



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

SCHOOL OF SOCIAL WORK & SOCIAL POLICY

JUNIOR FRESH (FIRST YEAR) MODULE DESCRIPTORS 2025 / 2026





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1.1 Junior Fresh Module Descriptors 2025 / 2026

1.11 Introduction to Social Policy Concepts, (SSU11061), 5 ECTS

Module Code	SSU11061
Module Name	Introduction to Social Policy Concepts
ECTS credit weighting	5 ECTS
Semester taught	Junior Fresh, Semester 1, 2025 / 2026
Module Coordinator	Dr Louise Caffrey.
Module Lecturers	Dr Louise Caffrey. Dr Julie Byrne, Prof. Virpi Timonen
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	<p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none">1. Define and explain the concept and remit of social policy, including its contested goals, key areas and relevance to society.2. Describe the evolution of the welfare state and the key historical developments influencing its varied organisation.3. Identify and compare how political ideologies influence social policy goals, design and delivery.4. Explain Esping-Andersen's Three Worlds of Welfare Capitalism and apply the model to categorise welfare systems globally.5. Describe key theoretical perspectives in relation to the following concepts: social rights, freedom, equality and justice, and identify how varying perspectives on these concepts influence policy.
Module Content	<p>This module provides an essential introduction to the field of social policy, exploring how societies address human needs, promote well-being, and respond to inequality. Students will examine key historical developments, core principles such as rights, justice, equality, and freedom, and major theoretical and ideological approaches to welfare. Through a focus on real-world examples, students will gain foundational understanding of how welfare states operate and evolve. The course also considers current and future challenges facing social policy in a global context.</p> <p>Module aims:</p>



- To introduce students to the key concepts, values, and issues in social policy.
- To explore the historical and ideological foundations of welfare systems.
- To examine key social principles, including, social rights, freedom, equality, and justice, in relation to policy.
- To develop students' ability to engage critically with social policy debates and systems.

Teaching and Learning Methods¹

Lectures and interactive tutorials will be used to support students to develop the learning outcomes. Students will be expected to engage with weekly readings, lecturers and tutorials throughout the duration of the module.

Assessment Details²

Please include the following:

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

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

Assessment Component	Assessment Description 5 ECTS	LO Address ed	ECTS % of total	Submission due date
Presentation	Tutorial presentation on assigned reading	LO1 – LO5	10%	<i>Weeks 6-9 and 11-15 as per college <u>calendar</u></i>
Essay	1500-word essay	LO4, LO5	90%	Week 17. Tuesday 16th December at 12 noon

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

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



Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Article summary and analysis	Written summary and analysis of an article	LO1 – LO5	10%
Essay	1500-word essay	LO4, LO5	90%

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

Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design	
<ul style="list-style-type: none">This module includes multiple assessment types, both oral and writtenThe module incorporates multiple teaching methods including lectures and small group tutorial discussion	



**Indicative Reading List
(approx. 4-5 titles)**

- Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley
- Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction*. 2nd Edition. Bristol: Policy Press
- Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity.
- Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Polity Press.
- Timonen, T (2024) *Social Policy: The Quest for Freedom, Equality and Justice*. Polity Press

Module Pre-requisite

None

Module Co-requisite

None

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

No.



1.11 Introduction to Social Policy Concepts, (SSU11051), 10 ECTS

Module Code	SSU11051
Module Name	Introduction to Social Policy Concepts
ECTS credit weighting	10 ECTS
Semester taught	Junior Fresh, Semester 1, 2025 / 2026
Module Coordinator	Dr Louise Caffrey.
Module Lecturers	Dr Louise Caffrey. Dr Julie Byrne, Prof. Virpi Timonen
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	<p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none">6. Define and explain the concept and remit of social policy, including its contested goals, key areas and relevance to society.7. Describe the evolution of the welfare state and the key historical developments influencing its varied organisation.8. Identify and compare how political ideologies influence social policy goals, design and delivery.9. Explain Esping-Andersen's Three Worlds of Welfare Capitalism and apply the model to categorise welfare systems globally.10. Describe key theoretical perspectives in relation to the following concepts: social rights, freedom, equality and justice, and identify how varying perspectives on these concepts influence policy.
Module Content	<p>This module provides an essential introduction to the field of social policy, exploring how societies address human needs, promote well-being, and respond to inequality. Students will examine key historical developments, core principles such as rights, justice, equality, and freedom, and major theoretical and ideological approaches to welfare. Through a focus on real-world examples, students will gain foundational understanding of how welfare states operate and evolve. The course also considers current and future challenges facing social policy in a global context.</p> <p>Module aims:</p> <ul style="list-style-type: none">• To introduce students to the key concepts, values, and issues in social policy.• To explore the historical and ideological foundations of welfare systems.• To examine key social principles, including, social rights, freedom, equality, and justice, in relation to policy.• To develop students' ability to engage critically with social policy debates and systems.



Teaching and Learning Methods³

Lectures and interactive tutorials will be used to support students to develop the learning outcomes. Students will be expected to engage with weekly readings, lecturers and tutorials throughout the duration of the module.

Assessment Details⁴

Please include the following:

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

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

Assessment Component	Assessment Description 5 ECTS	LO Addressed	ECTS % of total	Submission due date
Presentation	Tutorial presentation on assigned reading	LO1 – LO5	10%	Weeks 6-9 and 11-15 as per college calendar
Article Analysis	1000-word assignment analysing a newspaper article	LO1, LO2, LO3	30%	Week 10. Friday 31st October at 3pm (end of reading week)
Essay	1800-word essay	LO4, LO5	60%	Week 17. Tuesday 16th December at 12 noon

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Recorded presentation	Presentation on newspaper article addressing questions set	LO1 – LO5	10%

³ Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

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



Article Analysis	700–800-word assignment analysing a newspaper article	LO1, LO2, LO3	30%
Essay	1600-word essay	LO4, LO5,	60%

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

Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design	
<ul style="list-style-type: none">• This module includes multiple assessment types, both oral and written• The module incorporates multiple teaching methods including lectures and small group tutorial discussion	



**Indicative Reading List
(approx. 4-5 titles)**

- Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley
- Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction*. 2nd Edition. Bristol: Policy Press
- Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity.
- Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Polity Press.
- Timonen, T (2024) *Social Policy: The Quest for Freedom, Equality and Justice*. Polity Press

Module Pre-requisite

None

Module Co-requisite

None

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

No



1.12 Accessing and Reviewing Literature, (SSU11071), 5 ECTS

Module Code	SSU11071
Module Name	Accessing and Reviewing Literature
ECTS credit weighting	5 ECTS
Semester taught	Junior Fresh, Semester 1, 2025 / 2026
Module Coordinator/s	Dr Lynne Cahill
Module Learning Outcomes with embedded Graduate Attributes	<p><i>On successful completion of this module, students should be able to:</i></p> <p>Design and Execute Advanced Search Strategies</p> <ul style="list-style-type: none">• Demonstrate proficiency in identifying keywords, synonyms, controlled vocabularies, and applying Boolean operators, truncation, and field-specific filters to retrieve high-quality literature.• Graduate Attributes: Information Literacy, Critical Thinking <p>Tutorials and database in class practical's</p> <ul style="list-style-type: none">• Introduction to database searching• Graduate Attributes: Information Literacy, Organisation skills, enhanced search capacities. <p>Manage and Organise References Effectively</p> <ul style="list-style-type: none">• Utilise leading reference management tools (e.g., EndNote) to import, deduplicate, annotate, categorize, and cite literature seamlessly in academic writing.• Graduate Attributes: Digital Literacy, Organisation skills <p>Document and Reproduce Search Protocols</p> <ul style="list-style-type: none">• Record detailed search logs, construct reproducible search strings to ensure transparency and replicability of literature reviews.• Graduate Attributes: research integrity, attention to details <p>Collaborate with Information Specialists</p> <ul style="list-style-type: none">• Engage effectively with subject librarians to refine search strategies.• Graduate Attributes: Communication, Teamwork <p>Peer Learning and Group Work</p>



- Collaborative tasks such as co-developing search strategies, appraising academic articles, managing group roles and dynamics, and presentation skills
- Graduate Attributes: Communication, Teamwork, Presentation skills

Mini literature review

- Develop academic writing skills, understanding of plagiarism, critical review of academic literature, thematic analysis of sources
- Graduate Attributes: Writing skills, thematic analysis, critical analysis

Module Content

This module empowers students to systematically discover, access, and critically appraise scholarly literature across disciplines. Through hands-on practice with major bibliographic databases and open-access repositories, students will develop advanced search strategies using keywords, controlled vocabularies, Boolean logic, and field-specific filters. The course covers efficient management of citations and full texts using leading reference tools, as well as documentation of reproducible search protocols. By module completion, learners will be able to design rigorous literature searches, write up an analysis of findings, and set up automated alerts to stay current with emerging research.

Teaching and Learning Methods⁵

Lectures, demonstrations, in-class practical's and presentations to apply the theory in this module.

We will be using Informal cooperative learning groups as part of the module. These are small, temporary, ad-hoc groups of two to four students who work together for brief periods (typically one or two classes), to answer questions, respond to prompts posed by the lecturer and present their output. Working in these groups will help you to develop your group work skills which are important in both college and work.

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.
- Practicing search skills in databases 12 hours
- Independent sourcing & reading of relevant materials to prepare for assessment: 25 hours.
- Drafting and finalising written assessments: 25 hours

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



Each of these assessment components is deliberately sequenced and designed to build the core skills any social policy researcher needs from question formulation through critical synthesis and presentation. Here's the pedagogical rationale for each:

1. Social policy research topic & search terms

- **Skill focus:** Research question formulation; operationalising concepts.
- **Why it matters:** Before you can find and evaluate evidence, you must be clear on what you're looking for. Narrowing a broad theme (e.g. "welfare reform") into a precise question (e.g. "How have conditional cash transfers impacted child health in Brazil?") and then deriving the right keywords (e.g. "conditional cash transfer," "child health," "Brazil," "impact evaluation") trains you to think critically about scope, relevance and precision in scholarly searches.

2. Search strategy

- **Skill focus:** Systematic database querying; Boolean logic; auditing and refining.
- **Why it matters:** Simply plugging terms into Google Scholar isn't enough for a comprehensive review. You need to understand how to combine keywords, apply filters (date, geography, study design), select the right databases (e.g. ProQuest Social Science Premium, Scopus), document your search steps, and ensure reproducibility. This component fosters information literacy and methodological transparency.

3. In-class group presentation

- **Skill focus:** Collaborative synthesis; oral communication; audience engagement.
- **Why it matters:** Social policy research often happens in teams and must be communicated to diverse stakeholders, academic peers, policymakers, community groups. Working in small groups simulates real-world research teams, hones your ability to divide tasks (e.g. literature synthesis vs. slide design), and develops presentation skills (storyboarding, slide clarity, Q&A handling).



4. Mini literature review

- **Skill focus:** Critical appraisal; synthesis writing; source evaluation.
- **Why it matters:** Identifying high-quality studies is only half the battle, you must also interpret findings, note methodological strengths/weaknesses, and weave disparate results into a coherent narrative. Writing a concise review on your four best sources practices the core scholarly skill of summarising evidence, identifying gaps, and positioning your own future research questions.

Assessment Details⁶

Please include the following:

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

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

Assessment Component	Assessment Description	LO Addressed	% of total
Social policy research topic and search terms DUE: Week 8. Weds 15.10.25	Identify a research topic/ question and associated search terms.	Construct and identify appropriate search terms to support literature search and enquiry into a specified topic.	10%
Search strategy DUE: Week 11. Weds 05.11.25	Develop and implement a search strategy on any Social Policy topic	Develop academic search capabilities and competencies. Assess ability to construct advanced searches.	30%
In class group presentation DUE: Week 14. Weds 26.11.25	Group presentation on a social policy topic	Develop teamwork, communication, and presentation skills.	10%

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



Mini literature review DUE: Week 16. Fri 15.12.25	Taking four of the best quality sources identified in the literature search exercise, write a literature review.	Develop evidence informed decision making and writing.	50%
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Re-Assessment Details

AS PER THE ORIGINAL ASSESSMENT ABOVE.

Inclusive Curriculum

	PLEASE TICK
5. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
6. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>
7. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
8. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i>	
Flexible pathways for demonstrating learning: Group presentation and written mini-review, allow students to showcase their understanding of the module in different formats. Multiple means of engagement: Research topics and case studies span	



diverse contexts (urban/rural, high-income/low-income countries, various policy domains) and include voices from marginalised communities. This helps every student see themselves reflected in the material and appreciate a broad range of social policy experiences.

Indicative Reading List (approx. 4-5 titles)

- Ridley, Diana. (2012) The Literature Review. A step-by-step guide for students. (2nd ed.) London: Sage Publications Ltd.
- Gallagher, A., O'Connor, C., & Visser, F. (2023). *Uisce faoi Thalamh: An investigation into the online mis- and disinformation ecosystem in Ireland* (Report 1 of 3: Summary report). Institute for Strategic Dialogue. <https://www.isdglobal.org/wp-content/uploads/...pdf>
- 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/>
- Aveyard, H., (2014) Doing a Literature Review in Health and Social Care: A Practical Guide. (3rd. ed.) Open University Press.

Module Pre-requisite

Module Co-requisite

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



1.13 Poverty, Welfare and Justice, (SSU11012) 5 ECTS

Module Code	SSU11012
Module Name	Poverty, Welfare and Justice
ECTS credit weighting	5 ECTS
Semester taught	Semester 2, Junior Fresh, 2025 / 2026
Module Coordinator/s	Dr Joe Whelan

[Module Learning](#)

[Outcomes](#) with
embedded [Graduate](#)
[Attributes](#)

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

- Think independently and demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective.
- Act responsibly and demonstrate an understanding of how poverty is measured domestically and internationally.
- Act responsibly and show an understanding of poverty in a global context.
- Demonstrate an appreciation of the lived experience of poverty.
- Demonstrate knowledge of the historical development of welfare states as a response to poverty.
- Develop continuously and 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.
- Communicate effectively and be able to articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.



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.

Teaching and Learning Methods⁷

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

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



Assessment Details⁸

Please include the following:

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

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

Assessment Component	Assessment Description	LO Addressed	% of total
Essay	A 1000-word Essay	1-5	100 %
<u>Submission Due:</u> Week 35. Mon 20.04.25			

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Essay	A 1000-word	1-5	100 %

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



Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i>	
<p>This module integrates principles of inclusivity and accessibility in a number of keyways.</p> <p>In class learning</p> <p>Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem-solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes.</p> <p>Further study</p> <p>Alongside further reading, alternative study materials are made available to</p>	



students weekly, and this includes podcasts, video clips and summaries.

Indicative Reading List (approx. 4-5 titles)

- Powell, F. (2017) *The political economy of the Irish welfare state: Church, state and capital*. Bristol: Policy Press.
- Dukelow, F. and Considine, M. (2017) *Irish Social Policy: A critical introduction*. Bristol: Policy Press.
- Lister, R. (2021) *Poverty 2nd edition*. Cambridge: Polity.
- Greve, B. (2020) *Poverty: The basics*. London: Routledge.
- Whelan, J. (2023) *Hidden Voices: Lived experiences in the Irish welfare space*. Bristol: Policy Press.



1.13 Poverty, Welfare and Justice, (SSU11022) 10 ECTS

Module Code	SSU11022
Module Name	Poverty, Welfare and Justice
ECTS credit weighting	10 ECTS
Semester taught	Semester 2, Junior Fresh, 2025 / 2026
Module Coordinator/s	Dr Joe Whelan
Module Learning Outcomes with embedded Graduate Attributes	<p><i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i></p> <ul style="list-style-type: none">• Think independently and demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective.• Act responsibility and demonstrate an understanding of how poverty is measured domestically and internationally.• Act responsibility and show an understanding of poverty in a global context.• Demonstrate an appreciation of the lived experience of poverty.• Demonstrate knowledge of the historical development of welfare states as a response to poverty.• Develop continuously and 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.• Communicate effectively and be able to articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.
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. The module begins with a</p>



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.

Teaching and Learning Methods⁹

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

Assessment

Details¹⁰

Please include the following:

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

It is recommended that module coordinators

Assessment Component	Assessment Description	LO Addressed	% of total
Essay <u>Submission Due:</u> Week 35. Mon 20.04.25	A 1500 Essay.	1-5	100 %

⁹ Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

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



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

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Essay	A 1500 Essay.	1-5	100 %

Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p>	
<p>This module integrates principles of inclusivity and accessibility in a number of key ways.</p> <p>In class learning</p> <p>Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes.</p> <p>Further study</p>	



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

Indicative Reading List (approx. 4-5 titles)

- Powell, F. (2017) *The political economy of the Irish welfare state: Church, state and capital*. Bristol: Policy Press.
- Dukelow, F. and Considine, M. (2017) *Irish Social Policy: A critical introduction*. Bristol: Policy Press.
- Lister, R. (2021) *Poverty 2nd edition*. Cambridge: Polity.
- Greve, B. (2020) *Poverty: The basics*. London: Routledge.
- Whelan, J. (2023) *Hidden Voices: Lived experiences in the Irish welfare space*. Bristol: Policy Press.



1.14 Critical Analysis and Argument Development, (SSU11092), 5 ECTS

Module Code	SSU11092
Module Name	Critical Analysis and Argument Development
ECTS credit weighting	5 ECTS
Semester taught	Junior Fresh, Semester 2, 2025 / 2026
Module Coordinator/s	Dr Louise Caffrey
Module Learning Outcomes with embedded Graduate Attributes	<p><i>On successful completion of this module, students should be able to:</i></p> <ul style="list-style-type: none">• Recall definitions of key concepts including critical analysis, academic argument and theoretical framework (LO1)• Identify competing perspectives on social policy issues (LO2)• Identify cognitive biases and adopt strategies to address these (LO3)• Critically evaluate competing explanations using an evidence-informed approach (LO4)• Develop balanced arguments on social policy issues (LO5)• Recall knowledge on key social policy debates including, the changing context of work, activation policy, universal basic income and the gender pay gap (LO6)
Module Content	<p>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 current social policy issues and debates, and 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.</p> <p>The module includes the following core topics:</p> <ul style="list-style-type: none">• Defining critical analysis• Cognitive biases and errors in reasoning• Structuring arguments• Assessing and using evidence• The gender pay gap• The changing context of work



- Active Labour Market Policies

Universal Basic Income

Teaching and Learning Methods¹¹

Lectures, written interactive learning tasks, active engagement in lectures.

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

Lecture attendance and participation: 20 hours

Reviewing instructional material (assigned readings and notes): 20 hours

Time spent on further recommended reading: 25 hours

Weekly written responses to learning tasks (including reading): 25

Independent sourcing and reading of relevant supplementary material to prepare for assessment: 15 hours

Drafting and finalizing written essay for written assessment: 25 hours

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



Assessment Details¹²

Please include the following:

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

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

Assessment Component	Assessment Description	LO Addressed	% of total
<i>Learning Tasks</i> <i>DUE: Week 34, Fri 17TH April</i>	1 x written response to 5 learning tasks completed throughout the term	LO1- LO6	10 %
<i>Essay</i> <i>DUE: Week 34, Fri 17TH April</i>	1500 Word Essay	LO2- LO6	90 %

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Learning Tasks	1 x written response to 5 learning tasks.	LO1- LO5	10 %
Essay	1500 Word Essay	LO2- LO5	90 %

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



Inclusive Curriculum

	PLEASE TICK
5. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
6. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>
7. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
8. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design A variety of learning materials are providing, including written materials and some podcasts, where appropriate. Content is assessed via a variety of methods; a longer essay and shorter continuous assessments, that should be completed weekly to build students understanding and learning.	



**Indicative Reading
List
(approx. 4-5 titles)**

Cottrell, S. (2011). [Critical thinking skills: Developing effective analysis and argument](#). Basingstoke Palgrave Macmillan.

Greetham, B. (2013). [How to write better essays](#). London: Palgrave Macmillan.

Kahneman, D. (2011). *Thinking, fast and slow*. London: Penguin

Paul, R. & Elder, L. [The Miniature Guide to Critical Thinking](#). The Foundation for Critical Thinking. Available

at: https://www.criticalthinking.org/files/Concepts_Tools.pdf

Vosoughi, S., Roy, D., & Aral, S. (2018). [The spread of true and false news online](#). *Science*, 359(6380), 1146-1151. doi:10.1126/science.aap9559

Module Pre-requisite N/A

Module Co-requisite N/A

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

N/A