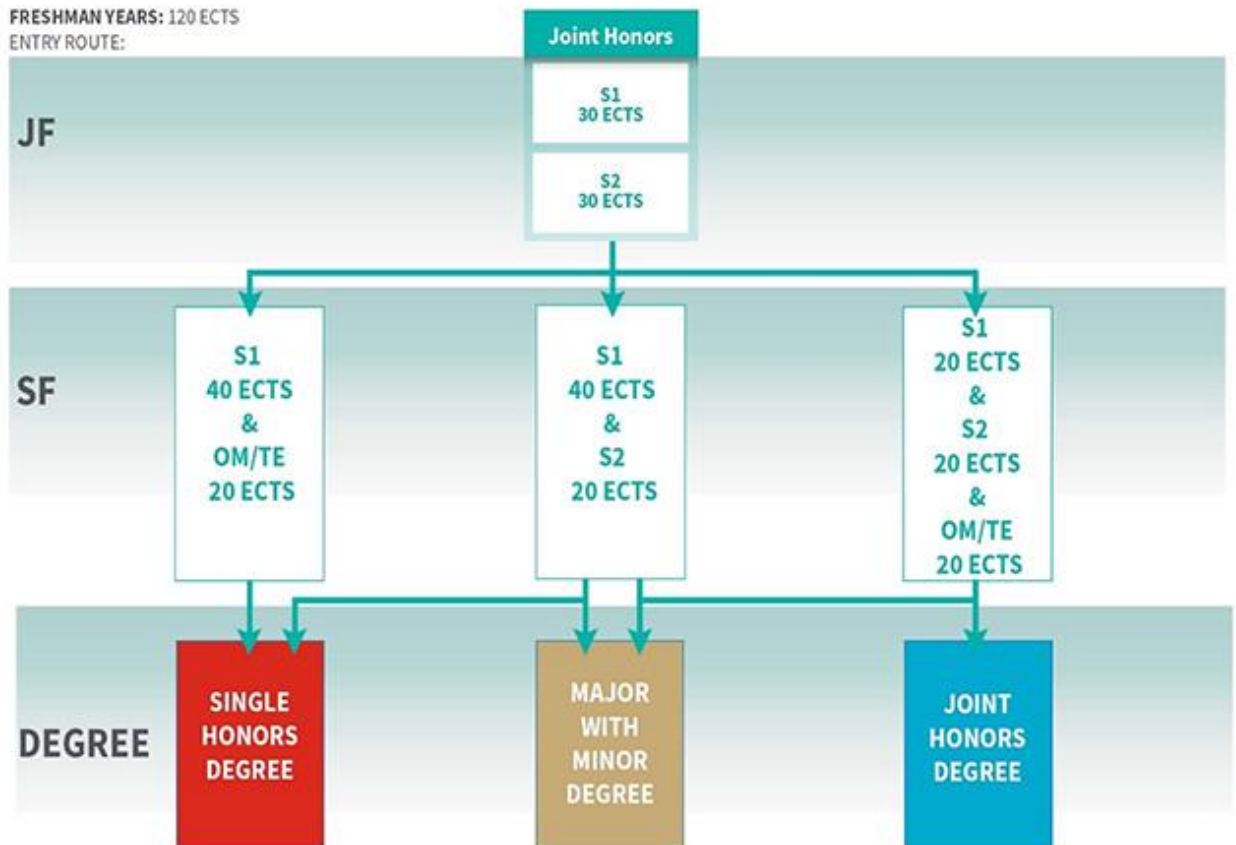
It is important to note that the pathway you choose can impact the award you will be able to graduate with, as per the image below.

The Joint Honours Pathway Selection Tool can also be helpful in exploring your options and seeing what impact they will have on your degree.

(<https://www.tcd.ie/courses/undergraduate/your-trinity-pathways/assets/Explore-your-pathways-JH.pdf>)

Common Architecture

FRESHMAN YEARS: 120 ECTS
ENTRY ROUTE:



KEY: S1 - Subject 1 | S2 - Subject 2 | OM - Open Modules | TE - Trinity Electives | JF - Junior Freshman | SF - Senior Freshman

European Credit Transfer System (ECTS)

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

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so

on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for fulltime study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments, and examinations. ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain components. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

Trinity Foundation Scholarship

Students in the 2nd Year are provided with the opportunity to put themselves forward for Foundation Scholarship. Foundation Scholarship is a Trinity institution with a long history and high prestige. Some of our greatest alumni – such as Edmund Burke, Samuel Beckett, and Mary Robinson – were Scholars. Students in their second year may opt to take Foundation Scholarship or ‘Schol’ exams, usually held in January. These in-depth examinations are the basis for the election to Scholarship of the University. Students who achieve an overall first class honours result (70% or above) in these examinations and meet other specific examination requirements are elected as Scholars on Trinity Monday.

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

This scholarship is a very prestigious and substantial award given to approximately 60 students each year. See www.tcd.ie/academicregistry/exams/scholarship for more information.

A meeting to brief Senior Fresh (2nd Year) students on the Foundation Scholarship will be held early in Michaelmas Term (semester one).

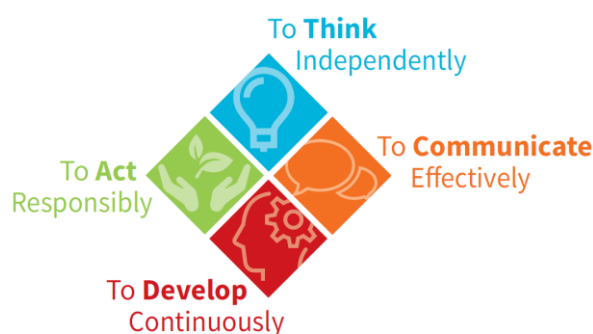
PROGRAMME ATTRIBUTES, LEARNING OUTCOMES AND STRUCTURE

Graduate Attributes

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

The four Trinity Graduate Attributes are:

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



Why are the Graduate Attributes important?

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

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

How will I develop these Graduate Attributes?

Many of the Graduate Attributes are 'slow learned', in other words, you will develop them over the four or five years of your programme of study.

They are embedded in the curriculum and in assessments, for example, giving presentations and engaging in group work.

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

Social Policy Joint Honours Programme Learning Outcomes

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

L01. Critically analyse the process of social policy formation through the lens of relevant social science disciplines.
L02. Apply knowledge in key social policy domains.
L03. Reflect on and critically appraise major social policy challenges.
L04. Reflect upon the ethical implications of different social policies and approaches to policy.
L05. Analyse social policy at a national and international level.
L06. Conduct independent social research.
L07. Identify the wide variety of social policy related career paths and the skills required to pursue them.
L08. Communicate effectively using written, oral, and digital means.
L09. Appreciate the contribution that different social science disciplines have to offer to the understanding of social policy.
L010. Investigate the process of policy making beyond the scope of the taught program.

Course Structure and Workload – Junior Fresh (First Year) 2022/23

Joint Honours Pathways – Junior Fresh

Students take 30 ECTS credits - 15 ECTS credits in Michaelmas and Hilary terms

The following modules are mandatory:

SSU11051	Introduction to Social Policy Concepts	Michaelmas Term	10 ECTS
SSU11071	Accessing and Reviewing Literature	Michaelmas Term	5 ECTS
SSU11092	Critical Analysis & Argument Development	Hilary Term	5 ECTS
SSU11062	Introducing Social Policy in Action	Hilary Term	10 ECTS

New Minor Subject Pathway – Junior Fresh

Students take 20 ECTS credits - 10 ECTS credits in Michaelmas and Hilary terms

The following modules are mandatory

SSU11051	Introduction to Social Policy Concepts	Michaelmas Term	10 ECTS
SSU11062	Introducing Social Policy in Action	Hilary Term	10 ECTS

[See Appendix II for Junior Fresh module descriptors](#)

Course Structure and Workload – Senior Fresh (Second Year) 2022/23

Joint Honours Pathway and Minor Pathway – Senior Fresh

SSU22121	Poverty, Welfare and Justice	Michaelmas Term	5 ECTS
SSU22042	European Refugee Policy	Michaelmas Term	5 ECTS
SSU22142	Citizen Participation in Policy and Research	Hilary Term	5 ECTS
SSU22032	Understanding Health Policy	Hilary Term	5 ECTS

Major Pathway -Senior Fresh

SSU22111	Poverty, Welfare and Justice	Michaelmas Term	10 ECTS
SSU22141	European Refugee Policy	Michaelmas Term	10 ECTS
SSU22132	Citizen Participation in Policy and Research	Hilary Term	10 ECTS
SSU22052	Understanding Health Policy	Hilary Term	10 ECTS

New Minor Subject Pathway – Senior Fresh

Students take 20 ECTS credits - 10 ECTS credits in Michaelmas and Hilary terms

The following modules are mandatory

SSU22121	Poverty, Welfare and Justice	Michaelmas Term	5 ECTS
SSU22042	European Refugee Policy	Michaelmas Term	5 ECTS
SSU22142	Citizen Participation in Policy and Research	Hilary Term	5 ECTS
SSU22032	Understanding Health Policy	Hilary Term	5 ECTS

[See Appendix III for Senior Fresh module descriptors](#)

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.

GENERAL 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 <http://tcd-ie.libguides.com/plagiarism>. 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/>) 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, in order 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. In order 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:

Level 1: The student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarized elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty. The DUTL should inform the course directors and, where appropriate, the course administrator. The offence is recorded.

Level 2: The student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarized elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism. In the case of a Level 2 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The DUTL should inform the course directors and, where appropriate, the course administrator. The offence is recorded.

Level 3: The student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. Instead, the student is required to submit a new piece of work as a reassessment during the next available session. Provided the work is of a passing standard, both the assessment mark and the overall module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer in cases where there is no standard opportunity for reassessment in that year. In the case of a Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may, nevertheless, implement the procedures as referred to under conduct and college regulations. The DUTL should inform the course directors and, where appropriate, the course administrator. The offence is recorded.

Level 4: If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

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 make contact with 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.

Grading Conventions

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

Grading Classifications

Individual assessments are graded using the following classifications.

I	70 - 100	F1	30 - 39
II.1	60 - 69	F2	< 30
II.2	50 - 59		
III	40 - 49		

The detailed marking scale is available in appendix I of this document.

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

Transcript requests may be made by applying to the Course Administrator. Due to the large volume of requests, transcripts can take up to three weeks for completion, longer in June through to September.

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%20Procedure_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 FOUR – SCHOLARSHIP AND PRIZES

Scholarship Examination

Second year, senior fresh students have the opportunity to sit the Foundation Scholarship examinations. Details on the College regulations for the achievement of Scholarship can be found here: <http://www.tcd.ie/calendar/undergraduate-studies/foundation-and-non-foundation-scholarships.pdf>

Candidates are examined in the modules of their course up to the end of Michaelmas term of the Senior Fresh year.

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/>.

APPENDIX I 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 organization;
- 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.

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.

Second Class, Second Division II.2 50-59

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

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

generally accurate;

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

Third Class Honors III 40-49

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

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

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

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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.

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Bad Fail F2 0-29

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

APPENDIX II Module Descriptors - Junior Fresh

Module Code	SSU11051
Module Name	Introduction to Social Policy Concepts
ECTS Weighting	10 ECTS
Year	JF (Social Policy Joint Honours)
Semester Taught	Semester 1
Module Co-ordinator	Dr Catherine Conlon. Dr Julie Byrne & Dr Kasia Wodniak
Module Content	
<p>The Principles of Social Policy module introduces you to the dynamic field of Social Policy and is designed to provide you with a critical knowledge and understanding of the principles that underpin social policy affecting all citizens' lives.</p> <p>Throughout this module, you will develop an appreciation of the influences that have shaped the development of social policy to allow you understand directions being taken by diverse governments in relation to policies targeted at social welfare and well-being.</p> <p>You will learn to critically examine principles at work in diverse policy contexts and identify differences in approaches to social policy to facilitate a deeper appreciation of the breadth and hybrid nature of the subject area. A key focus will be to examine the interaction of state, market, family and individuals in providing for and enhancing welfare and well-being at the social level.</p> <p>This module equips students to recognise how ideology, politics and values influence and shape social policy and to question patterns, assumptions and normative concepts and constructs generated by social policy.</p> <p>You will explore multiple concepts shaping social policy across national and international contexts. The module is designed to provide learners with key foundational concepts to prepare you for deeper exploration of specific policy issues and debates throughout your studies of social policy.</p>	

Module Learning Outcomes:

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

1. Understand and conceptualise the remit of social policy
2. Identify the relationship and interface between historical, social and political developments and the evolution of social policy
3. Articulate the contested nature of rights, entitlements, welfare and social justice
4. Recognise the extent to which social policies are influenced by social and political values
5. Appreciate key ideological, social, cultural and political factors shaping contemporary social policy at national and international level.
6. Understand the extent to which history, ideology and politics come together to form normative concepts shaping social practices and policy measures.

Teaching and Learning methods	Lectures, tutorials, practical classes involving students analysing a policy initiative in groups
Assessment details	See the Blackboard module page for details
Reassessment requirements	See the Blackboard module page for details

Contact Hours and Indicative Student Workload	<p>For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest:</p> <ul style="list-style-type: none"> - Class (lecture & tutorial) attendance and participation: 27 hours - Time spent reviewing instructional material (notes & assigned readings): 60 hours - Time spent on further recommended reading: 35 hours - Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 25 - Researching current social policy initiatives inform class discussion and written assessment: 10 - Learning academic writing methods including citation styles for written assessment: 15 - Preparation to lead class discussion for assessment: 3 hours - Drafting and finalising writing of essay for written assessment: 25 hours <p>TOTAL: 205</p>
Recommended Reading list	<ul style="list-style-type: none"> • Alcock, P., Haux, T., May, M. and Wright, S. (2016) <i>The Students Companion to Social Policy</i>. Chichester: Wiley. • Considine, M., and Dukelow, F., (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2nd Edition. Bristol: Policy Press. • Dean, H. (2012) <i>Social Policy</i> (2nd Edition). Cambridge: Polity. • Dwyer, P., and Shaw, S. (2014) <i>An Introduction to Social Policy</i>. London: Sage. • Kennedy, P. (2013) <i>Key Themes in Social Policy</i>. London: Routledge.
Module Pre-requisite	n/a
Module Co-requisite	n/a

Module Code	SSU11071
Module Name	Accessing and Reviewing Literature
ECTS Weighting	5 ECTS
Year	JF (Social Policy Joint Honours)
Semester Taught	Semester 1
Module Co-ordinators	Dr Julie Byrne and Dr Lynne Cahill
Module Content	
<p>The course aims to teach students skills which are vital to a successful academic career - literature search and review. Literature search and review are crucial skills in the study and practice of social policy and the module commences the student's development on the research skills pathway developed for the social policy joint honours programme. Students will learn about the variety of data sources available, search strategies, the use of search terms and best practice in documenting search protocols and results. This course also covers the process of writing literature review, issues in evaluating and organising evidence, and academic writing style. The module will introduce students to the principles of academic integrity so that they can ensure that their review of literature is free of plagiarism.</p>	
Module Learning Outcomes:	
<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Conduct computerised searches for relevant research and literature on a given topic 2. Evaluate evidence from different research sources 3. Write a focused review of that literature/research 4. Adhere to the principles of academic integrity and complete a review free of plagiarism 	
Indicative Content	
<ul style="list-style-type: none"> • Literature and evidence in social policy • Starting the literature review process: sources, planning & database Searching • Literature review writing: evaluating & Organising Evidence • Academic integrity 	
Teaching and Learning methods	Lectures, demonstrations, in-class practicals and presentations involving both individual and group work to apply the theory in this module.
Assessment Details	See the Blackboard module page for details
Re assessment Details	See the Blackboard module page for details

Contact Hours and Indicative Student Workload	<p>For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest:</p> <ul style="list-style-type: none"> • Lecture attendance and participation: 18 hours • Time spent on further recommended reading and other resources such as videos, instructional guides: 25 hours • Practising search skills in databases 12 hours • Independent sourcing & reading of relevant materials to prepare for assessment: 25 hours • Drafting and finalising written assessment: 25 hours
Recommended Reading list	<ul style="list-style-type: none"> • Aveyard, H., (2014) Doing a Literature Review in Health and Social Care: A Practical Guide. (3rd. ed.) Open University Press. • Ridley, Diana. (2012) The Literature Review. A step by step guide for students. (2nd ed.) London: Sage Publications Ltd. • Avoiding Plagiarism https://libguides.tcd.ie/plagiarism • Handbook of Academic Writing https://libguides.tcd.ie/ld.php?content_id=15747502 • Student Learning and Development Resources - https://student-learning.tcd.ie/
Module Pre-requisite	n/a
Module Co-requisite	n/a

Module Code	SSU11082
Module Name	Critical Analysis & Argument Development
ECTS Weighting	5 ECTS
Year	JF (Social Policy Joint Honours)
Semester Taught	Semester 2
Module Co-ordinator	Dr Louise Caffrey
Module aims	This module aims to develop students' core social policy skills, including critical analysis, argument development and the use of an evidence-informed approach. The module introduces students to key social policy issues including activation policy, universal basic income and the gender pay gap. Students are challenged to practice and develop the skills they have learnt by engaging critically with these topics. Students are supported to critically appraise how explanations of and solutions to social issues may be influenced by analysis of evidence and competing perspectives
Module learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> 1. Recall definitions of key concepts including critical analysis, academic argument and theoretical framework: 2. Identify competing perspectives on social policy issues 3. Critically evaluate competing explanations using an evidence-informed approach 4. Develop balanced arguments on social policy issues 5. Recall knowledge on key social policy debates including, the changing context of work, activation policy, universal basic income and the gender pay gap.
Module Content	<ul style="list-style-type: none"> • Defining critical analysis • Structuring argument • Assessing evidence • The gender pay gap • The changing context of work • Active Labour Market Policies • Universal Basic Income
Teaching and learning format	Weekly pre-recorded lecture, interactive tasks and live/in-person classes
Assessment	See the Blackboard module page for details
Reassessment requirements	See the Blackboard module page for details
Indicative bibliography (if available) 4-5 titles max.	Cottrell, S. (2011). <i>Critical thinking skills: Developing effective analysis and argument</i> . Basingstoke: Palgrave Macmillan.

	<p>Dean, H. (2007) The ethics of welfare-to-work, <i>Policy and Politics</i>, 35 (4)</p> <p>Eurostat (2019) Gender Pay Gap, Eurostat. Available at: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Gender_pay_gap_statistics</p> <p>Martin (2014), Activation and Active Labour Market Policies in OECD Countries: Stylized Facts and Evidence on their Effectiveness, IZA Policy Paper No. 84.</p> <p>Russell, H., Grotti, R., McGinnity, F., Privalko, I. (2019) Caring and unpaid work in Ireland. ESRI: Dublin</p> <p>Standing, G. (2011) The Precariat: The New Dangerous Class. London: Bloomsbury.</p> <p>Yang, J., Mohan, G., Pipil, S & Funkushi, K. (2021) Review on basic income (BI): its theories and empirical cases. <i>Journal of Social and Economic Development</i> 46.</p>
Useful web-based content	<p>EU Commission Gender Equality https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality_en</p> <p>CSO Women and Men in Ireland. CSO: Dublin.</p> <p>Basic Income Earth Network: https://basicincome.org/ (*n.b. position: advocates for basic income*)</p>
Relevant Journals	<p>Journal of Social Policy</p> <p>Critical Social Policy</p> <p>Social Policy & Society</p>

Module Code	SSU11062
Module Name	Introducing Social Policy in Action
ECTS Weighting	10 ECTS
Year	JF (Social Policy Joint Honours)
Semester Taught	Semester 2
Module Co-ordinator	Dr Catherine Conlon
Module Content	
<p>This module looks at social policy <i>in action</i>. It considers how social policy is devised and implemented, asking: how do issues come onto the agenda? Who are key policy actors? How do principles and ideologies encountered in the first semester feature in policy responses? What are the key national and supra-national institutions framing policy, and how is policy reviewed and evaluated? Students gain an insight into models for analysing the policy making process. They are introduced to a range of current social policy issues and instruments in place within the Irish, EU or international context addressing these issues to which they can apply this analytical model.</p> <p>This module will equip students for deeper exploration of specific policy issues and debates as they progress in their study of social policy</p>	
Module Learning Outcomes:	
<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Delineate the key stages involved in the policy making process. 2. Explain how key stages in the policy making process feature in selected policy areas. 3. Analyse specific policy initiatives to identify specific elements involved in each policy making stage featuring within that initiative. 4. Critically assess how adequately frameworks offered within policy science capture policy action through selected case studies. 5. Use the conventions of essay writing to explain the stages model of policy making illustrated with reference to applied policy examples. 	
Teaching and Learning methods	Lectures, tutorials, practical classes involving students analysing a policy initiative in groups
Assessment details	See the Blackboard module page for details
Reassessment requirements	See the Blackboard module page for details
Contact Hours and Indicative Student Workload	<p>For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest:</p> <ul style="list-style-type: none"> - Class (lecture & tutorial) attendance and participation: 32 hours - Time spent reviewing instructional material (notes & assigned readings): 20 hours

	<ul style="list-style-type: none"> - Time spent on further recommended reading: 20 hours - Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 10 - Researching current social policy issues to inform class discussion and written assessment: 10 - Preparation to lead class discussion for assessment: 3 hours - Drafting and finalising writing of essay for written assessment: 15 hours <p>TOTAL: 110</p>
Recommended Reading list	<ul style="list-style-type: none"> • Alcock, P., Haux, T., May, M. and Wright, S. (2016) <i>The Students Companion to Social Policy</i>. Chichester: Wiley. • Considine, M., and Dukelow, F., (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2nd Edition. Bristol: Policy Press. • Dean, H. (2012) <i>Social Policy</i> (2nd Edition). Cambridge: Polity. • Dwyer, P., and Shaw, S. (2014) <i>An Introduction to Social Policy</i>. London: Sage. • Kennedy, P. (2013) <i>Key Themes in Social Policy</i>. London: Routledge. • McCashin, A (2019) <i>Continuity and Change in the Welfare State</i>. Cham: Palgrave Macmillan.
Module Pre-requisite	n/a
Module Co-requisite	n/a

APPENDIX III Module Descriptors - Senior Fresh

Module Code	SSU22121
Module Name	Poverty, Welfare and Justice
ECTS Weighting	5 ECTS
Year	SF
Semester Taught	Semester 1
Module Co-ordinator	Dr Joe Whelan
Module Content	
<p>Underpinned by the idea of the right to a 'basic minimum', welfare states are a major feature of many societies. Ostensibly a major role of the welfare state is to ensure redistributive justice, alleviate poverty and de-commodify basic needs from reliance on the labour market. Yet poverty as a global and local phenomenon persists. Over the course of this module, and focusing on both Irish and international examples, students will explore the concepts of poverty, welfare and justice and examine how they are related.</p> <p>The module begins with a focus on poverty, taking in histories, definitions, international comparisons and lived experiences. From here the focus shifts to welfare states as response to poverty by focusing on historical welfare state development, comparing welfare state models and exploring how welfare recipients experience the welfare state. The final part of the module will explore the concept of justice, focusing on the concept redistributive justice in-particular while also examining the role of welfare states in promoting environmental and ecological justice.</p> <p>The content in this module will be sociological, philosophical and policy-based and students will have the flexibility to take up one or more of these approaches when responding to the essay prompt. Learning for this module is encouraged using a variety of methods such as small group discussion to engage students in the topics and in-class exercises using online tools such as <i>Slido</i>, <i>Padlet</i> or <i>Mentimeter</i>. Music and art will also be employed to help explore and unpack key sociological, philosophical and policy-based concepts. PowerPoint presentations will be uploaded to Blackboard on a weekly basis as the module progresses and readings will be identified ahead of class and uploaded where available.</p>	
Module Learning Outcomes:	
<p>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective. • Demonstrate an understanding of how poverty is measured domestically and internationally. • Show an understanding of poverty in a global context. • Demonstrate an appreciation of the lived experience of poverty. 	

	<ul style="list-style-type: none"> • Demonstrate knowledge of the historical development of welfare states as a response to poverty. • Demonstrate an understanding of different models of welfare state, what they offer and the ideologies that they are underpinned by. • Demonstrate an appreciation of the lived experiences of persons claiming and receiving welfare. • Demonstrate an understanding of the concept of redistributive justice. • Articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.
Teaching and Learning methods	Lectures; in-class discussions and exercises; assigned readings.
Assessment details	See the Blackboard module page for details
Reassessment requirements	See the Blackboard module page for details
	<p>Readings will be flagged in-class on a weekly basis and made available in PDF form as much as possible. Some useful primer texts are listed below.</p> <ul style="list-style-type: none"> • Powell, F. (2017) <i>The political economy of the Irish welfare state: Church, state and capital</i>. Bristol: Policy Press. • Dukelow, F. and Considine, M. (2017) <i>Irish Social Policy: A critical introduction</i>. Bristol: Policy Press. • Powell, F. W. (1992) <i>The politics of Irish social policy 1600-1900</i>. New York: Edwin Mellen Press. • Lister, R. (2021) <i>Poverty 2nd edition</i>. Cambridge: Polity. • Greve, B. (2020a) <i>Poverty: The basics</i>. London: Routledge. • Greve, B. (2020b) <i>Welfare and the Welfare State: Central issues Now and in the future</i> [part 3, chapter 9]. London: Routledge. • Williams, F. (2021) <i>Social Policy: A critical and intersectional analysis</i>. Cambridge: Polity. • Whelan, J. (2022) <i>Hidden Voices: Lived experiences in the Irish welfare space</i>. Bristol: Policy Press.
Module Pre-requisite	n/a
Module Co-requisite	n/a
Other Schools/Departments	n/a

Module Code	SSU22042
Module Name	European Refugee Policy
ECTS Weighting	5
Year	Senior Fresh
Semester Taught	Semester 1
Module Lecturer	Dr. Philip Curry
Module aims	<p>The number of people worldwide who have been forcibly displaced from their home as a result of conflict, systemic discrimination, persecution, and other human rights violations has been steadily growing over the last decade to reach an unprecedented 82.5 million in 2020. The protection of stateless people, the internally displaced, asylum seekers and refugees has correspondingly become an urgent global policy issue.</p> <p>This course examines the legal basis of modern asylum and refugee systems, how these systems operate in practice and how the protection of people who have been forcibly displaced has come to be intertwined with the politics and policies of migration more generally</p>
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Outline key legal frameworks in relation to refugee protection, in particular the main provisions of the United Nations Convention and Protocol relating to the Status of Refugees. 2. Discuss how asylum and refugee protection systems operate in practice and the kinds of difficulties such systems contend with. 3. Assess how and why European governments have attempted to control and direct migration using legal and policy frameworks 4. Evaluate the impact this has had on victims of forced displacement. 5. Analyse contemporary journal articles in refugee studies.
Module Content	The number of people worldwide who have been forcibly displaced from their home as a result of conflict, systemic discrimination, persecution, and other human rights violations

	<p>has been steadily growing over the last decade to reach an unprecedented 82.5 million in 2020. The protection of stateless people, the internally displaced, asylum seekers and refugees has correspondingly become an urgent global policy issue.</p> <p>This course examines the legal basis of modern asylum and refugee systems, how these systems operate in practice and how the protection of people who have been forcibly displaced has come to be intertwined with the politics and policies of migration more generally.</p>
Teaching and learning format	Lectures and tutorials
Assessment details	See the Blackboard module page for details
Re-assessment requirements	See the Blackboard module page for details
Indicative bibliography (if available) 4-5 titles max.	<p>Bloch, A. and Dona, G. (Eds.) (2019) <u>Forced Migration: Current Issues and Debates</u>. Oxen: Routledge.</p> <p>Fiddian-Qasmiyeh, E., Loescher, G., Long, K., and Sigona, N. (Eds.) (2014) <u>The Oxford Handbook of Refugee and Forced Migration Studies</u>. Oxford: Oxford University Press.</p>
Relevant Journals	<ul style="list-style-type: none"> • Journal of Refugee Studies • Refugee Survey Quarterly • Journal of Immigrant and Refugee Studies

Module Code	SSU22142
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Module Name	Citizen Participation in Research and Policy
ECTS Weighting	5 ECTS credits
Year	Senior Fresh
Semester Taught	Semester 2
Module Co-ordinator	Dr. Edurne García Iriarte
Module Content	<p>Citizen science is becoming the umbrella term for a suite of participatory research approaches and it is increasingly being recognised as a valuable source of information for policy making. Citizen science has been defined as “the general public engagement in scientific research activities when citizens actively contribute to science either with their intellectual effort or surrounding knowledge or with their tools and resources” (Socientize, 2014, p. 8). This module explores the theoretical foundations and various applications of citizen science and other relevant participatory research approaches, their emerging relevance in the international research landscape, and the challenges and opportunities they face in the development, implementation and evaluation of policy. The module will use a project-based approach to facilitate active engagement of students in the co-design of citizen science/participatory research ideas to advance social policy. This module aims to provide students with:</p> <ol style="list-style-type: none"> 1. An overall understanding of participatory approaches to research 2. A critical insight into participation in the different phases of the research process 3. Practical knowledge of key issues involved in research and policy co-production
Module Learning Outcomes:	<p>By the end of the module, students should:</p> <p>LO1. Understand the theoretical foundations of citizen science and other participatory research approaches</p> <p>LO2. Develop a critical understanding of the possibilities, challenges and dynamics of citizen participation in research</p> <p>LO3. Be familiar with key applications of participatory research and citizen science to policy development, implementation and evaluation</p> <p>LO 4. Have knowledge of key issues in the design, ethics and evaluation of participatory research and citizen science</p> <p>LO 5. Be able to engage with various knowledge co-production methods from an ethical perspective</p>
Teaching and Learning methods	Lectures, tutorials, practical classes, individual and group work, presentations
Assessment details	See the Blackboard module page for details
Reassessment requirements	See the Blackboard module page for details
Recommended Reading list	<p>Required reading</p> <p>Aldrige, J. (2015). Participation, “vulnerability” and voice. In <i>Participatory research. Working with vulnerable groups in research and practice</i> (pp. 7-30). Bristol: Policy Press.</p> <p>Bonney, R., Ballard, H., Jordan, R., McCallie, E., Phillips, T., Shirk, J., et al. (2009). <i>Public Participation in Scientific Research: Defining the Field and Assessing Its Potential for Informal Science Education. A CAISE Inquiry Group Report</i>: Online Submission.</p> <p>Chesser, S., Porter, M. M., & Tuckett, A. G. (2020). Cultivating citizen science for all: ethical considerations for research</p>

projects involving diverse and marginalized populations. *International Journal of Social Research Methodology*, 23(5), 497-508.

Coughlin, S., Smith, S., & Fernandez, M. (2017). *Handbook of community based participatory research*. New York: Oxford University Press.

Haklay, M. (2015). *Citizen Science and Policy: A European Perspective*. Commons Lab: The Woodrow Wilson Center.

Hecker, S., Bonney, R., Haklay, M., Hölker, F., Hofer, H., Goebel, C., et al. (2018). Innovation in Citizen Science – Perspectives on Science-Policy Advances. *Citizen Science: Theory and Practice*, 3(1). DOI: <https://doi.org/10.5334/cstp.114>.

Katapally, T. R. (2019). The SMART Framework: Integration of Citizen Science, Community-Based Participatory Research, and Systems Science for Population Health Science in the Digital Age. *Jmir Mhealth and Uhealth*, 7(8), 12.

Socientize. (2014). *White Paper on Citizen Science for Europe*.

Retrieved from <https://digital-strategy.ec.europa.eu/en/news/project-socientize-announces-white-paper-citizen-science-their-final-conference>.

Swantz, M. L. (2008). Participatory Action Research as Practice. In P. Reason & H. Bradbury (Eds.), *The Sage Handbook of Action Research. Participatory Inquiry and Practice*. (pp. 31-48).

Thousand Oaks: California: Sage.

Vohland, K. et al. (Eds.) (2021) *The Science of Citizen Science*.

Springer. DOI: <https://doi.org/10.1007/978-3-030-58278-4>

Texts for discussion

Bishop, J., Robillard, L., Moxley, D. (2013). Linda's story through photovoice: Achieving independent living with dignity and ingenuity in the face of environmental inequities. *Practice: Social Work in Action*, 25(5), 297-315.

<http://dx.doi.org/10.1080/09503153.2013.860091>

Kim, K. K., Ngo, V., Gilkison, G., Hillman, L. & Sowerwine, J. 2020. Native American Youth Citizen Scientists Uncovering Community Health and Food Security Priorities. *Health Promotion Practice*, 21, 80-90.

Redwood, Yanique; Schulz, Amy J.; Israel, Barbara A.; Yoshihama, Mieko; Wang, Caroline C.; Kreuter, Marshall (2010).

Social, economic, and political processes that create built environment inequities: Perspectives from urban African Americans in Atlanta. *Family & Community Health: The Journal of Health Promotion & Maintenance*, 33 (1), 53-67.

<https://www.jstor.org/stable/44954259>

Rosas, L. G., Salvo, D., Winter, S. J., Cortes, D., Rivera, J., Rodriguez, N. M. & King, A. C. 2016. Harnessing Technology and Citizen Science to Support Neighborhoods that Promote Active Living in Mexico. *Journal of Urban Health*, 93, 953-973.

Sorensen, A. E., Jordan, R. C., LaDeau, S. L., Biehler, D., Wilson, S., Pitas, J.-H., et al. (2019). Reflecting on efforts to design an inclusive citizen science project in West Baltimore. *Citizen*

	<p><i>Science: Theory and Practice</i>, 4(1). DOI: http://doi.org/10.5334/cstp.170.</p> <p>Toro-Hernandez, M.L., Villa-Torres, L., Mondragón-Barrera, M.A., & Camelo-Castillo, W. (2020). Factors that influence the use of community assets by people with physical disabilities: Results of participatory mapping in Envigado, Colombia. <i>BMC Public Health</i>, 20 (1), 1-11.</p> <p>https://doaj.org/article/3c2ac4da48494810b922147981bd7996</p>
Module Pre-requisite	n/a
Module Co-requisite	n/a
Other Schools/Departments	n/a

Module Code	SSU22032
Module Name	Understanding Health Policy
ECTS Weighting	5
Year	Senior Fresh
Semester Taught	Semester 2
Module Lecturer	Dr Catherine Elliott O'Dare
Module aims	<p>Health care provision is fundamental to societal wellbeing. Health policy defines health goals at the international, national, or local level and stipulates the decisions, plans and actions to drive and achieve these goals (World Health Organisation). Universally, health care provision is conceived and experienced as being in crises and a 'problem' as governments, policy makers and practitioners grapple with issues of funding and provision.</p> <p>Students taking this module will be introduced to health policy and health care provision in the context of the broader social policy landscape by exploring the social determinants of health. The main concepts underpinning health care policy and provision will then be interrogated i.e., equality, equity, needs and rights and how these concepts figure in healthcare provision in Ireland and beyond. The evolution of the Irish healthcare system and policy solutions will then be explored – addressing such questions as why Ireland does not have an NHS (universal) healthcare system? Moving on then to interrogate contemporary Irish health policy developments, students will become conversant with the two-tier Irish health system and outcomes through engaging with literature and empirical evidence. Finally, students will critically engage with the current policy solutions designed to achieve an equitable and efficient health care system and deliver universal healthcare for all Irish citizens.</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 structural and social determinants of health, and how they contribute to health disparities and inequities. • Identify key influences, principles and approaches contributing to the formation and evolution of Irish health policy. • Understand and apply a needs and equality/equity based 'lens' to contemporary Irish Health policy responses and preferences.

	<ul style="list-style-type: none"> • Frame and analyse the two-tiered Irish health system, policy developments and outcomes. • Interrogate the current health policy solution for achieving universal health care in Ireland for all citizens.
Module Content	<ol style="list-style-type: none"> 1. Social Determinants of Health 2. Health Policy concepts- inequality, equity, needs and rights 3. Health care systems – models, trends, and issues 4. Irish Health systems and policy – historical context 5. Evolution of Irish Health care; 1920s – 1990s 6. Irish Health Policy reform; 1990s onwards 7. Irish Health Policy solutions - addressing inequality, access, and a two-tier health care system 8. Sláintecare – a 21st century pathway to universal health care provision in Ireland? 9. Evaluating progress towards universal healthcare provision in Ireland in a global context.
Teaching and learning format	Two one-hour lectures will take place per week. Students will be encouraged to participate in peer-learning and in-class interactive exercises.
Assessment details	See Blackboard module page for details
Re-assessment requirements	See Blackboard module page for details
Key Texts.	<ul style="list-style-type: none"> • Bonner, A. (2018) Social determinants of health: an interdisciplinary approach to social inequality and wellbeing. Bristol: Policy Press. • Burke, S. (2009) <i>Irish apartheid: Healthcare inequality in Ireland</i>. Dublin: New Island. • Considine, M., and Dukelow, F (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2nd Ed. • Wall, A., and Owen., B (2020) <i>Health Policy</i>. London and New York: Routledge. 2nd Ed. • Wren, M-A (2003) <i>Unhealthy state: Anatomy of a sick society</i>. Dublin: New Island. <p>The above books are available electronically or in print at Trinity Library. Additional readings for each week will be assigned during term.</p>
Useful web-based content	https://www.esri.ie/ https://www.hse.ie/eng/ https://www.lenus.ie https://www.oecd.org/ireland/ https://www.who.int/

	<p>https://www.hrb.ie/publications/ https://www.socialjustice.ie/content/taxonomy/tags/social-policy https://www.gov.ie/en/campaigns/a60069-budget-2020/ https://www.gov.ie/en/help/departments/ https://www.ihrec.ie/health1/coll-9-health/</p>
Relevant Journals	<p>Health Policy International Journal of Health Policy Journal of Social Policy Journal of European Social Policy Irish Journal of Applied Social Studies Journal of International and Comparative Social Policy Social Policy & Administration Social Policy and Society <u>DATABASES</u> (accessed through TCD's search engine STELLA): http://stella.catalogue.tcd.ie/iii/encore/?jsessionid=D258E5580820239721CE917DFE88C6A6?lang=eng JSTOR Applied Social Sciences Index and Abstracts (ASSIA) Web of Science Proquest Abstracts Database Humanities & Social Sciences Index ScienceDirect</p>

Module Code	SSU22111
Module Name	Poverty, Welfare and Justice
ECTS Weighting	10 ECTS
Year	SF
Semester Taught	Semester 1
Module Lecturer	Dr Joe Whelan

Module Content: Underpinned by the idea of the right to a 'basic minimum', welfare states are a major feature of many societies. Ostensibly a major role of the welfare state is to ensure redistributive justice, alleviate poverty and de-commodify basic needs from reliance on the labour market. Yet poverty as a global and local phenomenon persists. Over the course of this module, and focusing on both Irish and international examples, students will explore the concepts of poverty, welfare and justice and examine how they are related.

The module begins with a focus on poverty, taking in histories, definitions, international comparisons and lived experiences. From here the focus shifts to welfare states as response to poverty by focusing on historical welfare state development, comparing welfare state models and exploring how welfare recipients experience the welfare state. The final part of the module will explore the concept of justice, focusing on the concept redistributive justice in-particular while also examining the role of welfare states in promoting environmental and ecological justice.

The content in this module will be sociological, philosophical and policy-based and students will have the flexibility to take up one or more of these approaches when responding to the essay prompt. Learning for this module is encouraged using a variety of methods such as small group discussion to engage students in the topics and in-class exercises using online tools such as *Slido*, *Padlet* or *Mentimeter*. Music and art will also be employed to help explore and unpack key sociological, philosophical and policy-based concepts. PowerPoint presentations will be uploaded to Blackboard on a weekly basis as the module progresses and readings will be identified ahead of class and uploaded where available.

Module Learning Outcomes: After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:

- Demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective.
- Demonstrate an understanding of how poverty is measured domestically and internationally.
- Show an understanding of poverty in a global context.

	<ul style="list-style-type: none"> • Demonstrate an appreciation of the lived experience of poverty. • Demonstrate knowledge of the historical development of welfare states as a response to poverty. • Demonstrate an understanding of different models of welfare state, what they offer and the ideologies that they are underpinned by. • Demonstrate an appreciation of the lived experiences of persons claiming and receiving welfare. • Demonstrate an understanding of the concept of redistributive justice. • Articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.
Teaching and Learning methods	Lectures; in-class discussions and exercises; assigned readings.
Assessment details	See the Blackboard module page for details
Reassessment requirements	See the Blackboard module page for details
Recommended Reading list	<p>Readings will be flagged in-class on a weekly basis and made available in PDF form as much as possible. Some useful primer texts are listed below.</p> <ul style="list-style-type: none"> • Powell, F. (2017) <i>The political economy of the Irish welfare state: Church, state and capital</i>. Bristol: Policy Press. • Dukelow, F. and Considine, M. (2017) <i>Irish Social Policy: A critical introduction</i>. Bristol: Policy Press. • Powell, F. W. (1992) <i>The politics of Irish social policy 1600-1900</i>. New York: Edwin Mellen Press. • Lister, R. (2021) <i>Poverty 2nd edition</i>. Cambridge: Polity. • Greve, B. (2020a) <i>Poverty: The basics</i>. London: Routledge. • Greve, B. (2020b) <i>Welfare and the Welfare State: Central issues Now and in the future</i> [part 3, chapter 9]. London: Routledge. • Williams, F. (2021) <i>Social Policy: A critical and intersectional analysis</i>. Cambridge: Polity. • Whelan, J. (2022) <i>Hidden Voices: Lived experiences in the Irish welfare space</i>. Bristol: Policy Press.
Module Pre-requisite	n/a

Module Co-requisite	n/a
Other Schools/Departments	n/a

Module Code	SSU22141
Module Name	European Refugee Policy
ECTS Weighting	10
Year	Senior Fresh
Semester Taught	Semester 1
Module Lecturer	Dr. Philip Curry
Module aims	<p>The number of people worldwide who have been forcibly displaced from their home as a result of conflict, systemic discrimination, persecution, and other human rights violations has been steadily growing over the last decade to reach an unprecedented 82.5 million in 2020. The protection of stateless people, the internally displaced, asylum seekers and refugees has correspondingly become an urgent global policy issue.</p> <p>This course examines the legal basis of modern asylum and refugee systems, how these systems operate in practice and how the protection of people who have been forcibly displaced has come to be intertwined with the politics and policies of migration more generally</p>
Module learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Outline key legal frameworks in relation to refugee protection, in particular the main provisions of the United Nations Convention and Protocol relating to the Status of Refugees. 2. Discuss how asylum and refugee protection systems operate in practice and the kinds of difficulties such systems contend with. 3. Assess how and why European governments have attempted to control and direct migration using legal and policy frameworks 4. Evaluate the impact this has had on victims of forced displacement. 5. Analyse contemporary journal articles in refugee studies.
Module Content	The number of people worldwide who have been forcibly displaced from their home as a result of conflict, systemic

	<p>discrimination, persecution, and other human rights violations has been steadily growing over the last decade to reach an unprecedented 82.5 million in 2020. The protection of stateless people, the internally displaced, asylum seekers and refugees has correspondingly become an urgent global policy issue.</p> <p>This course examines the legal basis of modern asylum and refugee systems, how these systems operate in practice and how the protection of people who have been forcibly displaced has come to be intertwined with the politics and policies of migration more generally.</p>
Teaching and learning format	Lectures and tutorials
Assessment details	See the Blackboard module page for details
Re-assessment	See the Blackboard module page for details
Indicative bibliography (if available) 4-5 titles max.	<p>Bloch, A. and Dona, G. (Eds.) (2019) <u>Forced Migration: Current Issues and Debates</u>. Oxen: Routledge.</p> <p>Fiddian-Qasmiyeh, E., Loescher, G., Long, K., and Sigona, N. (Eds.) (2014) <u>The Oxford Handbook of Refugee and Forced Migration Studies</u>. Oxford: Oxford University Press.</p>
Relevant Journals	<ul style="list-style-type: none"> • Journal of Refugee Studies • Refugee Survey Quarterly • Journal of Immigrant and Refugee Studies

Module Code	SSU22132
Module Name	Citizen Participation in Research and Policy
ECTS Weighting	10
Year	Senior Fresh
Semester Taught	Semester 2
Module Co-ordinator	Dr. Edurne García Iriarte
Module Content	
<p>Citizen science is becoming the umbrella term for a suite of participatory research approaches and it is increasingly being recognised as a valuable source of information for policy making. Citizen science has been defined as “the general public engagement in scientific research activities when citizens actively contribute to science either with their intellectual effort or surrounding knowledge or with their tools and resources” (Socientize, 2014, p. 8). This module explores the theoretical foundations and various applications of citizen science and other relevant participatory research approaches, their emerging relevance in the international research landscape, and the challenges and opportunities they face in the development, implementation and evaluation of policy. The module will use a project-based approach to facilitate active engagement of students in the co-design of citizen science/participatory research ideas to advance social policy. This module aims to provide students with:</p> <ol style="list-style-type: none"> 4. An overall understanding of participatory approaches to research 5. A critical insight into participation in the different phases of the research process 6. Practical knowledge of key issues involved in research and policy co-production 	
Module Learning Outcomes:	
<p>By the end of the module, students should:</p> <p>LO1. Understand the theoretical foundations of citizen science and other participatory research approaches</p> <p>LO2. Develop a critical understanding of the possibilities, challenges and dynamics of citizen participation in research</p> <p>LO3. Be familiar with key applications of participatory research and citizen science to policy development, implementation and evaluation</p>	

<p>LO 4. Have knowledge of key issues in the design, ethics and evaluation of participatory research and citizen science</p> <p>LO 5. Be able to engage with various knowledge co-production methods from an ethical perspective</p>	
<p>Teaching and Learning methods</p>	<p>Lectures, tutorials, practical classes, individual and group work, presentations</p>
<p>Assessment details</p>	<p>See the Blackboard module page for details</p>
<p>Reassessment requirements</p>	<p>See the Blackboard module page for details</p>
<p>Recommended Reading list</p>	<p>Required reading</p> <p>Aldrige, J. (2015). Participation, “vulnerability” and voice. In <i>Participatory research. Working with vulnerable groups in research and practice</i> (pp. 7-30). Bristol: Policy Press.</p> <p>Bonney, R., Ballard, H., Jordan, R., McCallie, E., Phillips, T., Shirk, J., et al. (2009). <i>Public Participation in Scientific Research: Defining the Field and Assessing Its Potential for Informal Science Education. A CAISE Inquiry Group Report</i>: Online Submission.</p> <p>Chesser, S., Porter, M. M., & Tuckett, A. G. (2020). Cultivating citizen science for all: ethical considerations for research projects involving diverse and marginalized populations. <i>International Journal of Social Research Methodology</i>, 23(5), 497-508.</p> <p>Coughlin, S., Smith, S., & Fernandez, M. (2017). <i>Handbook of community based participatory research</i>. New York: Oxford University Press.</p> <p>Haklay, M. (2015). <i>Citizen Science and Policy: A European Perspective</i>. Commons Lab: The Woodrow Wilson Center.</p> <p>Hecker, S., Bonney, R., Haklay, M., Hölker, F., Hofer, H., Goebel, C., et al. (2018). Innovation in Citizen Science – Perspectives on Science-Policy Advances. <i>Citizen Science: Theory and Practice</i>, 3(1). DOI: https://doi.org/10.5334/cstp.114.</p> <p>Katapally, T. R. (2019). The SMART Framework: Integration of Citizen Science, Community-Based Participatory Research, and Systems Science for Population Health Science in the Digital Age. <i>Jmir Mhealth and Uhealth</i>, 7(8), 12.</p> <p>Socientize. (2014). <i>White Paper on Citizen Science for Europe</i>. Retrieved from https://digital-strategy.ec.europa.eu/en/news/project-socientize-announces-white-paper-citizen-science-their-final-conference.</p> <p>Swantz, M. L. (2008). Participatory Action Research as Practice. In P. Reason & H. Bradbury (Eds.), <i>The Sage Handbook of Action Research. Participatory Inquiry and Practice</i>. (pp. 31-48). Thousand Oaks: California: Sage.</p>

	<p>Vohland, K. et al. (Eds.) (2021) <i>The Science of Citizen Science</i>. Springer. DOI: https://doi.org/10.1007/978-3-030-58278-4</p> <p>Texts for discussion</p> <p>Bishop, J., Robillard, L., Moxley, D. (2013). Linda’s story through photovoice: Achieving independent living with dignity and ingenuity in the face of environmental inequities. <i>Practice: Social Work in Action</i>, 25(5), 297-315. http://dx.doi.org/10.1080/09503153.2013.860091</p> <p>Kim, K. K., Ngo, V., Gilkison, G., Hillman, L. & Sowerwine, J. 2020. Native American Youth Citizen Scientists Uncovering Community Health and Food Security Priorities. <i>Health Promotion Practice</i>, 21, 80-90.</p> <p>Redwood, Yanique; Schulz, Amy J.; Israel, Barbara A.; Yoshihama, Mieko; Wang, Caroline C.; Kreuter, Marshall (2010). Social, economic, and political processes that create built environment inequities: Perspectives from urban African Americans in Atlanta. <i>Family & Community Health: The Journal of Health Promotion & Maintenance</i>, 33 (1), 53-67. https://www.jstor.org/stable/44954259</p> <p>Rosas, L. G., Salvo, D., Winter, S. J., Cortes, D., Rivera, J., Rodriguez, N. M. & King, A. C. 2016. Harnessing Technology and Citizen Science to Support Neighborhoods that Promote Active Living in Mexico. <i>Journal of Urban Health</i>, 93, 953-973.</p> <p>Sorensen, A. E., Jordan, R. C., LaDeau, S. L., Biehler, D., Wilson, S., Pitas, J.-H., et al. (2019). Reflecting on efforts to design an inclusive citizen science project in West Baltimore. <i>Citizen Science: Theory and Practice</i>, 4(1). DOI: http://doi.org/10.5334/cstp.170.</p> <p>Toro-Hernandez, M.L., Villa-Torres, L., Mondragón-Barrera, M.A., & Camelo-Castillo, W. (2020). Factors that influence the use of community assets by people with physical disabilities: Results of participatory mapping in Envigado, Colombia. <i>BMC Public Health</i>, 20 (1), 1-11. https://doaj.org/article/3c2ac4da48494810b922147981bd7996</p>
Module Pre-requisite	n/a
Module Co-requisite	n/a
Other Schools/Departments	n/a

Module Code	SSU22052
Module Name	Understanding Health Policy
ECTS Weighting	10
Year	Senior Fresh
Semester Taught	Semester 2
Module Lecturer	Dr Catherine Elliott O'Dare
Module aims	<p>Health care provision is fundamental to societal wellbeing. Health policy defines health goals at the international, national, or local level and stipulates the decisions, plans and actions to drive and achieve these goals (World Health Organisation). Universally, health care provision is conceived and experienced as being in crises and a 'problem' as governments, policy makers and practitioners grapple with issues of funding and provision.</p> <p>Students taking this module will be introduced to health policy and health care provision in the context of the broader social policy landscape by exploring the social determinants of health. The main concepts underpinning health care policy and provision will then be interrogated i.e., equality, equity, needs and rights and how these concepts figure in healthcare provision in Ireland and beyond. The evolution of the Irish healthcare system and policy solutions will then be explored – addressing such questions as why Ireland does not have an NHS (universal) healthcare system? Moving on then to interrogate contemporary Irish health policy developments, students will become conversant with the two-tier Irish health system and outcomes through engaging with literature and empirical evidence. Finally, students will critically engage with the current policy solutions designed to achieve an equitable and efficient health care system and deliver universal healthcare for all Irish citizens.</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 structural and social determinants of health, and how they contribute to health disparities and inequities. • Identify key influences, principles and approaches contributing to the formation and evolution of Irish health policy.

	<ul style="list-style-type: none"> • Understand and apply a needs and equality/equity based 'lens' to contemporary Irish Health policy responses and preferences. • Frame and analyse the two-tiered Irish health system, policy developments and outcomes. • Interrogate the current health policy solution for achieving universal health care in Ireland for all citizens.
Module Content	<ol style="list-style-type: none"> 1. Social Determinants of Health 2. Health Policy concepts- inequality, equity, needs and rights 3. Health care systems – models, trends, and issues 4. Irish Health systems and policy – historical context 5. Evolution of Irish Health care; 1920s – 1990s 6. Irish Health Policy reform; 1990s onwards 7. Irish Health Policy solutions - addressing inequality, access, and a two-tier health care system 8. Sláintecare – a 21st century pathway to universal health care provision in Ireland? 9. Evaluating progress towards universal healthcare provision in Ireland in a global context.
Teaching and learning format	Two one-hour lectures will take place per week. Students will be encouraged to participate in peer-learning and in-class interactive exercises.
Assessment details	See the Blackboard module page for details
Re-assessment requirements	See the Blackboard module page for details
Key Texts.	<ul style="list-style-type: none"> • Bonner, A. (2018) Social determinants of health: an interdisciplinary approach to social inequality and wellbeing. Bristol: Policy Press. • Burke, S. (2009) <i>Irish apartheid: Healthcare inequality in Ireland</i>. Dublin: New Island. • Considine, M., and Dukelow, F (2017) <i>Irish Social Policy. A Critical Introduction</i>. 2nd Ed. • Wall, A., and Owen., B (2020) <i>Health Policy</i>. London and New York: Routledge. 2nd Ed. • Wren, M-A (2003) <i>Unhealthy state: Anatomy of a sick society</i>. Dublin: New Island. <p>The above books are available electronically or in print at Trinity Library. Additional readings for each week will be assigned during term.</p>

<p>Useful web-based content</p>	<p> https://www.esri.ie/ https://www.hse.ie/eng/ https://www.lenus.ie https://www.oecd.org/ireland/ https://www.who.int/ https://www.hrb.ie/publications/ https://www.socialjustice.ie/content/taxonomy/tags/social-policy https://www.gov.ie/en/campaigns/a60069-budget-2020/ https://www.gov.ie/en/help/departments/ https://www.ihrec.ie/health1/coll-9-health/ </p>
<p>Relevant Journals</p>	<p> Health Policy International Journal of Health Policy Journal of Social Policy Journal of European Social Policy Irish Journal of Applied Social Studies Journal of International and Comparative Social Policy Social Policy & Administration Social Policy and Society <u>DATABASES</u> (accessed through TCD's search engine STELLA): http://stella.catalogue.tcd.ie/iii/encore/?jsessionid=D258E5580820239721CE917DFE88C6A6?lang=eng JSTOR Applied Social Sciences Index and Abstracts (ASSIA) Web of Science Proquest Abstracts Database Humanities & Social Sciences Index ScienceDirect </p>

APPENDIX IV Teaching Staff Biographies

Dr Julie Byrne

Julie is an Assistant Professor in the School of Social Work and Social Policy where she is the School's Director of Undergraduate Teaching and Learning and Co-Director of the Social Policy Joint Honours degree. Her academic background is in business management, specialising in people management 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. Julie was the Director of Academic Programmes at National College of Ireland, a founding director of the Institute of Managers in Community and Voluntary Organisations and acting Director of the National Institute for Intellectual Disability.

Her research interests include the leadership and management of human service organisations, transitions in the professional career and, the impact of technology on human services. She is particularly interested in the use of digital technologies in education and recently completed a study on optimising interaction in online education funded by the National Forum for the Enhancement of Teaching and Learning. In addition to her academic role, Julie provides consulting services to professional bodies, educational institutions and regulators on education, training and continuing professional development matters.

Dr Louise Caffrey

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

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

Dr Lynne Cahill

Lynne is an Adjunct Assistant Professor in the School of Social Work & Social Policy at Trinity College Dublin. She holds a Masters in Applied Social Research from Trinity College Dublin and a Bachelor of Arts from the National University of Maynooth. Lynne was awarded a Government of Ireland Scholarship to undertake her PhD research exploring the female same sex experience of domestic violence and abuse. She is coordinator of the Social Policy Joint Honours module 'Accessing & Reviewing Literature', and teaches 'Literature Reviews & Searches' on the MSc in Applied Social Research. Lynne is the lead researcher for the homelessness strand of the Service Reform Fund (SRF). The Service Reform Fund (SRF) has been created by the Department of Health; the Department of Housing, Local Government, and Heritage; the Health Service Executive Ireland (HSE); Local Authorities; and the Atlantic Philanthropies, in collaboration with Genio, to implement service reform in Ireland in addiction, homelessness, disability, and mental health.

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 Joe Whelan

Dr Joe Whelan is an Assistant Professor in the School of Social Work and Social Policy at Trinity College Dublin. He previously worked as a College Lecturer in the School of Applied Social Studies, University College Cork. Joe is an active social researcher with a track record of publishing in international, peer-reviewed, scholarly journals. His article 'Work and Thrive or Claim and Skive: Experiencing the Toxic Symbiosis of Worklessness and Welfare Reciprocity in

Ireland' was awarded the IRJ Distinguished Article Prize in 2022. The IRJ Prize is awarded to the paper adjudicated to represent the best original contribution to the Irish Journal of Sociology in a given year. Joe's main area of research interest focuses on exploring the nexus of work and welfare. He is particularly interested in exploring and understanding lived experiences in the context of welfare reciprocity, focusing on the processes and effects of welfare conditionality. Joe has recently published two monographs. The first of these explores the concept of social deservingness from antiquity to the present day and the second offers an insight into lived experiences in the context of the Irish welfare state and is published by Policy Press.

Joe is a member of the Editorial Collective for the distinguished scholarly journal, Critical Social Policy and is the chairperson of the Sociological Association of Ireland's Work, Welfare and Markets study group. As an educator, Joe's teaching philosophy is couched in a Freirean ethos of critical social pedagogy. By starting with the goal of diminishing hierarchy, Joe aims to be open and approachable and to build a good rapport with students. He feels this is important because it can empower students to find their voices and to participate in learning more actively. In general, his ambition for learners taking any of the modules on which he teaches is that they would take what is introduced in the classroom and pursue it further in a self-directed way. He therefore tries to foster passion, interest, excitement and curiosity. As an educator Joe also believes that there are many ways to connect students with learning that go beyond the traditional lecture format. In this respect, he uses music, literature, poetry and art in his teaching to help make visceral that which can seem abstract. He also incorporates the use of different technologies in his teaching in a way that promotes and fosters active learning and interaction. Joe is also very interested in public scholarship and believes passionately in communicating about the broad social sciences and in particular Social Work, Social Policy, Sociology and Philosophy, to broad audiences. To meet this objective he has contributed written work to RTE, the Irish national broadcaster, under the Brainstorm project. He has also contributed work to The Conversation UK, to Discover Society and to Contexts; the magazine of the American Sociological Association. He also occasionally contributes to both regional and national radio programs such as the Pat Kenny show on NewsTalk FM. Joe communicates publicly through Twitter @JoeWhelan82.

Dr Edurne Garcia Iriarte

Edurne Garcia Iriarte is an Assistant Professor at the School of Social Work and Social Policy, Trinity College Dublin (TCD). From 2009 to 2011, she was appointed as a Marie Curie Post-Doctoral Research fellow at the National Institute for Intellectual Disability. Prior to joining TCD, Edurne graduated with a MSc in Disability and Human Development (2005) and a PhD in Disability Studies (2009) from the University of Illinois at Chicago (USA), where she also worked as a researcher and expert evaluator at the Centre for Capacity Building on Minorities with Disabilities Research (2005-2008). Edurne's research interests focus on the social inclusion of people with disabilities, and the development and implementation of participatory

research and evaluation approaches with people with disabilities, more specifically inclusive research with people with intellectual disabilities. Edurne has collaborated and led on several research and evaluation studies. Some of her most recent projects have explored the intersection between disability and migration in Ireland; the support provided to people with disabilities moving from residential institutions to the community in Ireland; co-lecturing with people with intellectual disabilities in third level education; and the development of inclusive education in China. Since 2009, Edurne has been a university supporter of the Inclusive Research Network, a group of people with intellectual disabilities and their supporters, who conduct inclusive research in Ireland.

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* and two co-authored methodological papers published in *Qualitative Health Research*, and *International Journal of Qualitative Methods*.

Catherine's current research focus is on older workers. In addition to publications, 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 work place and society. Prospective students interested in pursuing a PhD in the areas of intergenerational relations, friendship, social aspects of ageing/ageism, are invited to contact Catherine by email at elliott@tcd.ie.

Dr Philip Curry

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

Philip currently teaches quantitative research methods and acts as Course Director for the Masters in Applied Social Research program at Trinity College. He also teaches European Refugee Policy at undergraduate level. His research interests include inter-group relations, attitudes to migration and diversity, and refugee policy.

