SCHOOL OF SOCIAL WORK & SOCIAL POLICY

OUTLINE OF NEW SOCIAL POLICY MODULES FOR 2025 / 2026

OUTLINE OF NEW SOCIAL POLICY MODULES FOR 2025 / 2026

Contents

SENIOR SOPHISTER MODULES

JUNIOR SOPHISTER MODULES

SENIOR FRESH MODULES

NOTE: All information contained in this booklet is subject to change, and will be finalised before teaching begins in September 2025

Module Code	SSU44192
Module Name	Social Citizenship for the 21st Century
ECTS credit weighting	10 ECTS
Semester taught	Senior Sophister, Semester 2
Module Coordinator/s	Professor Virpi Timonen
Module Learning Outcomes with embedded Graduate Attributes	Students will be able to –

LO1 **Think critically** about social citizenship: what social citizenship has meant in the past, and the challenges it faces now. Example 1: demonstrate differences in how concepts like freedom and equality are applied to citizens vs. others. Example 2: examine established social citizenship concepts - such as rights, welfare and recognition - in environmental policy contexts.

LO2 **Communicate effectively** the tensions inherent in the established definitions of social citizenship. Example 1: outline how employment and earned incomes relate to the traditional understanding of social citizenship, and the challenges of combining these with environmental justice. Example 2: explain the connections between care, reproduction and social citizenship in their traditional framing, and the challenges involved in orienting caring citizenship towards non-human life.

LO3 Reflect on what constitute **responsible actions** in view of the challenges to citizenship that are emerging at societal and global level. For example, describe technology's influence on how humans relate to social, environmental, and political concerns, and how this shapes the meaning of citizenship.

LO4 Recognise challenges that communities, citizens and those currently excluded from social citizenship face, thereby **developing awareness** of the need to rethink citizenship locally, nationally, and globally. |

Module Content	When it was first introduced, social citizenship was a radical idea: people should have civil, political, *and* social rights. Over time, social citizenship has come under criticism for a variety of reasons, often related to unequal access to social rights due to policies that advantage some groups (e.g., labour market insiders) and exclude others (e.g., immigrants). Over recent decades, growing environmental justice concerns have eroded the idea of social citizenship understood as rights to social protection that focus exclusively on human needs. At a time when security is threatened on many different levels - ranging from personal income security to climate turbulence and wars - what meaning can secure and sustainable social citizenship have?

This module is an invitation to reconceptualise social citizenship to make it fit - or at least fitter - for the 21st century. Students will engage with aspects of social citizenship that are unequal, unsustainable, and in need of a rethink. We will consider inequalities associated with socioeconomic status, gender, ethnicity, nationality, and their intersections, in conjunction with global challenges that require new approaches to social citizenship. The module focuses on five topics:

1 Defining social citizenship:

Who is a (social) citizen? How do freedom, equality and justice connect to social citizenship? Is global or universal social citizenship possible?

2 Environmental social citizenship:

What are the key tensions between social policies and environmental policies? What are the challenges involved in bringing these policy fields together to care for both people and non-human species and entities?

Is it possible to take future human generations and non-human entities into account in policymaking, thereby implicating them in *future-oriented* social citizenship?

3 Participatory and inclusive social citizenship:

Traditionally, social citizenship has been closely intertwined with paid employment. How can we address challenges relating to the nature of work within growth-oriented economies that need to be made ecologically and socially sustainable? How does employment connect with social citizenship today and in the future?

What are the implications of technology for social citizenship? Does technology open new possibilities for inclusion, or does it pose profound challenges for the possibility of belonging and participation? |

4 Caring and reproductive social citizenship:

How could the joys and burdens of care be divided more equally? How can we rethink care relations so that they are more sustainable, rewarding and inclusive? What would *caring* social citizenship entail?

What would *reproductive* social citizenship look like in a world where ultra-low fertility is a concern in many countries, while population growth globally will continue to stretch environmental sustainability in the medium term?

5 Secure social citizenship:

What is the meaning of security, social or otherwise, in situations where militarism and war have become more widespread and even seemingly normalised? How do social citizenship and restitutive justice relate to displaced people and damaged environments?

Teaching and Learning Methods[1]	The in-person classes focus on understanding and applying the key concepts. Following a short didactic introduction, each class will involve elements of group work, designed to reinforce understanding of concepts and frameworks relevant to social citizenship. These discussions are also intended to support the completion of assessments (journal entries). The journal entries – analysing and applying what has been learned in class and through independent study and observations - can be based on assigned and additional readings, or they can relate to instances where the student identifies issues, developments and practices relevant to citizenship in their own surroundings (such as local community settings). The final classes are dedicated to roundtable discussions that form the basis for the 4th journal entry summarising and evaluating shared learning, in the form of three (or more) key points that group members identify from their learning.

---

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

![Trinity College Dublin logo] Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

The module will be assessed through journal entries that the students make throughout the module, choosing <u>three</u> (for 10 ECTS) of the above five topic areas. This involves engaging with the assigned readings and discussion that relate to the topics and connecting them with the idea of social citizenship. The journal entries can be as practical and applied as the student chooses, or entirely literature focused, as long as they demonstrate relevance for social citizenship. Students can also combine these two approaches or alternate between them. For example, the first journal entry could focus on literature and concepts, the second entry could be a case study of caring citizenship in a community setting familiar to the student, and the third entry could combine literature on employment and citizenship with commentary on a local scheme that seeks to offer employment opportunities. Students are encouraged to draw on research and current developments relating to politics, sociology, anthropology, economics, socioenvironmental studies, science and technology studies, and other fields. They are equally encouraged to be attuned to developments, practices and initiatives in their own communities, in the media, and globally. *Students will receive formative feedback on the first journal entry*.

The final assessment component for students taking 10 ECTS draws on roundtable discussions in small groups (approx. 3 – 6 participants in each) where the students share and compare their learning gained through the earlier journal entries. Each roundtable formulates three or more key learnings pertinent to social citizenship that emerged from their discussion. Following the discussion, each student independently writes a summative reflection on the key points identified in their roundtable discussion.

The maximum limits of word count indicated in the Table are inclusive of references but do <u>not</u> include words in tables, graphs, figures, illustrations or similar ways of supporting the text in the journal entries.

Assessment Component	Assessment Description	LO Addressed	% of total for 10 ECTS
Journal entry 1 ***DUE:*** WEEK 25 Wed 11th of Feb '26	1,000 -1,500-word entry on chosen topic area	1-4	20
Journal entry 2 ***DUE:*** WEEK 27 Wed 25th of Feb '26	1,000 - 1,500-word entry on chosen topic area	1-4	20

Journal entry 3 *DUE* WEEK 33 Tues 7th of Apr '26	1,000 - 1,500-word entry on chosen topic area	1-4	20
Journal entry 4 **Roundtable Disc** *Due*: Week 35 **Wed 22nd April**	2,000 – 2,500-word summative reflection on key points from roundtable discussion	1-4	40

Re-Assessment Details	Assessment Component	Assessment Description	LO Addressed	% of total for 10 ECTS
	Journal entry 1	1,000 -1,500-word entry on chosen topic area	1-4	20
	Journal entry 2	1,000 - 1,500-word entry on chosen topic area	1-4	20
	Journal entry 3	1,000 - 1,500-word entry on chosen topic area	1-4	20
	Journal entry 4	2,000 – 2,500-word summative journal entry	1-4	40

Inclusive Curriculum		PLEASE TICK
	1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
	2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
	3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
	4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design 1: The journal entries can be as practical and applied as the student chooses, they can also be entirely focused on literature, or a combination of these two approaches. 2: The study materials, including literature, will include works and authors from a broad range of backgrounds, ensuring that ideas and frameworks originating from the global majority are represented.	

| Indicative Reading List (approx. 4-5 titles) | Dean, Hartley (2013) The translation of needs into rights: Reconceptualising social citizenship as a global phenomenon *International Journal of Social Welfare* 22: S32 – S49

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

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

Papadopoulos, Dimitry, Puig de la Bellacasa, Maria and Tacchetti, Maddalena (2023) *Ecological Reparation: Repair, Remediation and Resurgence in Social and Environmental Conflict*. Bristol: Policy Press.

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

Williams, Fiona (2021) *Social Policy: A Critical and Intersectional Analysis*. Cambridge: Polity.

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

Module Code	SSU44202
Module Name	**Social Citizenship for the 21st Century**
ECTS credit weighting	5 ECTS
Semester taught	Senior Sophister, Semester 2, 2025 / 2026
Module Coordinator/s	Professor Virpi Timonen
Module Learning Outcomes with embedded Graduate Attributes	**Students will be able to –** LO1 **Think critically** about social citizenship: what social citizenship has meant in the past, and the challenges it faces now. Example 1: demonstrate differences in how concepts like freedom and equality are applied to citizens vs. others. Example 2: examine established social citizenship concepts - such as rights, welfare and recognition - in environmental policy contexts. LO2 **Communicate effectively** the tensions inherent in the established definitions of social citizenship. Example 1: outline how employment and earned incomes relate to the traditional understanding of social citizenship, and the challenges of combining these with environmental justice. Example 2: explain the connections between care, reproduction and social citizenship in their traditional framing, and the challenges involved in orienting caring citizenship towards non-human life. LO3 Reflect on what constitute **responsible actions** in view of the challenges to citizenship that are emerging at societal and global level. For example, describe technology's influence on how humans relate to social, environmental, and political concerns, and how this shapes the meaning of citizenship. LO4 Recognise challenges that communities, citizens and those currently excluded from social citizenship face, thereby **developing awareness** of the need to rethink citizenship locally, nationally, and globally.

Module Content	When it was first introduced, social citizenship was a radical idea: people should have civil, political, *and* social rights. Over time, social citizenship has come under criticism for a variety of reasons, often related to unequal access to social rights due to policies that advantage some groups (e.g., labour market insiders) and exclude others (e.g., immigrants). Over recent decades, growing environmental justice concerns have eroded the idea of social citizenship understood as rights to social protection that focus exclusively on human needs. At a time when security is threatened on many different levels - ranging from personal income security to climate turbulence and wars - what meaning can secure and sustainable social citizenship have?

This module is an invitation to reconceptualise social citizenship to make it fit - or at least fitter - for the 21st century. Students will engage with aspects of social citizenship that are unequal, unsustainable, and in need of a rethink. We will consider inequalities associated with socioeconomic status, gender, ethnicity, nationality, and their intersections, in conjunction with global challenges that require new approaches to social citizenship. The module focuses on five topics:

1 Defining social citizenship:

Who is a (social) citizen? How do freedom, equality and justice connect to social citizenship? Is global or universal social citizenship possible?

2 Environmental social citizenship:

What are the key tensions between social policies and environmental policies? What are the challenges involved in bringing these policy fields together to care for both people and non-human species and entities?

Is it possible to take future human generations and non-human entities into account in policymaking, thereby implicating them in *future-oriented* social citizenship?

3 Participatory and inclusive social citizenship:

Traditionally, social citizenship has been closely intertwined with paid employment. How can we address challenges relating to the nature of work within growth-oriented economies that need to be made ecologically and socially sustainable? How does employment connect with social citizenship today and in the future?

What are the implications of technology for social citizenship? Does technology open new possibilities for inclusion, or does it pose profound challenges for the possibility of belonging and participation?

4 Caring and reproductive social citizenship:

How could the joys and burdens of care be divided more equally? How can we rethink care relations so that they are more sustainable, rewarding and inclusive? What would *caring* social citizenship entail?

What would *reproductive* social citizenship look like in a world where ultra-low fertility is a concern in many countries, while population growth globally will continue to stretch environmental sustainability in the medium term?

5 Secure social citizenship:

What is the meaning of security, social or otherwise, in situations where militarism and war have become more widespread and even seemingly normalised? How do social citizenship and restitutive justice relate to displaced people and damaged environments?

Teaching and Learning Methods[3]	The in-person classes focus on understanding and applying the key concepts. Following a short didactic introduction, each class will involve elements of group work, designed to reinforce understanding of concepts and frameworks relevant to social citizenship.

These discussions are also intended to support the completion of assessments (journal entries). The journal entries – analysing and applying what has been learned in class and through independent study and observations - can be based on assigned and additional readings, or they can relate to instances where the student identifies issues, developments and practices relevant to citizenship in their own surroundings (such as local community settings).

The final two weeks of the module will feature roundtable discussions (approx. 3 – 6 participants in each) where the students share and compare their learning. Each roundtable formulates three or more key learnings pertinent to social citizenship that emerged from their discussion. Students taking 5 ECTS are expected to participate in the roundtable discussions.

---

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

Assessment Details[4]
Please include the following:
- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

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

The module will be assessed through journal entries focusing on two of the above five topic areas (for 5 ECTS). This involves engaging with the assigned readings and discussion that relate to the topics and connecting them with the idea of social citizenship. The journal entries can be as practical and applied as the student chooses, or entirely literature focused, as long as they demonstrate relevance for social citizenship. Students can also combine these two approaches or alternate between them. For example, the first journal entry could focus on literature and concepts, and the second entry could combine literature on employment and social citizenship with commentary on a community scheme offering employment or volunteering opportunities. Students are encouraged to draw on research and current developments relating to politics, sociology, anthropology, economics, socioenvironmental studies, science and technology studies, and other fields. They are equally encouraged to be attuned to developments, practices and initiatives in their own communities, in the media, and globally. *Students will receive formative feedback on the first journal entry*.

The maximum limits of word count indicated above are inclusive of references but do not include words in tables, graphs, figures, illustrations or similar ways of supporting the text in the journal entries.

Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
Journal entry 1 **DUE WEEK 27 Wed 25th of Feb '26**	1,250 - 1,500-word entry on chosen topic area	1-4	50 %
Journal entry 2 **DUE WEEK 35 Wed 22nd April '26**	1,250 - 1,500-word entry on chosen topic area	1-4	50 %

---

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

Re-Assessment Details	Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
	Journal entry 1	1,250 -1,500-word entry on chosen topic area	1-4	50 %
	Journal entry 2	1,250 - 1,500-word entry on chosen topic area	1-4	50 %

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.?	☒
	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)?	☒
	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?	☒
	8. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design 1: The journal entries can be as practical and applied as the student chooses, they can also be entirely focused on literature, or a combination of these two approaches. 2: The study materials, including literature, will include works and authors from a broad range of backgrounds, ensuring that ideas and frameworks originating from the global majority are represented.	

Indicative Reading List (approx. 4-5 titles)	Dean, Hartley (2013) [The translation of needs into rights: Reconceptualising social citizenship as a global phenomenon](#) *International Journal of Social Welfare* 22: S32 – S49

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

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

Papadopoulos, Dimitry, Puig de la Bellacasa, Maria and Tacchetti, Maddalena (2023) *Ecological Reparation: Repair, Remediation and Resurgence in Social and Environmental Conflict*. Bristol: Policy Press.

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

Williams, Fiona (2021) *Social Policy: A Critical and Intersectional Analysis*. Cambridge: Polity. |
Module Pre-requisite	
Module Co-requisite	-
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	-
	-

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

Teaching and Learning Methods[5]	This module is delivered through a combination of live lectures, Q and A, online materials and in-class workshops using real-world examples and datasets.		

Assessment Details[6]
Please include the following:

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

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

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

Re-Assessment Details

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

---

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

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

Inclusive Curriculum

	PLEASE TICK
9. 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.?	☒
10. 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)?	☒
11. 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?	☒
12. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design Mathematical equations are presented in an accessible digital format and explained in both mathematical notation and plain simple English. Individual support in completing learning assignments is provided to students in-class, on Blackboard, by e-mail and privately with academic staff. This module provides multiple means of representation including videos, online resources and PowerPoint lectures. Slides and other materials are provided in advance of lectures in an accessible format which can be further manipulated by students.	

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

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

Quantitative Methods for Social Policy, SSU34042, 10 ECTS, 2025 / 2026

Module Code	SSU34042
Module Name	Quantitative Methods for Social Policy
ECTS credit weighting	10 ECTS
Semester taught	Semester 2
Module Coordinator/s	Dr. Philip Curry
Module Learning Outcomes with embedded Graduate Attributes	On completion of this module students should be able to: 5. Comprehend the main forms of quantitative social research 6. Locate quantitative datasets for use in secondary analysis 7. Evaluate the quality of quantitative data 8. Select and use univariate and bivariate statistics to analyse survey and other forms of quantitative data 9. Using simple scaling techniques to create multi-item measures of variables. 10. Develop statistical models of social phenomenon using simple applications of Multiple Regression and other multivariate techniques.
Module Content	This module focuses on the analysis and interpretation of quantitative data to answer questions about the social world. Common sources of such data are surveys, official records and governmental census. The bulk of this module involves practical instruction in the statistical analysis of such data using univariate, bivariate and multivariate techniques. How and where to access quantitative data and the evaluation of data quality are also covered. The material is divided into following units: Unit 1: Quantitative measurement Unit 2: Quantitative Social Research Unit 3. Sources of Quantitative data Unit 4. Univariate statistics Unit 5. Crosstabulations Unit 6: Comparing means Unit 7. Covariance Unit 8. Assessing Data Quality Unit 9: Scaling analysis Unit 10: Multiple Regression Unit 11: Regression diagnostics / Other multivariate techniques

Teaching and Learning Methods[7]	This module is delivered through a combination of live lectures, Q and A, online materials and in-class workshops using real-world examples and datasets.

Assessment Details[8]
Please include the following:
- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

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

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

Re-Assessment Details

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

Inclusive

---

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

Curriculum

		PLEASE TICK
13.	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.?	☒
14.	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)?	☒
15.	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?	☒
16.	Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design Mathematical equations are presented in an accessible digital format and explained in both mathematical notation and plain simple English. Individual support in completing learning assignments is provided to students in-class, on Blackboard, by e-mail and privately with academic staff. This module provides multiple means of representation including videos, online resources and PowerPoint lectures. Slides and other materials are provided in advance of lectures in an accessible format which can be further manipulated by students.	

Indicative Reading List
(approx. 4-5 titles)

**Field, A. (2024). Discovering Statistics using SPSS (6th Ed.). Sage: London.

Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6th). OUP, Oxford.

Eichhorn, J. (2022) Survey Research and Sampling (1st Ed). Sage.

deVaus, D. (2013) Surveys in Social Research (6th). Routledge.

Social Policy In Action, SSU22191, 5 ECTS, 2025 / 2026

Module Code	**SSU22191**
Module Name	Social Policy In Action
ECTS credit weighting	**5 ECTS**
Semester taught	Senior Fresh, Semester 1, 2025 / 2026
Module Coordinator/s	Dr Catherine Conlon and Mr Mike Allen (Focus Ireland)
Module Learning Outcomes with embedded Graduate Attributes	**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 Housing and Homeless Policy. 3. Independently analyse other specific policy initiatives to identify specific elements involved in each policy making stage featuring within that initiative. 4. Assess how adequately frameworks offered within policy science capture policy action through case study on Housing and Homelessness. 5. Work as part of a group to develop an integrated, coherent presentation and contribute to oral delivery in class Use the conventions of essay writing to explain the stages model of policy making illustrated with reference to applied policy examples.
Module Content	This module aims to give students an insight into basic frameworks and models to systematically analyse the process of policy making which they can then apply to specific policy issues as part of a group project and an individual essay. The module use the case study of Housing and Homeless Policy contributed by Mr Mike Allen of Community Partners, Focus Ireland. 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 provided with a case study on housing and homeless policy by a leading policy actor in this area. Policy approaches and instruments in place within the Irish, EU and select international contexts addressing housing and homelessness will be presented to which students can apply the analytical models introduced. This module will equip students for deeper exploration of further specific policy

	issues and debates as they progress in their study of social policy
Teaching and Learning Methods[9]	Lectures, tutorials, practical classes involving students analysing a policy initiative in groups

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

Large group lectures attendance and participation: 20 hours

Small group tutorial attendance and participation: 10 hours

Time spent reviewing instructional material (notes & assigned readings): 40 hours

Time spent on further recommended reading: 40 hours

Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 40

Researching current social policy issues to inform class discussion and written assessment: 30

Preparation of oral presentation for assessment: 20 hours

Drafting and finalising writing of essay for written assessment: 30 hours

TOTAL: 230 |

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

Assessment Details[10]
Please include the following:
- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

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

Assessment Component	Assessment Description	LO Addressed	% of total
T.B.C			

Re-Assessment Details	Same As Original Assessment.

Inclusive Curriculum			***PLEASE TICK***
	17. 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.?		▱
	18. 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)?		▱
	19. 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?		▱

---

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

	20. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design *(i.e. supports engagement and representation of **all** Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See:* <u>Universal Design for Learning - AHEAD</u> *for more information and guidance, and* <u>Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</u> *for insights from Trinity students)*
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. - 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	
Module Co-requisite	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	

Module Code	SSU22291
Module Name	Social Policy In Action
ECTS credit weighting	**10 ECTS**
Semester taught	Senior Fresh, Semester 1, 2025 / 2026
Module Coordinator/s	Dr Catherine Conlon and Mr Mike Allen (Focus Ireland)
Module Learning Outcomes with embedded Graduate Attributes	**On successful completion of this module, students should be able to:** 6. Delineate the key stages involved in the policy making process. 7. Explain how key stages in the policy making process feature in Housing and Homeless Policy. 8. Independently analyse other specific policy initiatives to identify specific elements involved in each policy making stage featuring within that initiative. 9. Assess how adequately frameworks offered within policy science capture policy action through case study on Housing and Homelessness. 10. Work as part of a group to develop an integrated, coherent presentation and contribute to oral delivery in class Use the conventions of essay writing to explain the stages model of policy making illustrated with reference to applied policy examples.
Module Content	This module aims to give students an insight into basic frameworks and models to systematically analyse the process of policy making which they can then apply to specific policy issues as part of a group project and an individual essay. The module use the case study of Housing and Homeless Policy contributed by Mr Mike Allen of Community Partners, Focus Ireland. 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 to which they can apply these analytical frameworks in lectures, tutorials and readings.

Tutorials follow a workshop format where students think with the materials in lectures to consider readings assigned. Students will present in tutorials once during the module demonstrating their application of a component of the framework to a policy initiative of their choice. Presentations prompt peer discussion and learning and contribute to 10% of assessment of the module.

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.

The final component of assessment (90%) will involve students writing an individual essay where they apply the framework for analysis introduced in the module, or a component of it, to a policy area to do their own independent analysis of social policy in action.

Teaching and Learning Methods[11]	For this module, the guidelines for student inputs are as follows - these represent the advised number of hours that students are expected to invest:
	Class (lecture & tutorial) attendance and participation: 32 hours
	Time spent reviewing instructional material (notes & assigned readings): 30 hours
	Time spent on further recommended reading: 60 hours
	Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 60 hours
	Researching current social policy issues to inform class presentation and written assessment: 40 hours
	Drafting and finalising writing of semester long project for written assessment: 50 hours
	TOTAL: 272 hours

---

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

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

Assessment Details[12] Please include the following:	Assessment Component	Assessment Description	LO Addressed	% of total
• **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.	**T.B.C**			

Re-Assessment Details	**Same As Original Assessment.**

Inclusive Curriculum		*PLEASE TICK*
	21. 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.?	☐
	22. 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)?	☐
	23. 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?	☐

---

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

	24. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design *(i.e. supports engagement and representation of **all** Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See:* <u>Universal Design for Learning - AHEAD</u> *for more information and guidance, and* <u>Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</u> *for insights from Trinity students)*
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. • 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	
Module Co-requisite	
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	