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

School of Social Work and Social Policy

Social Policy (Joint Honours)
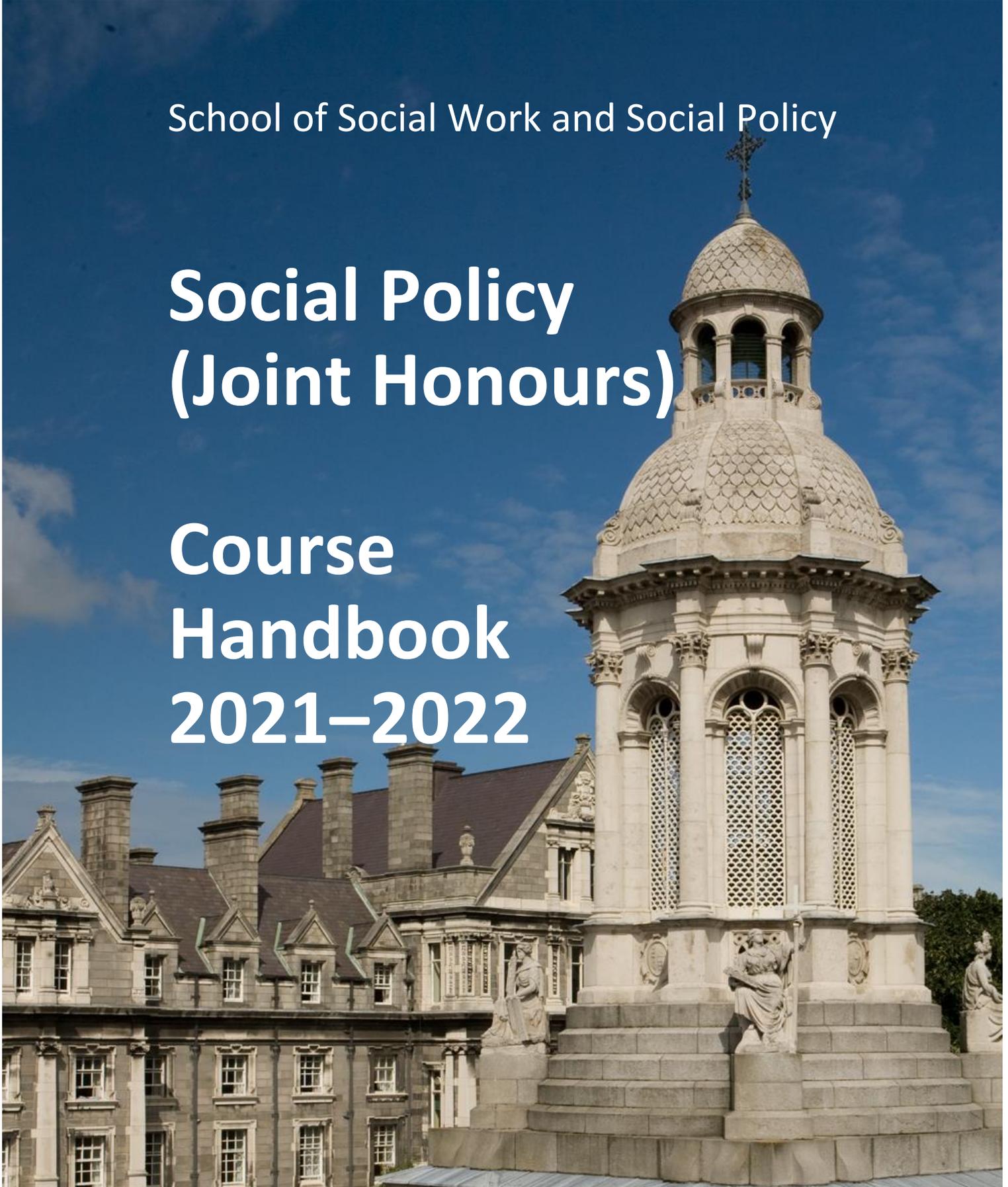
Course Handbook 2021–2022

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Welcome from the Course Co-Directors

Dear Student,

We're delighted to welcome you to Trinity and to this first year of the Social Policy Joint Honours course. 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   *Catherine Conlon*

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Dr Julie Byrne   Dr Catherine Conlon

Welcome from the Course Administrator

Welcome,

My name is Jason O'Callaghan 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,

Jason

Contact Details

Course Co-Directors

Dr Julie Byrne	Dr Catherine Conlon
Room 3057 Arts Building, Office Hours: Wed 2-4pm during term (Teams/in-person) Email: byrnej18@tcd.ie	Room 3060 Arts Building, Office Hours: Tues 11am-1pm during term (Teams/in-person) Email: conlonce@tcd.ie

Administration

Jason O'Callaghan	Trinity Joint Honours Programme Office
Room 3063, Arts Building Office hours: In person/Teams: Mo, Tu, Th, Fr 10am-4pm; Teams only: Wednesday 10-4pm Email: ocallajw@tcd.ie	Email: jointhonours@tcd.ie

SECTION ONE – GENERAL COLLEGE INFORMATION

Student Services and Supports

The Course Administrator, Jason O'Callaghan 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.

Tutors

All 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

Further information please see 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

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Academic Year Calendar 2021/22

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 **3 December 2021.**

Key Dates and Events

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

Date	Event
20 - 24 September 2021	Orientation Week for Undergraduates
27 September 2021	Semester 1 Teaching Begins
25 October 2021	October Bank Holiday
25 - 29 October 2021	Study/Re-orientation Week
3 December 2021	Semester 1 Teaching Ends for most TJH programmes
6 - 10 December 2021	Revision Week
13 - 19 December 2021	Semester 1 Assessment Period
24 Dec. 2021 – 2 Jan. 2022	College Offices Closed
24 January 2022	Semester 2 Teaching Begins
TBC	Semester 1 Provisional Results
7 - 11 March 2022	Study/ Review Week
15 – 18 April 2022	College Offices Closed
10 April 2022	Semester 2 Teaching Ends
18 - 22 April 2022	Revision Week
25 –29 April 2022	Trinity Week
3 – 7 May 2022	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 22/23
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 Courses 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](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 worth getting to grips with Blackboard early in your studies and seeking 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 Relations with the assessment at the host university counting as part of the student's academic record in College. More information on the options and requirements for Erasmus/Study Abroad will be made available later in the year.

SECTION THREE – TEACHING AND LEARNING

Teaching and Learning Models during Semester 1

In order to offer taught programmes in line with government health and safety advice, teaching and learning in Semester 1 for your programme will follow a blended model that combines online and in-person elements to be attended on campus. Information on the modes of teaching and learning in Semester 2 will be available closer to the time.

Programme Architecture

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

- Joint Honours Pathway – equal time on both subject
- Major with Minor Pathway – more time on the major subject
- Single Honours Pathway – only study one subject (please note 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** (https://www.tcd.ie/courses/undergraduate/your-trinity-pathways/assets/Explore-your-pathways-JH.pdf) can also be helpful in exploring your options and seeing what impact they will have on your degree.

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.

Common Architecture

FRESHMAN YEARS: 120 ECTS
ENTRY ROUTE:

Joint Honors

JF
- S1 30 ECTS
- S2 30 ECTS

SF
- S1 40 ECTS & OM/TE 20 ECTS
- S1 40 ECTS & S2 20 ECTS
- S1 20 ECTS & S2 20 ECTS & OM/TE 20 ECTS

DEGREE
- SINGLE HONORS DEGREE
- MAJOR WITH MINOR DEGREE
- JOINT HONORS DEGREE

KEY: S1 - Subject 1 | S2 - Subject 2 | OM - Open Modules | TE - Trinity Electives | JF - Junior Freshman | SF - Senior Freshman
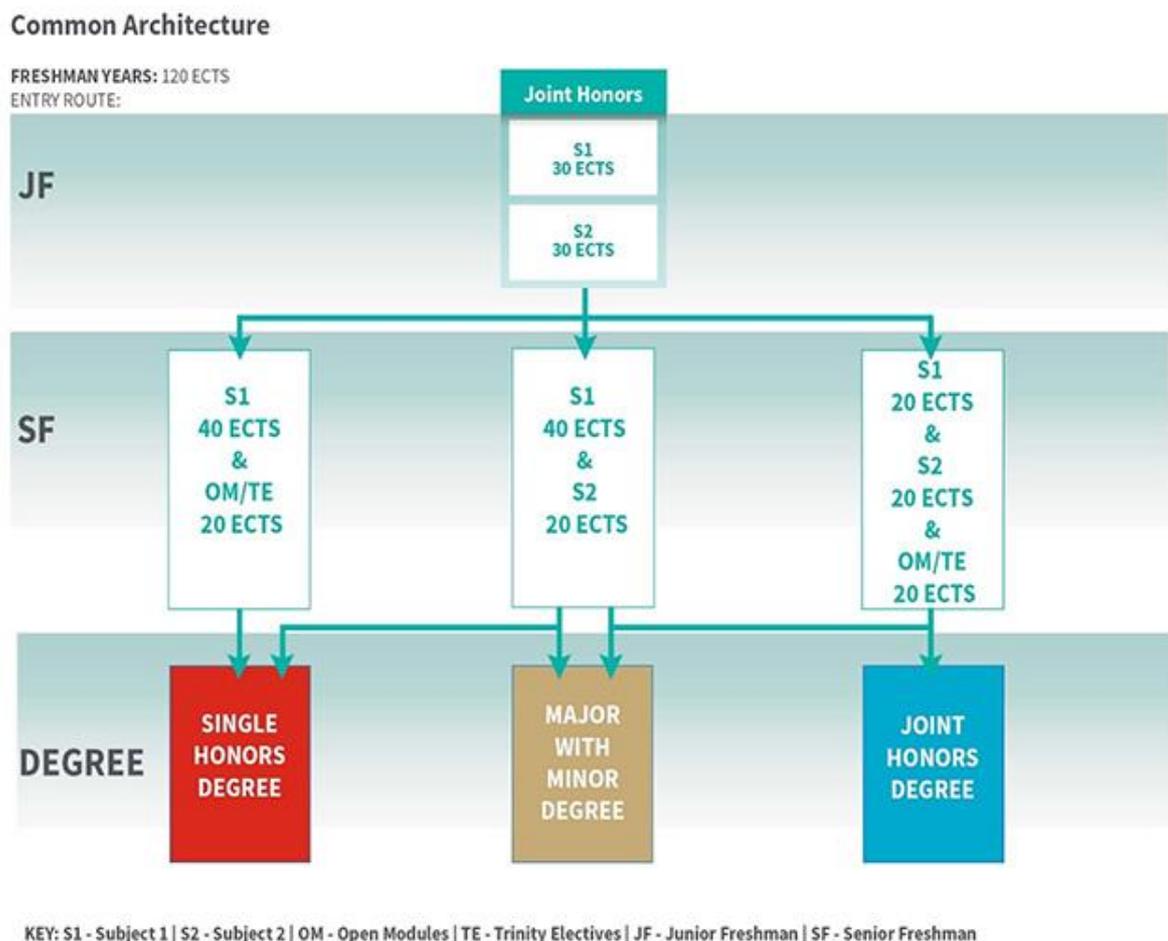
Pathway selection will take place shortly after marks are published at the end of the academic year around mid-June 2022. If you have any queries about pathways and module selection, please contact the TJH office.

Course Structure and Workload – Junior Fresh (First Year) 2021/22

All Pathways

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
SSU11082	Critical Analysis & Argument Development	Hilary Term	10 ECTS
SSU11052	Introducing Social Policy in Action	Hilary Term	5 ECTS

See Appendix II for Junior Fresh module descriptors

Course Structure and Workload – Senior Fresh (Second Year) 2021/22

New Minor Subject Pathway

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 III for Senior Fresh module descriptors

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 Course Director and 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 suspicions to the student and given 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 below. 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.

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.

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.

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.

Programme Learning Outcomes

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

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

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.

SECTION FOUR – SCHOLARSHIP AND PRIZES

Scholarship Examination

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.

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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 is must have completely dealt with the question asked by the examiner. In questions:

- all the major issues and most of the minor issues must have been identified;
- the application of basic principles must be accurate and comprehensive; and
- there should be a conclusion that weighs up the pros and cons of the arguments.

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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.

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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.

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

Module Content

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.

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.

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.

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.

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.

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	**Assessment Component**	**Assessment Description**	**% of total**	**Week due**
	Presentation	Groups of 4 leading tutorial discussion on assigned reading.	10	6-8 & 10-14 (as per TCD academic year calendar)
	Essay	3000 word end of semester essay.	90	16 (TCD academic year calendar)
Reassessment requirements	Students who fail the module will be reassessed by an essay of 3000 words in the supplemental period. All supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.			

Contact Hours and Indicative Student Workload	For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest: - 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 TOTAL: 205
Recommended Reading list	• Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley. • Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction.* 2nd Edition. Bristol: Policy Press. • Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity. • Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy*. London: Sage. • Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.
Module Pre-requisite	n/a
Module Co-requiste	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

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.

Module Learning Outcomes:

On successful completion of this module, students should be able to:

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

- Literature and the research skills pathway in social policy
- Managing your learning
- Starting the Literature Review Process: Sources, Planning & Database Searching
- Literature Review Writing: Evaluating & Organising Evidence
- Academic integrity

Teaching and Learning methods	Lectures, demonstrations and practical classes involving the application of literature search.

Assessment details	Assessment Component	Assessment Description	% of total	Week due
	Literature search and review project (100%)	1. Write and implement a search strategy on any Social Policy topic (c. 750 words). *[LO 1 assessed]* 2. Taking four of the best quality sources identified in the literature search exercise, write a c.1,000 word review *[LO 2, 3 & 4 assessed]*	100%	16 (TCD academic year calendar)
Reassessment requirements	Students who fail the module will be reassessed using the same assessment in the supplemental period. Supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.			
Contact Hours and Indicative Student Workload	For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest: - Lecture attendance and participation: 18 hours - Time spent on further recommended reading and other resources such as videos, 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 TOTAL: 117			
Recommended Reading list	• 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-requiste	n/a			

Module Code	SS11052
Module Name	Introducing Social Policy in Action
ECTS Weighting	5 ECTS
Year	JF (Social Policy Joint Honours)
Semester Taught	Semester 2
Module Co-ordinator	Dr Catherine Conlon

Module Content

This module looks at social policy *in action*. 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.

This module will equip students for deeper exploration of specific policy issues and debates as they progress in their study of social policy

Module Learning Outcomes:

On successful completion of this module, students should be able to:

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	**Assessment Component**	**Assessment Description**	**% of total**	**Week due**
	Presentation	Groups of 4 leading tutorial discussion on assigned reading.	10	23-33

	Essay	2500 word end of semester essay.	90	36

Reassessment requirements	Students who fail the modules will be reassessed by an essay of 2500 words in the supplemental period. Supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.
Contact Hours and Indicative Student Workload	For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest: - Class (lecture & tutorial) attendance and participation: 32 hours - Time spent reviewing instructional material (notes & assigned readings): 20 hours - 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 TOTAL: 110
Recommended Reading list	• Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley. • Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction.* 2nd Edition. Bristol: Policy Press. • Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity. • Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy*. London: Sage. • Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge. • McCashin, A (2019) Continuity and Change in the Welfare State. Cham: Palgrave Macmillan.
Module Pre-requisite	SSU11051/SSU11060
Module Co-requiste	n/a

Module Code	SSU11082
Module Name	Critical Analysis & Argument Development
ECTS Weighting	10 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: 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	• 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	2000 word essay (90%) and responses to 10 learning tasks (10%),
Reassessment requirements	Students who fail the module will be reassessed by essay in the supplemental period. Supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.

Indicative bibliography (if available) 4-5 titles max.	Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument.* Basingstoke Palgrave Macmillan. European Commission (2009). Gender segregation in the labour market: Root causes, implications and policy responses in the EU. Luxembourg: Publications Office of the European Union Standing, G. (2011) *The Precariat: The New Dangerous Class.* London: Bloomsbury. Standing, G. (2011) *The Precariat: The New Dangerous Class.* London: Bloomsbury. Van Parijs, P. (2016) *Basic Income and Social Democracy.* Social Europe. Martin (2014), *Activation and Active Labour Market Policies in OECD Countries: Stylized Facts and Evidence on their Effectiveness* , IZA Policy Paper No. 84.
Useful web-based content	EU Commission Gender Equality https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality_en CSO Women and Men in Ireland. CSO: Dublin. CSO Survey on Income & Living Conditions (SILC): 2014 Results.
Relevant Journals	Journal of Social Policy Critical Social Policy Social Policy & Society

Module Code	SSU11051
Module Name	Introduction to Social Policy Concepts
ECTS Weighting	10 ECTS
Year	SF (New Minor Subject)
Semester Taught	Semester 1
Module Co-ordinator	Dr Catherine Conlon

Module Content

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.

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.

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.

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.

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.

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	**Assessment Component**	**Assessment Description**	**% of total**	**Week due**
	Presentation	Groups of 4 leading tutorial discussion on assigned reading.	10	6-8 & 10-14 (as per TCD academic year calendar)
	Essay	3000 word end of semester essay.	90	16 (TCD academic year calendar)
Reassessment requirements	Students who fail the module will be reassessed by an essay of 3000 words in the supplemental period. All supplemental assessments must be resubmitted during the college supplemental examination period.			
Contact Hours and Indicative Student Workload	For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest: - 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 - TOTAL: 205
Recommended Reading list	• Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley. • Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction.* 2nd Edition. Bristol: Policy Press. • Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity. • Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy*. London: Sage. • Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.
Module Pre-requisite	n/a
Module Co-requiste	n/a

Module Code	SS11062
Module Name	Introducing Social Policy in Action
ECTS Weighting	10 ECTS
Year	SF (New Minor Subject)
Semester Taught	Semester 2
Module Co-ordinator	Dr Catherine Conlon

Module Content

This module looks at social policy *in action*. 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 in lectures.

Tutorials follow a laboratory-based format where students will carry out a project for continuous assessment applying the framework for policy analysis to a policy area of their choice workshopped with their lab instructor each week.

This module will equip students for deeper exploration of specific policy issues and debates as they progress in their study of social policy and experience of applying a framework for policy analysis to a policy area of their choice.

Module Learning Outcomes:
On successful completion of this module, students should be able to:

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 laboratories involving students applying the framework for analysis of the policy making process to a policy area of their choice in weekly tutorials following a workshop format.

Assessment details	Assessment Component	Assessment Description	% of total	Week due
	Presentation	Presentation by 2 students each week on their continuous assessment project relating to a policy area of their choice	10	23-33
	Continuous Assessment	4000 word project submission.	90	36
Reassessment requirements	Students who fail the module will be reassessed by an essay of 4000 words in the supplemental period. Supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.			
Contact Hours and Indicative Student Workload	For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest: - Class (lecture & tutorial) attendance and participation: 32 hours - Time spent reviewing instructional material (notes & assigned readings): 30 hours - Time spent on further recommended reading: 40 hours - Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 50 - Researching current social policy issues to inform class presentation and written assessment: 40 - Drafting and finalising writing of semester long project for written assessment: 30 hours TOTAL: 222			
Recommended Reading list	• Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley. • Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction.* 2nd Edition. Bristol: Policy Press. • Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity. • Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy*. London: Sage. • Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge. • McCashin, A (2019) Continuity and Change in the Welfare State. Cham: Palgrave Macmillan.			
Module Pre-requisite	SSU11051/SSU11060			
Module Co-requiste	n/a			

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 as 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.