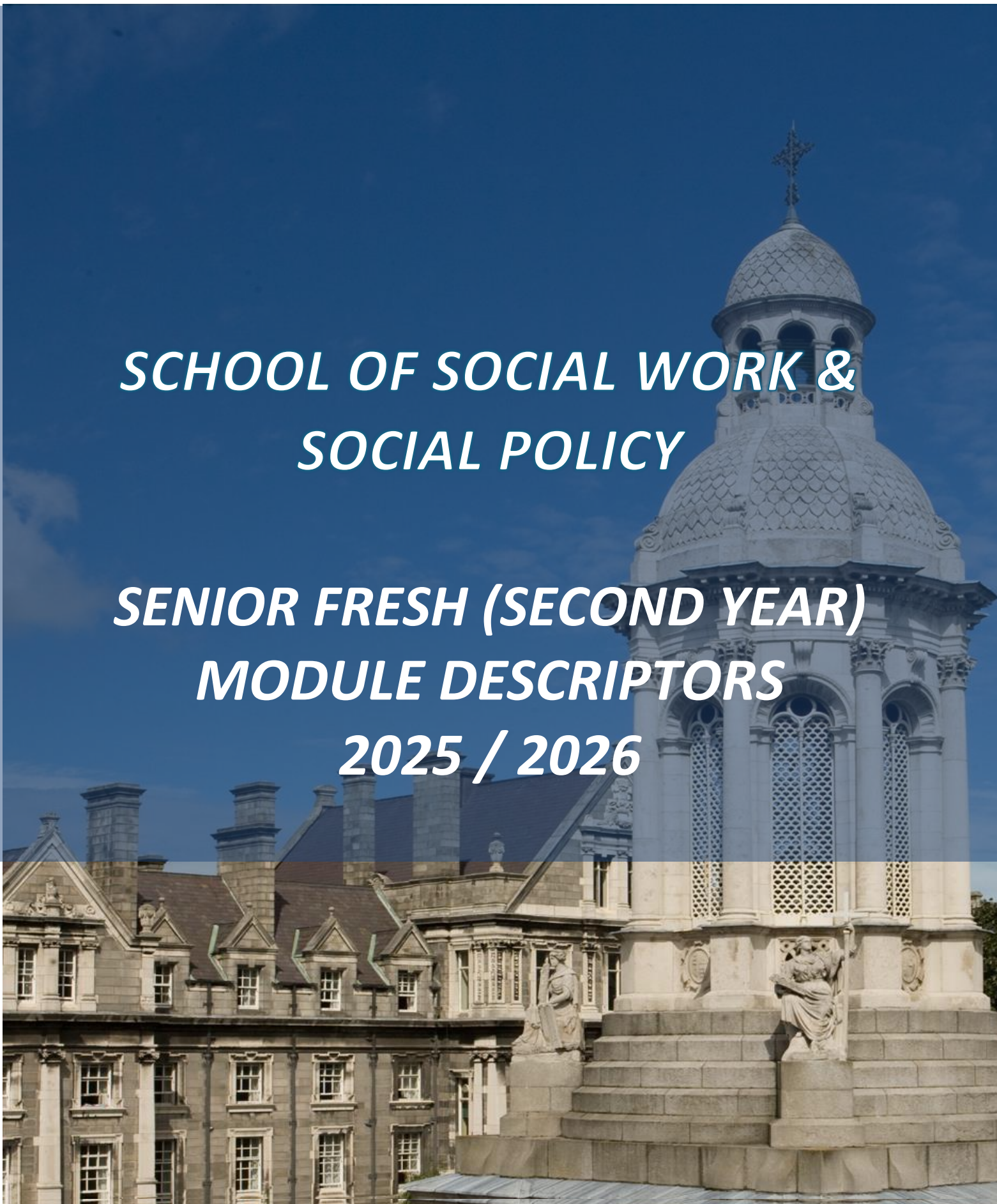




**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

# ***SCHOOL OF SOCIAL WORK & SOCIAL POLICY***

## ***SENIOR FRESH (SECOND YEAR) MODULE DESCRIPTORS 2025 / 2026***





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Senior Fresh Module Descriptors 2025 / 2026

1.21 Labour Market Activation Policies, (SSU22161), 5 ECTS

Module Code	SSU22161
Module Name	Labour Market Policies
ECTS credit weighting	5 ECTS
Semester taught	Senior Fresh, Semester 1, 2025 / 2026
Module Coordinator/s	Dr. Carla Petautschnig
Module Learning Outcomes with embedded Graduate Attributes	<p><b><i>On completion of this module, students should be able to:</i></b></p> <p>LO1 Critically analyse the interconnections between paid work, unemployment and social inclusion, considering historical trajectories and the theoretical approaches and ideological drivers underpinning these relations.</p> <p>LO2 Critically analyse the role of labour market policies with special focus on activation policies and welfare activation reforms in Europe and beyond.</p> <p>LO3 Compare the processes of activation reforms in selected countries and understand the particularities of the Irish case.</p> <p>LO4 Analyse empirical findings discussing labour market inequalities and precarisation in a global perspective.</p> <p>LO5 Reflect on the ethical challenges underlying the debates about the future of work.</p>
Module Content	<p>This module analyses the complex relationship between work/unemployment, social policies, inclusion and rights to understand, for example, why paid employment has been considered the dominant way of citizens contributing to society, how working lives and policies have been organised around these principles, what unemployment means for individuals and society, and how these notions are challenged by the current transformation of work, among other aspects. The module examines why and how countries have shifted towards activation policies, the related welfare reforms and the adoption of marketisation and digitalisation as policy features. The module focuses on the Irish case and assumes a comparative perspective, reviewing cases from different</p>



countries/welfare regimes. Specific dimensions, such as labour market inequalities and the precarization of labour, are discussed in relation to particular groups and demographics.

Teaching and Learning Methods

The module is delivered through weekly lectures. Students are expected to engage in advance with the materials assigned for each lecture/topic and participate in class discussions. Materials and recommended readings are provided to expand on topics of interest after each class. Assignment preparation requires students to conduct independent research and source relevant publications.

Assessment Details

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
Case analysis <b>DUE: WK 9 Thurs 23.10.25</b>	1,300 words analysis of a policy/country case	1-3	30%
Essay <b>DUE: WK 16. Mon 08.12.25</b>	2,300 words excluding references.	1-5	70%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Case analysis	1,300 words analysis of a policy/country case	1,3	30%
Essay	2,300 words excluding references	1-5	70%



**Inclusive Curriculum**

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"><li>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.?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>Have you adapted your resources and teaching materials taking into account Trinity’s Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>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?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li></ul> <ol style="list-style-type: none"><li>The module includes a diverse profile of authors representing different positions, demographics and approaches, with a global perspective.</li><li>Module materials consider various means of representation such as readings, podcasts and videos. Slides follow accessibility principles.</li></ol>	

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

Eleveld, A., Kampen, T. and Arts, J. (eds) (2020) Welfare to work in contemporary European welfare states. Bristol: Policy Press.

Dwyer, P. (Ed.) (2019) Dealing with welfare conditionality: implementation and effects. Bristol: University Press.

Lødemel, I. and Heather Trickey (2001) 'An offer you can't refuse': workfare in international perspective. Bristol: Policy Press.

McGann, M. (2023) The marketisation of welfare-to-work in Ireland: governing



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activation at the street-level. Bristol: University Press.

Murphy, M. and Dukelow, F. (2016) Irish welfare state in the twenty-first century: challenges and change. Palgrave Macmillan.

**Module Pre-requisite**

**Module Co-requisite**

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





## 1.21 Labour Market Activation Policies, (SSU22171), 10 ECTS

Module Code	SSU22171
Module Name	Labour Market Policies
ECTS credit weighting	10 ECTS
Semester taught	Senior Fresh, Semester 1, 2025 / 2026
Module Coordinator/s	Dr. Carla Petautschnig
Module Learning Outcomes with embedded Graduate Attributes	<p><b><i>On completion of this module, students should be able to:</i></b></p> <p>LO1 Critically analyse the interconnections between paid work, unemployment and social inclusion, considering the theoretical approaches and ideological drivers underpinning these relations.</p> <p>LO2 Critically analyse the role of labour market policies with special focus on activation policies and welfare activation reforms in Europe and beyond.</p> <p>LO3 Compare the processes of activation reforms in selected countries and understand the particularities of the Irish case.</p> <p>LO4 Analyse empirical findings discussing labour market inequalities and precarisation in a global perspective.</p> <p>LO5 Reflect on the ethical challenges underlying the debates about the future of work.</p>
Module Content	<p>This module analyses the complex relationship between work/unemployment, social policies, inclusion and rights to understand, for example, why paid employment has been considered the dominant way of citizens contributing to society, how working lives and policies have been organised around these principles, what unemployment means for individuals and society, and how these notions are challenged by the current transformation of work, among other aspects. The module examines why and how countries have shifted towards activation policies, the related welfare reforms and the adoption of marketisation and digitalisation as policy features. The module focuses on the Irish case and also assumes a comparative perspective, reviewing cases from different countries/welfare regimes. Specific topics, such as labour market inequalities and the precarization of labour, are discussed in relation to particular groups and</p>



demographics.

**Teaching and Learning Methods**

The module is delivered through weekly lectures. Students are expected to engage in advance with the materials assigned for each lecture/topic and participate in class discussions. Materials and recommended readings are provided to expand on topics of interest after each class. Assignment preparation requires students to conduct independent research and source relevant publications.

**Assessment Details**  
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
1. Case analysis <b>DUE: WK 9 Thurs 23.10.25</b>	1,500 words analysis of a policy/country case	1-3	30%
2. Essay <b>DUE: WK 16. Mon 08.12.25</b>	2,500 words excluding references	1-5	70%





Re-Assessment  
Details

Assessment Component	Assessment Description	LO Addressed	% of total
Case analysis	1,500 words analysis of a policy/country case	1,3	30%
Essay	2,500 words excluding references	1-5	70%

Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"><li>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.?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>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?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li></ul> <p>3) The module includes a diverse profile of authors representing different positions, demographics and approaches, with a global perspective.</p>	



4) Module materials consider various means of representation such as readings, podcasts and videos. Slides follow accessibility principles.

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

Eleveld, A., Kampen, T. and Arts, J. (eds) (2020) Welfare to work in contemporary European welfare states. Bristol: Policy Press.

Dwyer, P. (Ed.) (2019) Dealing with welfare conditionality: implementation and effects. Bristol: University Press.

Lødemel, I. and Heather Trickey (2001) 'An offer you can't refuse': workfare in international perspective. Bristol: Policy Press.

McGann, M. (2023) The marketisation of welfare-to-work in Ireland: governing activation at the street-level. Bristol: University Press.

Murphy, M. and Dukelow, F. (2016) Irish welfare state in the twenty-first century: challenges and change. Palgrave Macmillan.

**Module Pre-requisite**

**Module Co-requisite**

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



**1.22 Social Policy in Action (Through Housing and Homelessness),  
(SSU22191), 5 ECTS**

<b>Module Code</b>	<b>SSU22191</b>
<b>Module Name</b>	Social Policy In Action Through Lens of Housing and Homelessness Policy
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Senior Fresh, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Carla Petautschnig, Dr Catherine Conlon and Mr Mike Allen (Focus Ireland)
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p><b>On successful completion of this module, students should be able to:</b></p> <ol style="list-style-type: none"><li>1. Delineate the key stages involved in the policy making process</li><li>2. Apply key models and frameworks to analyse the policy making process/stages.</li><li>3. Explain how key stages in the policy making process feature in Housing and Homeless Policy.</li><li>4. Independently analyse other specific policy initiatives to identify specific elements involved in each policy making stage featuring within that initiative.</li><li>5. Assess how adequately frameworks offered within policy science capture policy action through case study on Housing and Homelessness.</li><li>6. Use the conventions of essay writing to explain the stages model of policy making illustrated with reference to applied policy examples.</li></ol>
<b>Module Content</b>	<p>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 uses the case study of Housing and Homeless Policy contributed by Mr Mike Allen of Community Partners, Focus Ireland.</p> <p>This module looks at social policy <i>in action</i>. It considers how social policy is devised and implemented, asking: how do issues come onto the agenda? Who are key</p>



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.

The module focuses specifically on policy on housing and homelessness as an empirical lens through which to understand these frameworks in Action. Adjunct Professor Mike Allen, Director of Advocacy for Focus Ireland joins the module team to teach on understandings, insights and experience of researching and advocating for policy addressing homelessness and delivering housing. This unique insight from Practice will bring the policy science frameworks to life through a policy topic that is highly topical in Ireland and throughout Global North welfare states.

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<sup>1</sup>

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

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



assessment: 30

Preparation of policy blog post for assessment: 10 hours

Drafting and finalising writing of essay for written assessment: 40 hours

TOTAL: 230

**Assessment Details<sup>2</sup>**

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.

**Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Journal Entry (Submitted after reading week). <i><b>Due Date:</b></i> <i><b>Week 11. Fri</b></i> <i><b>07.11.25, @12 NOON</b></i>	800-word analysis of a self-selected policy initiative using frameworks from the module	1, 2, 4, 5, 6	20%
End of term Essay <i><b>Due Date:</b></i> <i><b>Week 15. Fri</b></i> <i><b>05.12.25, @12 NOON</b></i>	2,500-word essay analysing and assessing policy initiatives relating to housing and homelessness	1, 2, 3, 4, 5, 6	80%

**Same As Original Assessment.**

<sup>2</sup> <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 ( <a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a> )?	<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 <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i>	
<ul style="list-style-type: none"><li>Power point presentations, videos and other materials that are shared with students will be reviewed for accessibility with reference to <a href="#">Accessibility Tips - Equality, Diversity and Inclusion   Trinity College Dublin</a>.</li></ul>	



- BlackBoard Ally will be used to assess how accessible all course materials are.
- Lecture notes in the form of Power point presentations will be posted on Blackboard up to one hour before lectures.
- Mentimeter will be used to allow student post questions in an accessible way during lectures and to make suggestions e.g. 'Please Slow Down'; 'Please Revise topic X from last week'. We will ensure that all students are familiar with the Platform at the outset of the module by having a demonstration session in Lecture 1.
- Students will be invited to provide feedback on how the module is delivered through a mid-module survey.

## 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.
- Boaz, H. Davies, A. Fraser, and S. Nutley (2019) *What Works Now?: Evidence-Informed Policy and Practice*. Bristol: Policy Press.
- Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction*. 2<sup>nd</sup> Edition. Bristol: Policy Press.
- Dean, H. (2012) *Social Policy* (2<sup>nd</sup> Edition). Cambridge: Polity.
- Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy*. London: Sage.
- Howlett, M. and Ramesh, M. (2003) *Studying Public Policy. Policy Cycles and Policy Subsystems* (2<sup>nd</sup> Edition). Oxford University Press.
- Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.
- McCashin, A (2019) *Continuity and Change in the Welfare State*. Cham: Palgrave Macmillan.
- O'Sullivan, E. (2020). *Reimagining homelessness*. Bristol: Policy 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



**1.22 Social Policy in Action (Through Housing and Homelessness),  
(SSU22191), 10 ECTS**

<b>Module Code</b>	<b>SSU22291</b>
<b>Module Name</b>	Social Policy In Action Through Lens of Housing and Homelessness Policy
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Senior Fresh, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Carla Petautschnig, Dr Catherine Conlon and Mr Mike Allen (Focus Ireland)
<b><u>Module Learning Outcomes</u> with embedded <u>Graduate Attributes</u></b>	<p><b>On successful completion of this module, students should be able to:</b></p> <ul style="list-style-type: none"><li>• Delineate the key stages involved in the policy making process.</li><li>• Apply key models and frameworks to analyse the policy making process/stages.</li><li>• Explain how key stages in the policy making process feature in Housing and Homeless Policy.</li><li>• Independently analyse other specific policy initiatives to identify specific elements involved in each policy making stage featuring within that initiative.</li><li>• Assess how adequately frameworks offered within policy science capture policy action through case study on Housing and Homelessness.</li><li>• Work as part of a group to develop an integrated, coherent presentation and contribute to oral delivery in class</li><li>• Use the conventions of essay writing to explain the stages model of policy making illustrated with reference to applied policy examples.</li></ul>
<b>Module Content</b>	<p>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 uses the case study of Housing and Homeless Policy contributed by Mr Mike Allen of Community Partners, Focus Ireland.</p> <p>This module looks at social policy <i>in action</i>. It considers how social policy is devised and implemented, asking: how do issues come onto the agenda? Who are key policy actors? How do principles and ideologies encountered in the first semester</p>



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.

The module focuses specifically on policy on housing and homelessness as an empirical lens through which to understand these frameworks in Action. Adjunct Professor Mike Allen, Director of Advocacy for Focus Ireland joins the module team to teach on understandings, insights and experience of researching and advocating for policy addressing homelessness and delivering housing. This unique insight from Practice will bring the policy science frameworks to life through a policy topic that is highly topical in Ireland and throughout Global North welfare states.

Alongside two lecture hours per week, students will participate in a one-hour tutorials where students will discuss and think with the materials in lectures. Students will come together in a group project to analyse a policy initiative or instrument of their choice through frameworks introduced in the module. Students will present their analysis in the tutorial classroom prompting peer discussion and learning. This work will be assessed for 20% 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 (80%) 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<sup>3</sup>

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**

## Assessment Details<sup>4</sup>

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

Assessment Component	Assessment Description	LO Addressed	% of total
Group project and presentation on analysis of selected policy instrument (in class after Reading week)	Students will come together in tutorials to undertake a group project analysing a policy initiative or instrument of their choice through frameworks introduced in the module. Students will present their analysis in the classroom prompting peer discussion and	1, 2, 3, 5	20%
<b><i>Due Date:</i></b> <b><i>Weeks 11 and 12</i></b> <b><i>During Tutorials</i></b>			

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

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



to ensure varied  
assessment methods.

	learning.		
End of term Essay <i>Due Date:</i> <i>Week 15. Fri</i> <i>05.12.25 @12 NOON</i>	3,500-word essay analysing and assessing policy initiatives relating to housing and homelessness	1, 2, 3, 4, 6, 7	80%

Re-Assessment  
Details



Assessment Component	Assessment Description	LO Addressed	% of total
Individual Presentation / video to be submitted.	Individual Presentation / video to be submitted.	1, 2, 3, 5	20%
Essay	3,500-word essay analysing and assessing policy initiatives relating to housing and homelessness	1, 2, 3, 4, 6, 7	80%

Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"><li>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.?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>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?</li></ul>	<input checked="" type="checkbox"/>



- 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: [Universal Design for Learning - AHEAD](#) for more information and guidance, and [Inclusive Curriculum - Equality - Trinity College Dublin \(tcd.ie\)](#) for insights from Trinity students)*

- Power point presentations, videos and other materials that are shared with students will be reviewed for accessibility with reference to [Accessibility Tips - Equality, Diversity and Inclusion | Trinity College Dublin](#).
- BlackBoard Ally will be used to assess how accessible all course materials are.
- Lecture notes in the form of Power point presentations will be posted on Blackboard up to one hour before lectures.
- Mentimeter will be used to allow student post questions in an accessible way during lectures and to make suggestions e.g. 'Please Slow Down'; 'Please Revise topic X from last week'. We will ensure that all students are familiar with the Platform at the outset of the module by having a demonstration session in Lecture 1.
- Students will be invited to provide feedback on how the module is delivered through a mid-module survey

## Indicative Reading List

- Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley.





(approx. 4-5 titles)

- Boaz, H. Davies, A. Fraser, and S. Nutley (2019) *What Works Now?: Evidence-Informed Policy and Practice*. Bristol: Policy Press.
- Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction*. 2<sup>nd</sup> Edition. Bristol: Policy Press.
- Dean, H. (2012) *Social Policy* (2<sup>nd</sup> Edition). Cambridge: Polity.
- Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy*. London: Sage.
- Howlett, M. and Ramesh, M. (2003) *Studying Public Policy. Policy Cycles and Policy Subsystems* (2<sup>nd</sup> Edition). Oxford University Press.
- Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.
- McCashin, A (2019) *Continuity and Change in the Welfare State*. Cham: Palgrave Macmillan.
- O’Sullivan, E. (2020). *Reimagining homelessness*. Bristol: Policy 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



1.23 Policy Issues in Human Services (SSU22172), 5 ECTS

Module Code	SSU22172
Module Name	Policy Issues in Human Services
ECTS credit weighting	5 ECTS
Semester taught	Senior Fresh, Semester 2, 2025 / 2026
Module Coordinator/s	Dr Julie Byrne
<a href="#">Module Learning Outcomes with embedded Graduate Attributes</a>	<p><b>On successful completion of this module, students should be able to:</b></p> <ol style="list-style-type: none"><li>1. Analyse the distinctive features of human services and human service organisations, their contexts and the role of human services in social policy.</li><li>2. Recognise the interplay between public policy and social policy using the human service setting to explore policy relationships.</li><li>3. Critically evaluate the impact of a public policy on human services and the potential impact on social policy goal achievement.</li><li>4. Contribute to a research informed, citizen assembly style discussion on policy.</li></ol>
Module Content	<ul style="list-style-type: none"><li>• Features of human services, human service organisations and contexts</li><li>• Role of human services in social policy implementation</li><li>• The two policies –public policy and social policy<ul style="list-style-type: none"><li>○ Remit, goals and nature</li><li>○ Relationship and interplay in human services setting</li></ul></li><li>• Analysing public policy impact on human services –two examples<ul style="list-style-type: none"><li>○ Digitalisation and use of technology in human services</li><li>○ Regulation in human services</li></ul></li><li>• Identifying policy impact<ul style="list-style-type: none"><li>○ Research and the role of GenAI tools</li><li>○ Voice and the role of citizen assemblies</li></ul></li></ul> <p>Note: While this module has no pre-requisites, it builds on students’ foundational knowledge of the remit and goals of social policy. Where students do not have this grounding in social policy, they will be signposted to resources to help them orient themselves to the foundational knowledge associated with this field of study.</p>



**Teaching and Learning Methods<sup>5</sup>**

Weekly lectures with supporting readings will be used to understand and evaluate concepts, theory, empirical research and for large group discussion of key policy issues and interconnections central to LO1, LO2, LO3. The *Case Analysis* assessment will assess these learning outcomes and provide input for the assessment of LO4. Towards the end of the term, we use part of the lecture time for research informed, *Interactive Presentation* assessments of LO4. These are group based, citizen assembly style discussions on policy designed to enhance group work skills and enhance understanding of policy issues through exploration of diverse perspectives.

**Assessment Details<sup>6</sup>**  
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>Case Analysis</i> [Individual] <b>DUE: WK 29.</b> <b>Mon 09.03.26 @12.00 Noon</b>	Analyse the features of a specific human service organisation and its role in social policy implementation.  Research and critically evaluate the impact of a public policy on stakeholders of this type of HSO.	LO1 – LO3	70%
<i>Interactive Presentation</i> [Group] In class w/c March 23, 30 April 6 Slide upload <b>DUE: by WK 33.</b> <b>Fri 10.04.26 @ 12 Noon</b>	Contribute to a research informed policy discussion in citizen assembly format.	LO4	30%

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



## Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
<i>Case Analysis</i>	As for annual session.	LO1 – LO3	70%
<i>Recorded Presentation</i>	As for annual session, with individual recorded presentation and uploaded slides	LO4	30%

## Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"><li>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.?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>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?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li></ul>	
<ul style="list-style-type: none"><li>Learning outcomes are discussed at the start of the module and connected explicitly to each section of the curriculum and assessment to support the direction and organisation of student learning.</li><li>The module utilises a clear Blackboard structure with distinct sections for module information, slides by week, learning resources by week, seminar questions etc along with detailed assessment information including a discussion forum Q&amp;A. This facilitates student navigation and orientation across the term.</li></ul>	



- Announcements are used throughout the term to alert students to important tasks and deadlines and to signpost relevant information or support services.
- To facilitate active learners, the module uses the setting of familiar human service organisations such as schools, hospitals, and universities for the application of policy concepts and theory. Diverse examples of human service organisations, across different countries are used in examples.
- Online 'drop-in' meetings are available to students to facilitate those with caring responsibilities, those who need to study from home or whose work or commuting schedules would clash with in person office hours.
- Student feedback on the delivery of the modules is sought after a few weeks rather than at the end so that adjustments to learning methods and content can be made in response to student needs and preferences.

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

Cairney, P. (2020) Understanding public policy: theories and issues, 2<sup>nd</sup> edition, e-book, London: Red Globe Press.

Ellison, N. and Haux, T. (editors) (2020) Handbook on Society and Social Policy, Cheltenham: Edward Elgar Publishing.

Bochel, C. and Bochel, H. (2018) Making and Implementing Public Policy: Key Concepts and Issues, New York: Springer Nature, Palgrave Macmillan Education.

Brody, R. & Nair, M. (2014) Effectively Managing and Leading Human Service Organizations, 4th edition, Los Angeles: Sage.

Alcock, P., Haux, T., May, M. and Wright, S. (2016) The Students Companion to Social Policy. Chichester: Wiley.

**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.**

No



1.23 Policy Issues in Human Services (SSU22182), 10 ECTS

Module Code	SSU22182
Module Name	Policy Issues in Human Services
ECTS credit weighting	10 ECTS
Semester taught	Senior Fresh, Semester 2, 2025 / 2026
Module Coordinator/s	Dr Julie Byrne
<a href="#">Module Learning Outcomes with embedded Graduate Attributes</a>	<p><b>On successful completion of this module, students should be able to:</b></p> <ol style="list-style-type: none"><li>5. Analyse the distinctive features of human services and human service organisations, their contexts and the role of human services in social policy.</li><li>6. Recognise the interplay between public policy and social policy using the human service setting to explore policy relationships.</li><li>7. Critically evaluate the impact of a public policy on human services and the potential impact on social policy goal achievement.</li><li>8. Contribute to a research informed, citizen assembly style discussion on policy.</li><li>9. Apply use of generative artificial intelligence (GenAI) tools to policy research.</li><li>10. Critically reflect on the role of GenAI tools in policy research.</li></ol>
Module Content	<ul style="list-style-type: none"><li>• Features of human services, human service organisations and contexts</li><li>• Role of human services in social policy implementation</li><li>• The two policies –public policy and social policy<ul style="list-style-type: none"><li>○ Remit, goals and nature</li><li>○ Relationship and interplay in human services setting</li></ul></li><li>• Analysing public policy impact on human services –two examples<ul style="list-style-type: none"><li>○ Digitalisation and use of technology in human services</li><li>○ Regulation in human services</li></ul></li><li>• Identifying policy impact<ul style="list-style-type: none"><li>○ Research and the role of GenAI tools</li><li>○ Voice and the role of citizen assemblies</li></ul></li></ul> <p>Note: While this module has no pre-requisites, it builds on students’ foundational knowledge of the remit and goals of social policy. Where students do not have this grounding in social policy, they will be signposted to resources to help them orient themselves to the foundational knowledge associated with this field of study.</p>



Teaching and Learning  
Methods<sup>7</sup>

Weekly lectures with supporting readings will be used to understand and evaluate concepts, theory, empirical research and for large group discussion of key policy issues and interconnections central to LO1, LO2, LO3. The *Case Analysis* assessment will assess these learning outcomes and provide input for the assessment of LO4. Towards the end of the term, we use part of the lecture time for research informed, *Interactive Presentation* assessments of LO4. These are group based, citizen assembly style discussions on policy designed to enhance group work skills and enhance understanding of policy issues through exploration of diverse perspectives. Students taking module SSU22182 will undertake research for seminars throughout the term drawing on the use and evaluation of a new tool for policy research – Generative Artificial Intelligence. Students in this module will undertake research for seminars using GenAI tools, keeping a Journal to record their use of these tools and reflections on their role in policy research. This *Journal* is the final assessment for students on SSU22182 and assesses LO5 and LO6.

Assessment Details<sup>8</sup>

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>Case Analysis</i> [Individual] <b>DUE: WK 29.</b> <b>Mon 09.03.26</b> <b>@12.00 Noon</b>	Analyse the features of a specific human service organisation and its role in social policy implementation. Research and critically evaluate the impact of a public policy on stakeholders of this type of HSO.	LO1 – LO3	35%
<i>Interactive Presentation</i> [Group] <b>DUE: by WK 33.</b> <b>Fri 10.04.26 @</b> <b>12.00 Noon</b>	Contribute to a research informed policy discussion in citizen assembly format.	LO4	15%
<i>Journal</i> [Individual] <b>Due: Wk. 35.</b> <b>Thurs 23.04.25</b> <b>@ 12.00 Noon.</b>	Record and critically reflect on GenAI use in policy impact research, analysis and decision making, supporting weekly seminar engagement	LO5, LO6	50%

<sup>7</sup> Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

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





## Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
<i>Case Analysis</i>	As for annual session.	LO1 – LO3	35%
<i>Recorded Presentation</i>	As for annual session, with individual recorded presentation and uploaded slides	LO4	15%
Journal	As for annual session	LO5, LO6	50%

## Inclusive Curriculum

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>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.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>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?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul>	
<ul style="list-style-type: none"> <li>Learning outcomes are discussed at the start of the module and connected explicitly to each section of the curriculum and assessment to support the direction and organisation of student learning.</li> <li>The module utilises a clear Blackboard structure with distinct sections for module information, slides by week, learning resources by week, seminar questions etc along with detailed assessment information including a discussion forum Q&amp;A. This facilitates student navigation and orientation across the term.</li> </ul>	



- Announcements are used throughout the term to alert students to important tasks and deadlines and to signpost relevant information or support services.
- To facilitate active learners, the module uses the setting of familiar human service organisations such as schools, hospitals, and universities for the application of policy concepts and theory. Diverse examples of human service organisations, across different countries are used in examples.
- Online 'drop-in' meetings are available to students to facilitate those with caring responsibilities, those who need to study from home or whose work or commuting schedules would clash with in person office hours.
- Student feedback on the delivery of the modules is sought after a few weeks rather than at the end so that adjustments to learning methods and content can be made in response to student needs and preferences.

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

Cairney, P. (2020) Understanding public policy: theories and issues, 2<sup>nd</sup> edition, e-book, London: Red Globe Press.

Ellison, N. and Haux, T. (editors) (2020) Handbook on Society and Social Policy, Cheltenham: Edward Elgar Publishing.

Bochel, C. and Bochel, H. (2018) Making and Implementing Public Policy: Key Concepts and Issues, New York: Springer Nature, Palgrave Macmillan Education.

Brody, R. & Nair, M. (2014) Effectively Managing and Leading Human Service Organizations, 4th edition, Los Angeles: Sage.

Alcock, P., Haux, T., May, M. and Wright, S. (2016) The Students Companion to Social Policy, Chichester: Wiley

**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.**

No



**1.24 Qualitative Methods for Social Policy, (SSU22212) 5 ECTS**

<b>Module Code</b>	<b>SSU22212</b>
<b>Module Name</b>	Qualitative Research Methods for Social Policy
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Senior Fresh, Semester 2, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Kasia Wodniak
<b><u>Module Learning Outcomes with embedded Graduate Attributes</u></b>	<p>On completion of the <i>Qualitative Research Methods for Social Policy</i> module students will be able to:</p> <p>LO1: Assess how adequately frameworks offered within policy science capture policy action through selected national and international qualitative policy research case studies.</p> <p>LO2: Think critically and analytically about what it means for research to be policy-engaged</p> <p>LO3: Demonstrate entry level skills in qualitative research methods for policy research, including primary, secondary and applied research.</p> <p>LO4: Develop the core skills required to undertake basic design of qualitative research for policy relevance and how to use research to address policy-relevant questions and problems.</p>
<b>Module Content</b>	<p>This module is concerned with qualitative research methods that are commonly applied to social policy research. Policy-engaged enquiry is both linear and non-linear reflecting the complexity of the policy making process. Qualitative empirical research as well as mixed-method research and systematic reviews of the international evidence are frequently employed by social policy researchers to support the development of new policy or to attempt to solve a policy problem. The module will provide entry level skills in qualitative methods drawing on case study examples demonstrating these methods in policy</p>



research.

Module aims:

- Introduce social policy students to qualitative research practice in policy studies.
- Relate theories of social policy formulation, implementation and evaluation to applied policy research designs.
- Familiarise students with existing data-sets and repositories holding qualitative data relevant to policy research.
- To develop entry level skills in qualitative research and evidence synthesis methods.
- Equip students with skills to attend to ethical issues arising in qualitative research for policy.

## Teaching and Learning Methods<sup>9</sup>

Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.

[Teaching strategies](#)

[Assessment design](#)

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<sup>9</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



## Assessment Details<sup>10</sup>

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
Research for policy engagement assignment <b>Due:</b> <b>Week 35. Mon Apr 20th</b>	1500-word written assignment	1-4	60%
Policy process journal <b>Due:</b> <b>Week 26. Thurs Feb 19th</b>	500-word written assignment	1	30%
Research exercise <b>Due:</b> <b>Week 30. Thurs Mar 19th</b>	Mock interview	2, 3, 4	10%

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



**Re-Assessment  
Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Research for policy engagement assignment	1500-word written assignment	1-4	60%
Policy process journal	500-word written assignment	1	30%
Research exercise	Mock interview	2, 3, 4	10%

**Inclusive Curriculum**

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"><li>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.?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>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</li></ul>	<input checked="" type="checkbox"/>



acknowledgement of the homogenous context of the discipline/topic?	
<ul style="list-style-type: none"><li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li></ul> <p>This module provides a variety of assessment methods, namely essays, blogs and practical exercises.</p> <p>This module uses a variety of teaching formats that include lectures, group discussions and multimedia presentations.</p> <p>The module’s teaching materials are made available on Blackboard in formats that are accessible before a class.</p>	

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.
- Eszter Hargittai (2021) *Research Exposed : How Empirical Social Science Gets Done in the Digital Age*. New York: Columbia University Press. Available at: <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2458751> (Accessed: 23 January 2024).
- Creswell, J., Creswell, D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, 6<sup>th</sup> Edition.
- Bardach E. (2005). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd ed.). Washington, DC: CQ Press.
- Einbinder, S. (2010). Policy analysis. In *The Handbook of Social Work Research Methods* ( Second Edition ed., pp. 527-546). SAGE Publications, Inc.,





<https://doi.org/10.4135/9781544364902>

- Jennifer Browne, Brian Coffey, Kay Cook, Sarah Meiklejohn, Claire Palermo, A guide to policy analysis as a research method, *Health Promotion International*, Volume 34, Issue 5, October 2019, Pages 1032–1044, <https://doi.org/10.1093/heapro/day052>

**Module Pre-requisite**

**Module Co-requisite**

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



**1.24 Qualitative Methods for Social Policy, (SSU22222), 10 ECTS**

<b>Module Code</b>	<b>SSU22222</b>
<b>Module Name</b>	Qualitative Research Methods for Social Policy
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Senior Fresh, Semester 2, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Kasia Wodniak
<b><u>Module Learning Outcomes with embedded Graduate Attributes</u></b>	<p>On completion of the <i>Qualitative Research Methods for Social Policy</i> module students will be able to:</p> <p>LO1: Assess how adequately frameworks offered within policy science capture policy action through selected national and international qualitative policy research case studies.</p> <p>LO2: Think critically and analytically about what it means for research to be policy-engaged.</p> <p>LO3: Demonstrate entry level skills in qualitative research methods for policy research, including primary, secondary and applied research.</p> <p>LO4: Develop the core skills required to undertake basic design of qualitative research for policy relevance and how to use research to address policy-relevant questions and problems.</p>
<b>Module Content</b>	<p>This module is concerned with qualitative research methods that are commonly applied to social policy research. Policy-engaged enquiry is both linear and sometimes non-linear reflecting the complexity of the policy making process. Qualitative empirical research as well as mixed-method research and systematic reviews of the international evidence are frequently employed by social policy researchers to support the development of new policy or to attempt to solve a policy problem. The module will provide entry level skills in qualitative methods drawing on case study examples demonstrating these methods in policy research.</p>



## Module aims:

- Introduce social policy students to qualitative research practice in policy studies.
- Relate theories of social policy formulation, implementation and evaluation to applied policy research designs.
- Familiarise students with existing data-sets and repositories holding qualitative data relevant to policy research.
- To develop entry level skills in qualitative research and evidence synthesis methods.
- Equip students with skills to attend to ethical issues arising in qualitative research for policy.

## Teaching and Learning Methods<sup>11</sup>

Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.

[Teaching strategies](#)

[Assessment design](#)

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



## Assessment Details<sup>12</sup>

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
Research for policy engagement assignment.	2000-word written assignment	1-4	60%
<b>Due:</b> <b>Week 35. Mon Apr 20th</b>			
Policy process journal	700-word written assignment	1	30%
<b>Due:</b> <b>Week 26. Thurs Feb 19th</b>			
Research exercise	Mock interview	2, 3, 4	10%
<b>Due:</b> <b>Week 30. Thurs Mar 19th</b>			

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



Re-Assessment  
Details

Assessment Component	Assessment Description	LO Addressed	% of total
Research for policy engagement assignment	2000-word written assignment	1-4	60%
Policy process journal	700-word written assignment	1	30%
Research exercise	Mock interview	2, 3, 4	10%

Inclusive Curriculum

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"><li>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.?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>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?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li></ul>	



This module provides a variety of assessment methods, namely essays, blogs and practical exercises.

This module uses a variety of teaching formats that include lectures, group discussions and multimedia presentations.

The module's teaching materials are made available on Blackboard in formats that are accessible before a class.

## 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.
- Eszter Hargittai (2021) *Research Exposed : How Empirical Social Science Gets Done in the Digital Age*. New York: Columbia University Press. Available at: <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2458751> (Accessed: 23 January 2024).
- Creswell, J., Creswell, D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, 6<sup>th</sup> Edition.
- Bardach E. (2005). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd ed.). Washington, DC: CQ Press.
- Einbinder, S. (2010). Policy analysis. In *The Handbook of Social Work Research Methods* ( Second Edition ed., pp. 527-546). SAGE Publications, Inc., <https://doi.org/10.4135/9781544364902>
- Jennifer Browne, Brian Coffey, Kay Cook, Sarah Meiklejohn, Claire Palermo, A guide to policy analysis as a research method, *Health Promotion International*, Volume 34, Issue 5, October 2019, Pages 1032–1044, <https://doi.org/10.1093/heapro/day052>



**Module Pre-requisite**

**Module Co-requisite**

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