Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin
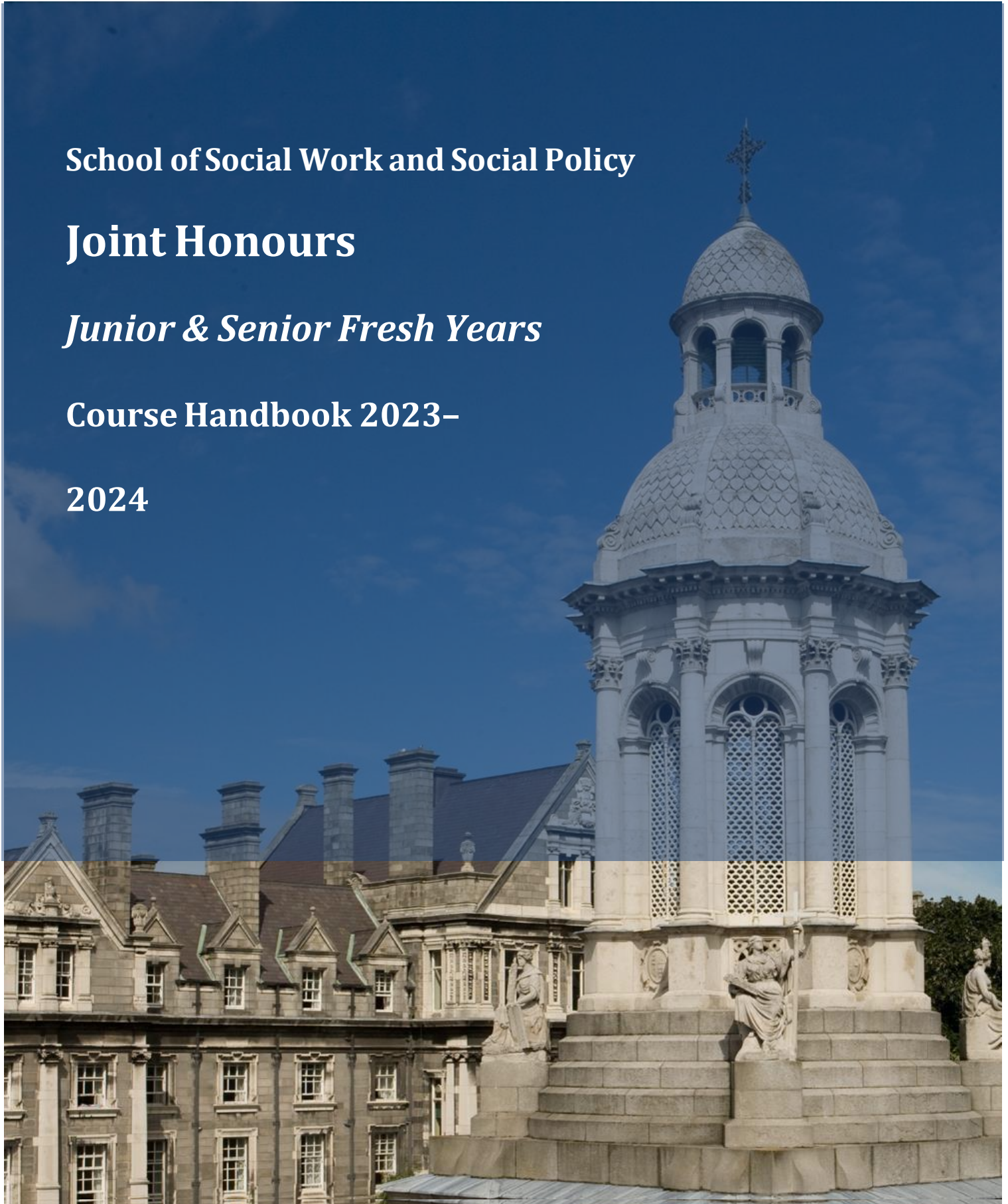
School of Social Work and Social Policy

Joint Honours

Junior & Senior Fresh Years

Course Handbook 2023–

2024

Contents

A Note on this Handbook

This Social Policy Joint Honours Handbook is a guide to students enrolled in the Social Policy Joint Honours programme. It provides a guide to what is expected of you on this programme and the academic and personal support available to you.

Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and the information contained in this Course Handbook, the provisions notified in the General Regulations will prevail.

This Course Handbook is divided into five sections:

Section One: Provides general information on college life and the support services that are available to students.

Section Two: Provides general College and programme information. The College Calendar is contained here which outlines the important College dates throughout the year. This section also contains information of the systems and applications you will be using throughout the year – Blackboard, my.tcd and more. There is also information on Erasmus and Studying Abroad opportunities.

Section Three: Very important Section of the Handbook! You are introduced to your module lecturers, and you will find an outline of your proposed assessments and their due dates. This section also gives an overview of the Joint Honours Structure and its differed pathways.

Section Four: You will find details on College rules and regulations around Exams, timetables, and request for extensions. The College has very strict rules around Plagiarism, ALL students are requested to make themselves familiar with these rules and abide by them accordingly.

Section Five: Advises on Potential Scholarships and Prizes

To reach all pages with Hyperlinks please place cursor over wording, hold down the ctrl key and hit enter.

Welcome from Course Director(s)

Dear Junior Fresh and Senior Fresh students,

Welcome, and welcome back, to the Social Policy Joint Honours course for the Academic Year 2023/24. We're looking forward to an exciting year of engagement with you in the lively and ever-evolving field of social policy. Like you, we think that social policy matters. Social policy is rooted in theory but is fundamentally about enhancing people's lives. This means it is applied to focused on real social issues and how policy affects real people, real families and real groups and communities in their day to day lives.

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

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

We would like to wish you all the very best during your time on the course and encourage you to engage with us if you need guidance or support.

Yours sincerely,

_____   _____

Dr Catherine Conlon   **Dr Ann Nolan**

Welcome from the Course Administrator

Welcome,

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

I would recommend that you take some time to read through this handbook. It has been carefully prepared to give you the information you need to help you make the most of your time here in Trinity as you study on the course. You will find useful contact details, key dates for your diary, information on regulations and of course, information on sources of support.

Please keep an eye out for any emails I send during the year as they will be of relevance to you.

I hope you enjoy the year and, please, do not hesitate to contact me if you have any queries, questions or concerns.

Good luck with the year ahead,

_____

Michelle Moore.

Welcome to International Students

We are delighted to welcome International Students to the School of Social Work and Social Policy at Trinity College Dublin, the University of Dublin. As Ireland's leading university, ranked 81st in the world (QS World University Rankings 2024) and 16th most International University in the World (Times Higher Education World University Ranking, 2023), we at Trinity pride ourselves on being a global research-led university with a diverse and vibrant university community. Trinity Global provide a Welcome Guide for all international students that includes useful information on how we will support you and guidance on visas, immigration, finance and accommodation which we hope you find useful. The Trinity Global Experience team invite you to email any questions you have to the Global Room team at TCDGlobal@tcd.ie or visit the Global Room's Facebook and Instagram pages.

Within the School, Dr Catherine Conlon is the Director for Global Engagement and Erin Paullin is the Global Officer. We are both here for any queries you have and to help you settle in and navigate your way through your time in the School. Key resources for international students at Trinity we encourage you to connect with are:

➤ **The Global Room ,** a welcoming student support hub and event space on campus for all Trinity students, managed by the International Student Liaison Officer. We encourage you to visit the space and engage with the lively community there.
➤ The Global Room service is supported by a team of Global Ambassadors, students trained to help students with a wide range of queries ranging from immigration and accommodation practicalities to the basics of settling into life in Dublin and at Trinity. Check out the Global Ambassador Blog

Our Vice President for Global Engagement invites you to view her welcome message to all international students at the links below:
Youtube: https://www.youtube.com/watch?v=bfyDTM-OadY
Bilibili (China): www.bilibili.com/video/BV1wq4y187U1

We wish you an enriching experience as an international student here in the School and look forward to engaging with you during your time with us.

Catherine Conlon   *Erin Paullin*

Director for Global Engagement   *Global Officer*

Important Contact Details

Course Directors	Email Address	Building / Office	Office Hours
Dr Catherine Conlon *Up to December 2023 only*	conlonce@tcd.ie	3rd Floor Arts Building Office No 3060	Office Hours: Tues 11am-1pm during term (Teams/in-person) Email for appointment)
Dr Ann Nolan *From September 2023*	nolana13@tcd.ie	3rd Floor Arts Building Office	Office Hours: Weds 4.30pm – 5.30pm during term (Teams/in-person) Email for appointment)

Administration	Email Address	Building / Office	Office Hours
Michelle Moore	moorem11@tcd.ie	3rd Floor Arts Building Office No 3063	Office - Mon & Thurs 9am – 4pm Online - Tues & Weds 9am - 4pm Friday - Off

Summary of Key Dates for 2023 / 2024

Throughout this handbook important dates will be noted for students. The following is a summary of these key dates for the academic year 2023/2024 for Junior and Senior Fresh Social Policy Joint Honours Students. These dates are subject to change; however, any changes will be communicated to students via course lectures, the course administrator, or the college website.   It is important that all students regularly check their @tcd.i.e., email and Blackboard for any potential updates.

IMPORTANT DATES FOR JOINT HONOURS JUNIOR AND SENIOR FRESH STUDENTS	
Presentation on Scholarship Exams	1.00pm – 2.00pm Monday 18th September 2023
Go Global Information Sessions on Erasmus *In-Person*	Wed, September 20th 2023, Time: 6-7pm
Online	Thurs, September 21st, 2023, Time: 5-6pm
Joint Honours Social Policy Presentation on Erasmus/Studying Abroad	1.00pm – 2.00pm Monday 25th September 2023

Submit online application for entry to Scholarship Exams	02nd October – 16th October 2023
Completion of Semester 1 on-line Surveys	Week of 13th Nov 2023
College Closed for Christmas '23	22nd Dec 2023
Deadline for Erasmus/Studying Abroad applications.	TBC
College Re-opened Jan '24	22nd Jan 2024
Foundation Scholarship Exams	08th – 12th Jan 2024
Semester 1 Marks Released	Week of 15th Jan 2024
Trinity Monday (announcement of Scholarship Results)	22nd April 2024
Completion of Semester 2 on-line Surveys	Week of 01st April 2024
Semester 2 Marks Released	Week of 20th May 2024

SECTION ONE – GENERAL COLLEGE INFORMATION

Student Services and Supports

The Course Administrator, Michelle Moore, moorem11@tcd.ie is your first port of call for all general queries. College also provides a range of administrative, academic and wellbeing supports and services to help you should the need arise:

Student Services Website and Information Booklet

Further information please see www.tcd.ie/studentservices,
http://www.tcd.ie/students/assets/pdf/Student Services Booklet (web version).pdf.

Tutors

Undergraduate students are assigned a tutor when they are admitted to College. Your tutor, who is a member of the teaching staff, will give confidential advice on courses, discipline, examinations, fees and other matters and will represent you before the College authorities should the need arise. You will find the name and email address of your tutor on your student record in SITS. If, for some reason, you cannot contact your tutor, you should contact the

Senior Tutor's Office. They can be reached at https://www.tcd.ie/seniortutor/

Student 2 Student

From the moment that you arrive in college, right the way to your end of exams, Student 2 Student (S2S) is here to make sure that your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You will meet S2S mentors in Freshers' Week. They will keep in regular touch with you throughout your first year and invite you to events. They will also provide useful information about your course and what to look out for. Mentors are students who have been through the first year and know exactly what it feels like. S2S also offers trained Peer Supporters if you want to talk confidentially to another student, or just to meet a friendly face for coffee and a chat. S2S is supported by the Senior Tutor's Office and the Student Counselling Service. See http://student2student.tcd.ie ; email: student2student@tcd.ie; telephone: (+353) 1 896 2438

Support Provision for Students with Disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal my.tcd.ie. Based on appropriate evidence of a disability and information obtained from

the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an Individual Learning Educational Needs Summary **(LENS)**detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

See https://www.tcd.ie/disability/.

Examination Accommodation Requests and Deadlines

Students are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report, or email received following their needs assessment for particular assessments for School/ Department administered assessment. Students are advised to make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.

Mature Students

Social policy often attracts mature students with experience of social issues, social problems and an interest in social justice. We are happy to welcome students with diverse life experiences to the programme. Further information for mature students on life at Trinity is available at the following link https://www.tcd.ie/maturestudents/.

Careers Advisory Service

The College [Careers Service](#) supports students to explore their career ambitions and plan how to achieve them using a wide variety of activities, services and resources:

- [MyCareer](#), our online career management portal which includes booking appointments and viewing job vacancies.

- how to plan your career and prepare for your job search through individual advice and guidance sessions, CV/LinkedIn clinics, practice interviews

- credit and non-credit bearing programmes to develop key skills and personal and career insight.

- access to employers and alumni through careers fairs, sectoral fora and events
- mentoring and networking
- awards and scholarship programmes

Co-curricular Activities

TCD Sports Clubs

College has 50 sports clubs covering a diverse range of disciplines from basketball to archery. You can find information on all of the clubs on the Trinity Sport website [https://www.tcd.ie/Sport/student-sport/clubs/.](https://www.tcd.ie/Sport/student-sport/clubs/)

Student Union - TCDSU

The Trinity College Students Union is a union for students, by students. TCDSU represents the undergraduate student body at college level. You can find further information about the Union, and how to get involved, on their website https://www.tcdsu.org/ and can find information on the student representation structures on the following site [https://www.tcdsu.org/aboutus.](https://www.tcdsu.org/aboutus)

Emergency Procedure

In the event of an emergency dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days of the year. They are the liaison link to the Fire, Garda and Ambulance services and should be contacted by all staff and students in case of any emergency on campus, for example, personal injury, risk of injury, first aid assistance, chemical spills etc. They can be reached by dialing 1999 from a college telephone or, alternatively, dialing +353 1 896 1999. It is recommended that this number be saved in your mobile phone under ICE (In Case of Emergency).

Data Protection

Please note that due to data protection requirements, staff in the School of Social Work and Social Policy cannot discuss individual students with parents/ guardians or other family members without the permission of the student.

As the University considers students, even if they are not yet 18, to have the maturity to give consent for the use of their data, in normal circumstances, the University will not disclose personal data to the parents, guardians or other representatives of a student without the

student's consent. The University's preference is to receive written consent by way of email from the student where possible. Without such consent the University will not release any details regarding students including details of their registration, attendance, results, fee payments etc.

Trinity College Dublin uses personal data relating to students for a variety of purposes. College is careful to comply within their obligations under data protection laws. You can find further information on how College obtains, use and disclose student data via the following site https://www.tcd.ie/info_compliance/data-protection/student-data/

SECTION TWO – GENERAL PROGRAMME INFORMATION
Academic Year Calendar 2023/2024

(Please note this calendar is subject to change – click on the link below for the most up to date information)

Trinity College Dublin   The University of Dublin

Academic Year Calendar 2023/24

Academic Calendar Week	Week beginning	2023/24 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	28-Aug-23	Reassessment * (Semesters 1 & 2 of 2022/23)		← Michaelmas Term begins/Semester 1 begins
2	04-Sep-23	Orientation (Postgraduate, Visiting & Erasmus); Marking/Results		
3	11-Sep-23	Teaching and Learning		← Michaelmas teaching term begins
4	18-Sep-23	Teaching and Learning	Orientation (JF UG)	
5	25-Sep-23	Teaching and Learning	Teaching and Learning	
6	02-Oct-23	Teaching and Learning	Teaching and Learning	
7	09-Oct-23	Teaching and Learning	Teaching and Learning	
8	16-Oct-23	Teaching and Learning	Teaching and Learning	
9	23-Oct-23	Study/Review	Study/Review	
10	30-Oct-23	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
11	06-Nov-23	Teaching and Learning	Teaching and Learning	
12	13-Nov-23	Teaching and Learning	Teaching and Learning	
13	20-Nov-23	Teaching and Learning	Teaching and Learning	
14	27-Nov-23	Teaching and Learning	Teaching and Learning	
15	04-Dec-23	Revision	Revision	
16	11-Dec-23	Assessment *	Assessment * ~	← Michaelmas term ends Sunday 17 December 2023/Semester 1 ends
17	18-Dec-23	Christmas Period – College closed 22 December 2023 to 1 January 2024 inclusive	Christmas Period – College closed 22 December 2023 to 1 January 2024 inclusive	
18	25-Dec-23			
19	01-Jan-24			
20	08-Jan-24	Foundation Scholarship Examinations ^	Foundation Scholarship Examinations ^	
21	15-Jan-24	Marking/Results	Marking/Results	← Hilary Term begins/Semester 2 begins
22	22-Jan-24	Teaching and Learning	Teaching and Learning	← Hilary teaching term begins
23	29-Jan-24	Teaching and Learning	Teaching and Learning	
24	05-Feb-24	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	12-Feb-24	Teaching and Learning	Teaching and Learning	
26	19-Feb-24	Teaching and Learning	Teaching and Learning	
27	26-Feb-24	Teaching and Learning	Teaching and Learning	
28	04-Mar-24	Study/Review	Study/Review	
29	11-Mar-24	Teaching and Learning	Teaching and Learning	
30	18-Mar-24	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
31	25-Mar-24	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	
32	01-Apr-24	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	
33	08-Apr-24	Teaching and Learning	Teaching and Learning	
34	15-Apr-24	Revision	Revision	← Hilary Term ends Sunday 21 April 2024
35	22-Apr-24	Trinity Week (Monday, Trinity Monday)	Trinity Week (Monday, Trinity Monday)	← Trinity Term begins
36	29-Apr-24	Assessment *	Assessment *	
37	06-May-24	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
38	13-May-24	Marking/Results	Marking/Results	
39	20-May-24	Marking/Results	Marking/Results	
40	27-May-24	Research	Research	← Trinity Term ends Sunday 2 June 2024/Semester 2 ends
41	03-Jun-24	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	10-Jun-24	Research	Research	
43	17-Jun-24	Research	Research	
44	24-Jun-24	Research	Research	
45	01-Jul-24	Research	Research	
46	08-Jul-24	Research	Research	
47	15-Jul-24	Research	Research	
48	22-Jul-24	Research	Research	
49	29-Jul-24	Research	Research	
50	05-Aug-24	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
51	12-Aug-24	Research	Research	
52	19-Aug-24	Research	Research	

* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks.
~ Note: it may be necessary to hold a small number of JF examinations/assessments outside of semester 1.
^ Note: it may be necessary to hold some examinations/assessments in the preceding week.

Academic Year Calendar 2023/2024 (continued)

Link to Academic Calendar 2023/2024

https://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf

Semester 1 (Michaelmas term) teaching patterns have been adjusted to avoid overlapping teaching and assessment. Teaching on Social Policy Joint Honours modules will finish on **1ST December 2023.**

Key Dates and Events

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

Date (Week Beginning)	Event
SEMESTER 1	
11th September 2023	Semester 1 Teaching Begins Senior Freshers
18th September 2023	Orientation Week for Undergraduates Junior Freshers
25th September 2023	Semester 1 Teaching Begins Junior Freshers
23rd October 2023	Study/Re-orientation Week
30th October 2023	October Bank Holiday
27th November 2023	Semester 1 Teaching Ends for most TJH programmes
04th December 2023	Revision Week
11th December 2023	Semester 1 Assessment Period
22nd December 2023 – 01st January 2024	College Offices Closed for Christmas
SEMESTER 2	
08th January 2024	Foundation Scholarship Examinations
15th January 2024	Semester 1 Provisional Results
22nd January 2024	Semester 2 Teaching Begins
04th March 2024	Study/ Review Week
08th April 2024	Semester 2 Teaching Ends
15th April 2024	Revision Week
22nd April 2024	Trinity Week
29th April 2024	Semester 2 Assessment Period
20th May 2024	Semester 2 and End of Year Results
TBC	Submission Deadline for Annual Court of Appeal
TBC	Annual Court of Appeal
TBC	Registration for Academic Year 23/24
TBC	Reassessment Period

Course Governance

The course is governed by the Social Policy Joint Honours Course Committee which is a sub-committee of the School of Social Work and Social Policy. Membership of the Course Committee includes the Course Directors (Chairs), Course Administrator (Secretary), Module Co-Ordinator's from the course, a Student Representative and the Director of Undergraduate Teaching and Learning.

Early in Semester 1 we will be in touch with each year group to invite you to nominate a Student Representative for the year. We greatly appreciate the contribution of our Student Representatives on our Course Committee to allow us hear students issues and concerns and how we can respond.

Module Choice Registration

It is the responsibility of each student to ensure that they take sufficient modules amounting to *60 ECTS* during an academic year, that their selected modules meet the programme requirements of the particular year for which they are registered, and that they have taken account of any prerequisites from previous years associated with the modules.

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

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

Module Timetables

Timetables are published to student portals [my.tcd.ie](my.tcd.ie) . Once a student is registered, they can view their timetable on their student portal. The onus is on students to check their timetable at regular intervals to identify any changes to venues or lecture times. Pay attention to the *weeks* listed in each of your timetabled slots and check the first column of the academic year calendar above to find the date for the corresponding calendar week. Some tutorials will

happen at two weekly intervals for example or won't start until after you have done one week of lectures.

My.tcd.ie - Checking Your Personal Student Record

My.tcd.ie allows students to view their own central student record containing all relevant information related to the programme for which you are registered, including details of your tutor to access the system you will need your College username and network password. To access my.tcd.ie go to the College local home page https://www.tcd.ie/local/ and select my.tcd.ie.

If your personal student information is incorrect, you should contact the Academic Registry (via email – academic.registry@tcd.ie) stating your full name and student ID number. If your timetable module list is incorrect, then you should notify the Course Administrator.

Email

All email correspondence from the Course Administrator and Directors will be sent to TCD email addresses only. Students should check their email on a regular basis. When emailing TCD staff, students should always include their TCD Student ID Number.

Blackboard

Blackboard is the College online learning environment where lecturers will give access to materials, resources and activities. The use of Blackboard varies from module to module and individual lecturers will speak to you about how they use Blackboard and what tasks you are expected to complete for each module.

It is essential to get to grips with Blackboard early in your studies and seek advice if you are having difficulties.

To access a module on Blackboard you must be registered to the module. Blackboard can be accessed via https://tcd.blackboard.com/webapps/login/

Course Transfer Procedures

Should you wish to consider a transfer out of the programme and into another please consult http://www.tcd.ie/Admissions/undergraduate/apply/transferred/within-trinity/

Students may apply, through their tutor, to the Senior Lecturer for permission to transfer to another course.

Erasmus/Study Abroad Exchanges

Students will have the opportunity to ***apply in their Senior Fresh Year (second year)***, to study or work abroad as part of their studies. This is a key element of the Trinity Education. Students usually avail of mobility opportunities in their third year of study in eligible programmes. In addition to exchange opportunities, you will study with peers, and be taught by academic staff, from all over the world.

To facilitate student mobility, students may be permitted to satisfy the requirements of their year, in whole or in part, by studying abroad under an approved ERASMUS exchange or other exchange programme approved by the Vice-President for Global Engagement with the assessment at the host university counting as part of the student's academic record in college.

The maximum period of study is one academic year, and the minimum period is three months. Arrangements governing specific exchange programmes are made by the school, department or course office concerned.

Senior Fresh students will be invited to an ***On-Line information Session*** on Erasmus for Social Policy on 25th September from in 1.00pm – 2.00pm.

If you are thinking about studying abroad in your third year of studies, we recommend that you start ***PLANNING NOW!***

Go Global Information Sessions:
In person
Date: Wed, September 20th 2023
Time: 6-7pm
Location: Ed Burke Theatre (Room 1008), Arts Building
Registration link: https://www.eventbrite.com/e/go-global-informational-seminar-tickets-691681436797?aff=oddtdtcreator

Online
Date: Thurs, September 21st 2023
Time: 5-6pm
Location: Online – Zoom Webinar
Zoom registration link: https://us06web.zoom.us/webinar/register/WN_WHuhlQqDQQuX_0A0C77ZVg

Joint Honours Social Policy Meeting on Erasmus and International Exchange on Monday 25th September 1.00pm – 2.00pm *Join Zoom Meeting*
https://tcd-ie.zoom.us/j/6653731704 Meeting ID: 665 373 1704

SECTION THREE – TEACHING AND LEARNING

Social Policy Joint Honours Teaching Staff (Junior and Senior Fresh)

Year	Term	Course Lecturers	Email Address	Module Code	Module Name	Biography
Junior Fresh	Semester 1; Michaelmas	Dr Kasia Wodniak	kwodniak@tcd.ie	SSU11051 / SSU11061	Introduction to Social Policy Concepts	Dr Kasia Wodniak
Junior Fresh	Semester 1; Michaelmas	Dr Julie Byrne	byrnej18@tcd.ie	SSU11071	Accessing and Reviewing Literature	Dr Julie Byrne
Junior Fresh	Semester 1; Michaelmas	Dr Lynne Cahill	lycahill@tcd.ie	SSU11071	Accessing and Reviewing Literature	Dr Lynne Cahill
Junior Fresh	Semester 2; Hillary	Dr Ann Nolan	nolana13@tcd.ie	SSU11062 / SSU11052	Introducing Social Policy in Action	Dr Ann Nolan
Junior Fresh	Semester 2; Hillary	Dr Louise Caffrey	louise.caffrey@tcd.ie	SSU11092	Critical Analysis & Argument Development	Dr Louise Caffrey
Senior Fresh	Semester 2; Hillary	Dr Ann Nolan	nolana13@tcd.ie	SSU22152 / SSU22062	Global Health Policy	Dr Ann Nolan
Senior Fresh	Semester 1; Michaelmas	Dr Philip Curry	pcurry@tcd.ie	SSU22042 / SSU22141	European Refugee Policy	Dr Philip Curry
Senior Fresh	Semester 1; Michaelmas	Dr Edurne Garcia Iriarte	iriartee@tcd.ie	SSU22142 / SSU22132	Citizen Participation in Research and Policy	Dr Edurne Garcia Iriarte
Senior Fresh	Semester 2; Hillary	Dr Joe Whelan	jwhelan9@tcd.ie	SSU22121 / SSU22111	Poverty, Welfare and Justice	Dr Joe Whelan

Note: Lines highlighted in Green have weekly tutorials.

European Credit Transfer System (ECTS)

During the first few weeks of Semester 1 students will hear the term ECTS mentioned throughout college. **What are ECTS?** ECTS stand for *The European Credit Transfer and Accumulation System* (ECTS. It is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

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

The European norm for fulltime study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations. ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

Course Structure and Workload, Academic Year 2023/2024

Junior Fresh (First Year) Joint Honours Pathway 2023/2024

Students take 30 ECTs in Social Policy – 15 ECTs in each Semester. The following modules are mandatory:

Term	Module Code	Module Name	ECT's
Michaelmas	SSU11051	Introduction to Social Policy Concepts	10
Michaelmas	SSU11071	Accessing and Reviewing Literature	5
Hilary	SSU11062	Introduction to Social Policy in Action	10
Hilary	SSU11092	Critical Analysis & Argument Development	5

Junior Fresh (First Year) Minor Subject Pathway 2023/2024

Students take 20 ECTs in Social Policy – 10 ECTs in each Semester. The following modules are mandatory:

Term	Module Code	Module Name	ECT's
Michaelmas	SSU11051	Introduction to Social Policy Concepts	10
Hilary	SSU11062	Introduction to Social Policy in Action	10

Senior Fresh (Second Year) Joint Honours Pathway & Major Pathway in Social Policy 2023/2024

Students take 40 ECTs in Social Policy – 20 ECTs in each Semester. The following modules are mandatory:

Term	Module Code	Module Name	ECT's
Michaelmas	SSU22141	European Refugee Policy	10
Michaelmas	SSU22162	Global Health Policy	10
Hilary	SSU22111	Poverty, Welfare and Justice	10
Hilary	SSU22132	Citizens' Participation in Research and Policy	10

Senior Fresh (Second Year) Joint Honours Minor Pathway in Social Policy 2023/2024

Students take 20 ECTs in Social Policy – 10 ECTs in each Semester. The following modules are mandatory:

Term	Module Code	Module Name	ECT's
Michaelmas	SSU22042	European Refugee Policy	5
Michaelmas	SSU22152	Global Health Policy	5
Michaelmas	SSU22141	European Refugee Policy	10
Michaelmas	SSU22162	Global Health Policy	10
Hilary	SSU22121	Poverty, Welfare and Justice	5
Hilary	SSU22142	Citizens' Participation in Research and Policy	5
Hilary	SSU22111	Poverty, Welfare and Justice	10
Hilary	SSU22132	Citizens' Participation in Research and Policy	10

JOINT HONOURS ASSESSMENT TIMETABLE 2023/2024

Note (1): Students who must sit re-assessments (Supplementals) will receive an email from the Course Administrator at the beginning of June'24 with Assessment Details and Deadlines.

Note (2): Any changes to these assessment details will be communicated to students via their module lecturer and Blackboard.

Junior Fresh (First Year)

Junior Fresh								
Semester	Module Code	Module Name	Lecturer	ECT	Assignment Profile	Assignment Deadline	Marks Published	Re-Assessment Profile
Michaelmas	**SSU11051**	Introduction to Social Policy Concepts	Kasia Wodniak	**10**	Individual Presentation (10%)	**On-Going from Week 4 - 14**	15th January 2024	Individual Presentation (10%)
					2,000 Word Essay (90%)	*12 Noon Thurs 14th December 2023*	15th January 2024	2,000 Word Essay (90%)
Michaelmas	**SSU11061**	Introduction to Social Policy Concepts	Kasia Wodniak	**5**	Individual Presentation (10%)	**On-Going from Week 4 - 14**	15th January 2024	Individual Presentation (10%)
					1,000 Word Essay (90%)	*12 Noon Thurs 14th December 2023*	15th January 2024	1,000 Word Essay (90%)
Michaelmas	**SSU11071**	Accessing and Reviewing Literature	Julie Byrne & Lynne Cahill	**5**	Search topic and terms (10%)	*12 Noon 13th October 2023*	15th January 2024	Search topic and terms (10%)
					Search strategy (30%)	*12 Noon 01st November 2023*	15th January 2024	Search strategy (30%)
					Literature review (60%)	*12 Noon 13th December 2023*	15th January 2024	Literature review (60%)
Junior Fresh								
Semester	Module Code	Module Name	Lecturer	ECT	Assignment Profile	Assignment Deadline	Marks Published	Re-Assessment Profile
Hilary	SSU11062	Introduction to Social Policy in Action	Ann Nolan	**10**	Presentation (20%)	Week 23 - 33		
					2,000 Word Written Assignment	*12 Noon 19th April 2024*		

Semester	Module Code	Module Name	Lecturer	ECT	Assignment Profile	Assignment Deadline	Marks Published	Re-Assessment Profile
Hilary	**SSU11052**	Introduction to Social Policy in Action	Ann Nolan	**5**	Presentation (20%)	Week 23 - 33		
					1.500 Word Written Assignment	*12 Noon 19th April 2024*		
Hilary	**SSU11092**	Critical Analysis and Argument Development	Louise Caffrey	**5**	5 Entries to Learning Journals (10%)	Week 23 - 33		5 Entries to Learning Journals (10%)
					2,000 Word Essay (90%)	*12 Noon Tuesday 16th April 2024*		2,000 Word Essay (90%)

Senior Fresh (Second Year)

Senior Fresh								
Semester	**Module Code**	**Module Name**	**Lecturer**	**ECT**	**Assignment Profile**	**Assignment Deadline**	**Marks Published**	**Re-Assessment Profile**
Michaelmas	**SSU22152**	Global Health Policy	Ann Nolan	**5**	Written Exam (2 hours) 100%	TBC	15th January 2024	Written Exam (2 hours) 100%
Michaelmas	**SSU22162**	Global Health Policy	Ann Nolan	**10**	Written Exam (2 hours) 70%	TBC	15th January 2024	Written Exam (2 hours) 70%
					Group Presentations (30%) 10 mins	*On-Going from Week 4 - 14*		Group Presentations (30%) 10 mins
Michaelmas	**SSU22042**	European Refugee Policy	Philip Curry	**5**	Group Presentation (20%)	*12 Noon Friday 17th November 2023*	15th January 2024	Group Presentation (20%)
					1,500 Word Essay (80%)	*12 Noon Friday 01st December 2023*	15th January 2024	1,500 Word Essay (80%)
Michaelmas	**SSU22141**	European Refugee Policy	Philip Curry	**10**	Group Presentation (20%)	*12 Noon Friday 17th November 2023*	15th January 2024	Group Presentation (20%)
					3,000 Word Essay (80%)	*12 Noon Friday 01st December 2023*	15th January 2024	3,000 Word Essay (80%)

Senior Fresh								
Semester	Module Code	Module Name	Lecturer	ECT	Assignment Profile	Assignment Deadline	Marks Published	Re-Assessment Profile
Hilary	**SSU22121**	Poverty, Welfare and Justice	Joe Whelan	**5**	90 Minute Written Exam.	Date TBC		90 Minute Written Exam.
Hilary	**SSU22111**	Poverty, Welfare and Justice	Joe Whelan	**10**	120 Mins (2 hours) Written Exam.	Date TBC		120 Mins (2 hours) Written Exam.
Hilary	**SSU22142**	Citizens' Participation in Research and Policy	Edurne Garcia Iriarte	**5**	Research Proposal Presentation (25%)	*12 Noon 11th April 2024*		Research Proposal Presentation (25%)
					Written Research Proposal (50%)	*12 Noon 15th April 2024*		Written Research Proposal (50%)
					Individual Learning reflection (25%)	*12 Noon 15th April 2024*		Individual Learning reflection (25%)
Hilary	**SSU22132**	Citizens' Participation in Research and Policy	Edurne Garcia Iriarte	**10**	Individual Research Review (15%)	*12 Noon 18th March 2024*		individual research review (15%)
					Research Proposal Presentation (25%)	*12 Noon 11th April 2024*		video/poster presentation of research proposal (25%)
					Written Research Proposal (50%)	*12 Noon 15th April 2024*		written research proposal (50%)
					Individual Learning reflection (10%)	*12 Noon 15th April 2024*		individual learning reflection (10%)

Joint Honours Programme Architecture
Junior Fresh (First Year)

In the 1st year of the Trinity Joint Honours programme, students' study two subjects equally at [30 credits (ECTS)](#) each, for example, in Semester 1 a student will take 15 ECT's in Social Policy and 15 ECT's in their other honour subject and the same in Semester 2.

At the end of 1st year Students **must consider** which pathway and which modules they would like to take in 2nd year. Pathway selection will take place shortly after marks are published at the **end of the academic year around mid-June.** If you have any queries about pathways and module selection, please contact the TJH office, Trinity Joint Honours Office - joint.honours@tcd.ie.

Note (1) Trinity Electives:

Trinity Electives are standalone modules that will give you the opportunity to broaden your knowledge beyond your own discipline. As a student, you can choose from a range of exciting modules that allow you to engage with Trinity's ground-breaking research, to experience diverse languages and cultures, and to consider how we can address key societal challenges. Each Trinity Elective has been designed specifically to help you develop the Trinity Graduate Attributes. Find out more at: www.tcd.ie/trinity-electives

Note (2): Open Modules (OM):

Open Modules Open Modules are modules that are taught as part of other programmes but are complementary and related to your own programme of study. Choosing Open Modules will allow you to broaden your perspective on your core discipline(s) through exposure to knowledge, skills and ways of thinking associated with related fields. Open Modules will provide you with a wealth of opportunities to enrich the study of your core curriculum and to develop the Trinity Graduate Attributes.

What are a student's options for pathway selection at the end of First Year (Junior Fresh)?

At the end of 1st year all Joint Honours Students **must** engage in pathway selection, i.e., decide on the pathway that they would like to continue their degree.

The options that are available to students are as follows:

- **Joint Honours Pathway** – If at the end of Junior Fresh year, a student decides to stay on the Joint Honours Pathway, they are choosing to study **equal time** on both subjects. A student on this pathway will also have the opportunity to take Open Modules and Trinity Electives. If a student decides to stay on the Joint Honours Pathway, in Senior Fresh year they will take **20 ECTs in both honour subjects as well as 20 ECT's in Trinity Electives/Open Modules.** If a student continues the Joint Honours Pathway for their remaining years of study, they will graduate with a **Joint Honours Degree**.

- **Major with Minor Pathway** - At the end of Junior Fresh year a Joint Honours student may decide they would prefer to study one of their honour subjects as a major subject and then study their other honour as a minor subject. More academic time will be spent on the major subject. If a student chooses the Major with Minor Pathway, in Senior Fresh year they will take *40 ECTs in their Major subject and 20 ECT's in their Minor subject.* A student on this pathway *does not* have an option to take any Trinity Electives or Open Modules. If a student stayed on this pathway for the remaining years of study, they would graduate with *A Major with Minor Degree.*

- **A Single Honours Pathway** – Social Policy is *not* available as a Single Honours Pathway.

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

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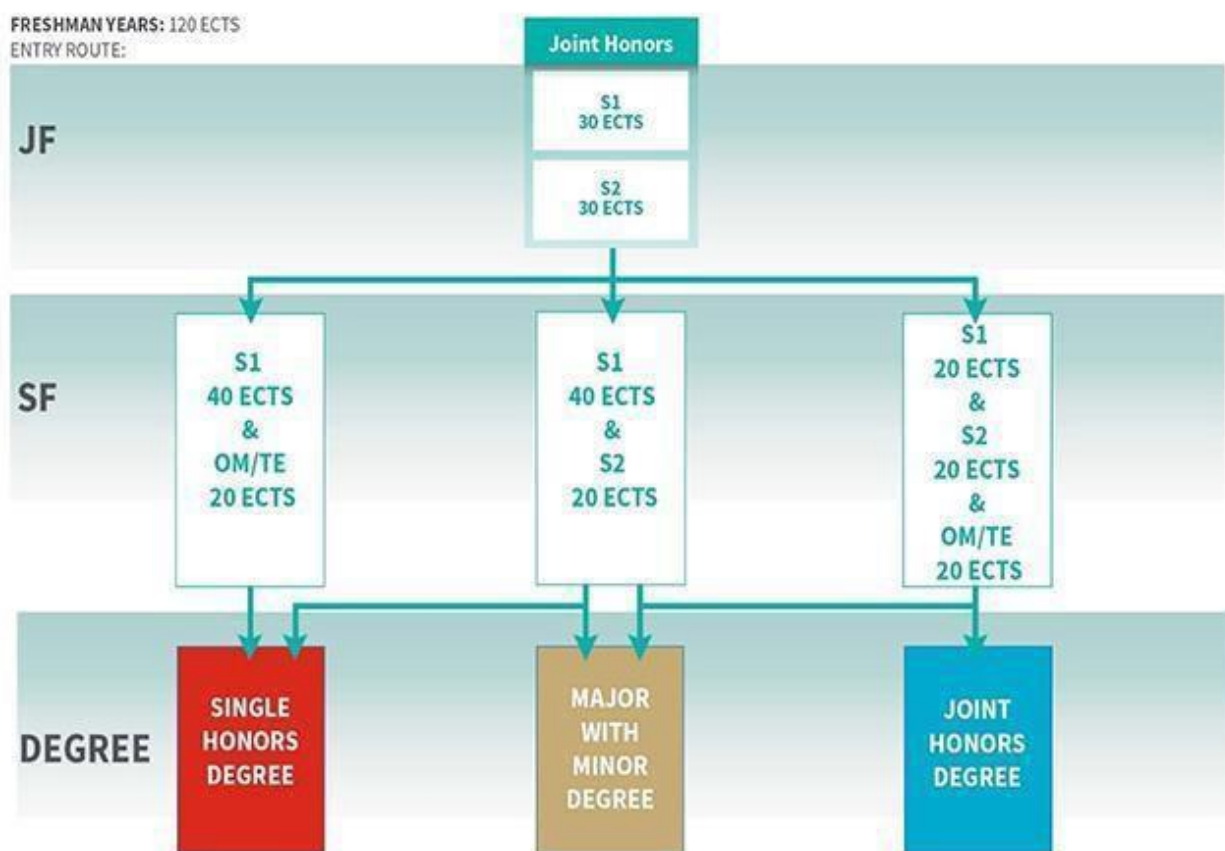
KEY: S1 - Subject 1 | S2 - Subject 2 | OM - Open Modules | TE - Trinity Electives | JF - Junior Freshman | SF - Senior Freshman

The Joint Honours Pathway Selection Tool can also be helpful in exploring your options and seeing what impact they will have on your degree
https://www.tcd.ie/tjh/currentstudents/year2/pathways/

Senior Fresh (Second Year)

What are a student's options for pathway selection at the end of Second Year (Senior Fresh)?
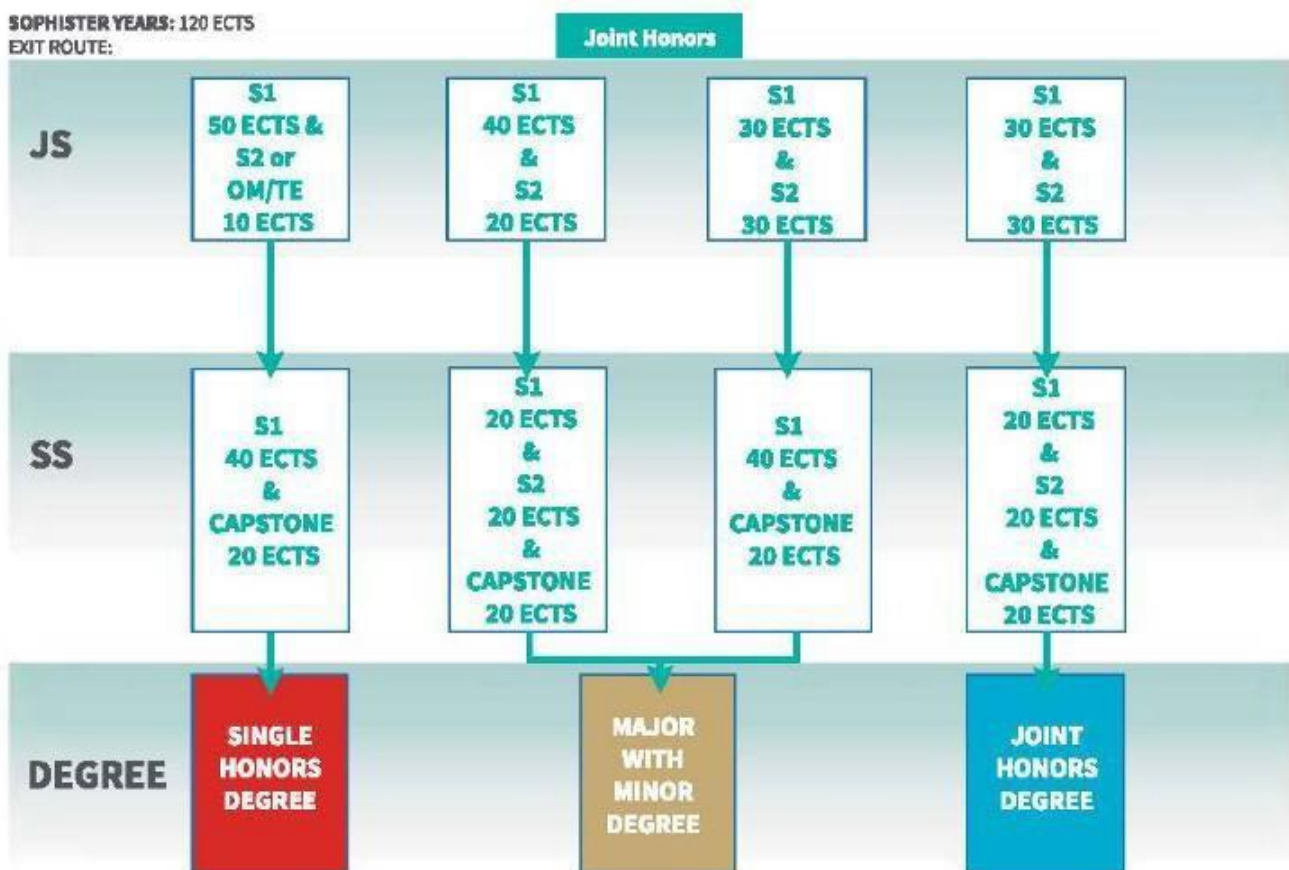
The options that are available to students at the *End of Senior Fresh Year are as follows*:

- **A Single Honours Pathway.** If at the end of Senior Fresh year, a student is *already* on single honours pathway then they must remain on this pathway for the remainder of their degree. A student on this pathway will graduate with *A Single Honours Degree. Single Honours pathway is not available for Social Policy.*

- **Joint Honours Pathway** – If at the end of Senior Fresh year, a student decides to stay on the Joint Honours Pathway, they are choosing to study *equal time* on both subjects. A student on this pathway will also have the opportunity to take Open Modules and Trinity Electives. If a student decides to stay on the Joint Honours Pathway, in Senior Fresh year they will take *20 ECTs in both honour subjects as well as 20 ECT's in Trinity Electives/Open Modules.*

  - *What happens at the end of Second Year…*
  - There is only one pathway in the Sophister years to a <u>Joint Honours degree</u>.
  - In this pathway you will take 30 ECTS in each of your Joint Honours subjects in Junior Sophister year.
  - Then in Senior Sophister you will take 20 ECTS in each of your Joint Honours subjects and a 20 ECTS capstone project in one of your subjects.
  - You should be aware that some subjects have module pre-requisites that you will be required to fulfil to complete a Capstone project in that subject.

- **Major with Minor Pathway** - At the end of Senior Fresh year a Joint Honours student may decide they would prefer to study one of their honour subjects as a major subject and then study their other honour as a minor subject. More academic time will be spent on the major subject. If a student chooses the Major with Minor Pathway, in Senior Fresh year they will take *40 ECTs in their Major subject and 20 ECT's in their Minor subject.* A student on this pathway *does not* have an option to take any Trinity Electives or Open Modules. If a student stayed on this pathway for the remaining years of study, they would graduate with *A Major with Minor Degree.*

- *What happens at the end of Second Year continued…*

- **Major with Minor Pathway – Continue studying your minor in Year 4 (Option A)**
  - On this pathway in Year 3 you will undertake 40 ECTS in your Major Subject and 20 ECTS in your Minor subject
  - Then in Year 4 you will undertake 20 ECTS in each of your Major and Minor subject and complete your 20 ECTS Capstone in your Major subject.
- **Major with Minor Pathway – Finish studying the Minor in Year 3 (Option B)**
  - On this pathway in Year 3 you will study 30 ECTS in both your Major and Minor subject in Year 3.
  - Then in Year 4 you will undertake 40 ECTS in your Major subject and complete your 20 ECTS Capstone in your Major subject.

Common Architecture

SOPHISTER YEARS: 120 ECTS
EXIT ROUTE:

Joint Honors

JS
- S1 50 ECTS & S2 or OM/TE 10 ECTS
- S1 40 ECTS & S2 20 ECTS
- S1 30 ECTS & S2 30 ECTS
- S1 30 ECTS & S2 30 ECTS

SS
- S1 40 ECTS & CAPSTONE 20 ECTS
- S1 20 ECTS & S2 20 ECTS & CAPSTONE 20 ECTS
- S1 40 ECTS & CAPSTONE 20 ECTS
- S1 20 ECTS & S2 20 ECTS & CAPSTONE 20 ECTS

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

KEY: S1 - Subject 1 | S2 - Subject 2 | OM - Open Modules | TE - Trinity Electives | JS - Junior Sophister | SS - Senior Sophister

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Trinity Foundation Scholarship

Students in the 2nd Year are provided with the opportunity to put themselves forward for Foundation Scholarship. Foundation Scholarship is a Trinity institution with a long history and high prestige. Some of our greatest alumni – such as Edmund Burke, Samuel Beckett, and Mary Robinson – were Scholars. Students in their second year may opt to take Foundation.

Scholarship or 'Schol' exams, usually held in January. These in-depth examinations are the basis for the election to Scholarship of the University. Students who achieve an overall first-class Honours result (70% or above) in these examinations and meet other specific examination requirements are elected as Scholars on Trinity Monday.

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

Trinity Joint Honours students interested in applying for Foundation Scholarship in the Academic Year 2023/2024 should be aware that students on Trinity Joint Honours programmes will be required to take **4 examinations** and the pathway they have chosen for their studies in SF year will influence the structure of their Foundation Scholarship Examinations.

Students on the Joint Honours pathway will take two examinations in each of their subjects. Students on the ***Major with Minor pathway will choose one of two exam structures*** available as outlined in Foundation Scholarship 2023-24 - Trinity Joint Honours - Major with Minor Pathways- the examination codes necessary for completing the application form are also available here..

Programme Attributes, Learning Outcomes and Structure

Graduate Attributes

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

The four Trinity Graduate Attributes are:

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

Why are the Graduate Attributes important?

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

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

How will I develop these Graduate Attributes?

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

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

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

Social Policy Joint Honours Programme Learning Outcomes

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

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

Feedback and Evaluation

Evaluation of courses and their constituent modules is an important component of College's commitment towards improving the quality of teaching and the support of learning. To this end, all undergraduate modules are evaluated on a yearly basis using an online survey. The survey is anonymous, and the results are used in reviewing and improving aspects of each module and its delivery. We particularly want to hear what students think was good about a module and what needs to be improved.

All results for each survey are collated and made available to the lecturer who taught the module, the Head of School, the School's Director Undergraduate Teaching and Learning and the School Manager. Teaching Assistants receive their feedback through communication with the course lecturer. Student feedback forms an important part of the evaluation and review process.

Survey's will be sent to all Joint Honours students at the beginning of Week 13 and Week 32. Class Time will be allocated during these weeks to students to complete these surveys. We value all students opinions and we encourage you all to use this time and submit your feedback.

SECTION FOUR – GENERAL EXAM RULES AND REGULATIONS

See College Calendar for more details https://www.tcd.ie/calendar/undergraduate-studies/

Fitness to Study

The University is committed to supporting and responding to student needs, seeking to ensure a positive student experience, and promoting opportunities for students to develop to their full potential. The primary purpose of the Fitness to Study policy is to support students by identifying concerns and putting in place actions and supports, where possible, to help the student continue in College. For further details see https://www.tcd.ie/dean_students/Fitness-to-Study/

Plagiarism

If you copy another student's coursework, engage someone to write your work, quote material from any published or electronic source without acknowledgement, or extensively paraphrase such material without acknowledgement, you have committed plagiarism.

The College's definition of plagiarism and specification of its consequences can be viewed here https://libguides.tcd.ie/academic-integrity. These webpages are designed to help you to understand what plagiarism is and to employ the principles of academic integrity so as to avoid plagiarising. They also set out the regulations in Trinity relating to plagiarism offences and how they are dealt with. The College Calendar defines plagiarism, gives examples of the kinds of actions that are deemed to constitute plagiarism, and elaborates on the procedures for dealing with plagiarism cases. It is essential that you read the Calendar entry that is relevant to you as an undergraduate or postgraduate student. You should also look at the matrix that explains the different levels of plagiarism and how they are dealt with.

The webpages also contain materials and advice on citation styles https://libguides.tcd.ie/plagiarism/citation-styles which are used to reference properly. You should familiarise yourself with the content of these pages. Your course handbook may also contain specific examples of referencing conventions in your discipline.

All students must complete the Ready Steady Write plagiarism tutorial https://libguides.tcd.ie/plagiarism/ready-steady-write and sign a declaration when submitting

course work, confirming that you understand what plagiarism is and have completed the tutorial.
If you read the information on plagiarism, complete the tutorial and still have difficulty
understanding what plagiarism is and how to avoid it, please seek advice from your College tutor,
your Course Directors or from Student Learning Development
https://www.tcd.ie/Student_Counselling/student-learning/

Plagiarism Declaration

The Course Administrator will email this declaration to you for completion and submission with
assessments. All assessments should have the declaration attached.

Copy Of Plagiarism Declaration:

JH Soc Pol Assignment Submission Sheet 23 - 24

Plagiarism Policy

If plagiarism, as referred to in the Calendar https://www.tcd.ie/calendar/undergraduate-
studies/general-regulations-and-information.pdf is suspected, the lecturer informs the Director
of Teaching and Learning (Undergraduate) (DUTL). The DUTL, or their designate, will write to the
student, and the student's tutor, advising them of the concerns raised. The student and tutor (or

representative from the Student's Union) will be invited to attend an informal meeting with the
DUTL, or their designate, and the lecturer concerned, to put their concerns to the student and
giving the student the opportunity to respond. The student will be requested to respond in
writing stating his/her agreement to attend such a meeting and confirming on which of the
suggested dates and times it will be possible for them to attend. If the student does not agree to
attend such a meeting, the DUTL, or their designate, may refer the case directly to the Junior
Dean who will interview the student and may implement the procedure as referred to under
conduct and college regulations.

If the DUTL, or designate, forms the view that plagiarism has taken place, he/she must decide if
the offence can be dealt with under the summary procedure set out in the Calendar. In order for
this summary procedure to be followed, all parties attending the information meeting above
must state their agreement in writing to the DUTL or designate.

- If the offence can be dealt with under the summary procedure, the DUTL, or designate, will recommend one
of the following penalties: https://libguides.tcd.ie/academic-integrity/levels-and-consequences

Level 1: The piece of work in question is inadmissible. You are required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty.

Level 1 Plagiarism is not deemed to be academic misconduct.

Level 2: The student receives a formal written warning. T he piece of work in question is inadmissible. You are required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark (at the pass mark) depending on the seriousness/extent of plagiarism.

Level 2 Plagiarism is considered as academic misconduct.

Level 3: The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. The student is required to submit a new piece of work as a supplemental assessment during the next available session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies (as appropriate) in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations.

Level 3 Plagiarism is considered as academic misconduct.

Level 4: Case referred to the Junior Dean for disciplinary procedures.

Examination Regulations – General

This section supplements examination information available in the University calendar

http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and- information.pdf.

In the event of conflict or inconsistency between the General Regulations and information provided in this handbook, the College General Regulations prevail. In addition, specific guidance on individual modules is provided in relevant descriptors.

Sitting Examinations/Submitting Assessments

Students are required to take the annual examinations and submit assessments for all modules for which they are registered unless specially exempted by permission from the Senior Lecturer.

Attendance at Classes

Students are required to attend classes in all modules. A student is deemed *non-satisfactory* in a term when more than a third of required work/attendance in that term is missed. Any student who is deemed *non-satisfactory* in each of the two terms may, in accordance with the regulations laid down by the University Council, be refused permission to take examinations and assessments in that year. To be allowed to complete assessment for the year a student must have paid the relevant College annual fees and must be in good standing.

Late Assessment Submission and Absence from Examinations

It is expected that all students submit assessments by the deadline communicated by the module coordinator and attend for all scheduled examinations. Students who consider that illness may prevent them from submitting assessments on time or attending an examination (or any part thereof) should consult their medical adviser. If a certificate is granted, the student is advised to contact their tutor immediately who will advise them on the course of action required. For illness: medical certificates must state that the student is unfit to sit examinations/ complete assessments and specify the date(s) of the illness and the date(s) on which the student is not fit to sit examinations/complete assessments. Medical certificates must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination. Assessment submitted after the deadline will be subject to a penalty.

Examination Timetables

Annual and Supplemental Examination timetables are generated by the Examinations Office, situated within the Academic Registry, and made available to students approximately three weeks before the commencement of examinations. Once available, a personalised examination timetable will be available to students via their student portal my.tcd.ie under the 'My Exams' option menu. If you do not have access to the my.tcd.ie student portal, module timetables are available on the Examinations Office website. Students must ensure that they are available for examinations for the duration of the examination session. The onus lies with each student to establish the dates, times, and venues of examinations. No timetable or reminder will be sent to individual students by any office.

Examination Venues

Maps are available advising examination venues and their location within the College. See www.tcd.ie/maps/

Academic Progress

The Court of Examiners confirm the marks for all students on the programme and award examination grades. It comprises all those teaching on the programme, including staff from outside the immediate Schools/Departments. Student may receive marks for work submitted during the year, all marks are provisional until confirmed by the Court of Examiners.

All work is subject to review by an external examiner.

To rise with their class students must pass the relevant assessment. Each successful candidate is, according to merit, awarded one of three grades: first class honors, second class honors (with two divisions, first and second) and pass.

Students who are unsuccessful at the annual assessments are permitted to present themselves at the supplemental assessment. Supplemental assessment will normally be granted only to students who are considered to have made a serious attempt at the annual assessment. Students who are permitted to present work at the supplemental assessment should pay close attention to the deadline for submission of work or timing of supplemental examinations. They should make contact with the School and their tutor before the deadline if there is a problem meeting the supplemental requirements. Where a student has not made this contact before the supplemental Court of Examiners and does not pass, they run the risk of being excluded from the course.

Grading Conventions

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

Grading Classifications

Individual assessments are graded using the following classifications.

Most modules will have a pass mark of 40. Below is the key to grades and results:

- I = first class, 70% and above
- II.I = second class first division, 60-69%
- II.2 = second class second division, 50-59%
- III = third class, 40-49%
- F1 = fail, 30-39%
- F2 = fail, 0-29%

School of Social Work and Social Policy Marking Scale

First class honors   I   70-100

First class honors in the School of Social Work and Social Policy are divided into grade bands which represent excellent, outstanding, and extraordinary performances.

A first-class answer demonstrates a comprehensive and accurate answer to the question, which exhibits a detailed knowledge of the relevant material as well as a broad base of knowledge.

Theory and evidence will be well integrated, and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.

70-76 EXCELLENT

First class answers (excellent) demonstrate a number of the following criteria:

- comprehensiveness and accuracy.

- clarity of argument and quality of expression.

- excellent structure and organization.

- integration of a range of relevant materials.

- evidence of wide reading.

- critical evaluation.

- lacks errors of any significant kind.

- shows some original connections of concepts and theories.

- contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding performance in terms of independence and originality.

77-84 OUTSTANDING

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality and creativity. This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

85-100 EXTRAORDINARY

This answer is of a standard far more than what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems. What differentiates a first-class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of

originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

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Second Class, First Division   II.1   60-69

An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability, and contain no major errors of omissions. Not necessarily excellent in any area.

Upper second-class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:

- accurate and well-informed.

- comprehensive.

- well-organised and structured.

- evidence of reading.

- a sound grasps of basic principles.

- understanding of the relevant details.

- succinct and cogent presentation; and

- evaluation of material although these evaluations may be derivative.

  One essential aspect of an upper second-class answer is that is must have completely dealt with the question asked by the examiner. In questions:

- all the major issues and most of the minor issues must have been identified.

- the application of basic principles must be accurate and comprehensive; and

- there should be a conclusion that weighs up the pros and cons of the arguments.

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Second Class. Second Division   II.2   50-59

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

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

generally accurate.

- an adequate answer to the question based largely on textbooks and lecture notes.

- clearly presentation; and

- no real development of arguments.

Third Class Honors   III   40-49

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

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

- descriptive only.

- does not answer the question directly.

- misses key points of information and interpretation.

- contains serious inaccuracies.

- sparse coverage of material; and

- assertions not supported by argument or evidence.

- Fail   F1   30-39

  Answers in the range usually contain some appropriate material (poorly organised) and some evidence that the student has attended lectures and done a bare minimum of reading. The characteristics of a fail grade include:

- misunderstanding of basic material.

- failure to answer the question set.

- totally inadequate information; and

- incoherent presentation.

Bad Fail   F2   0-29

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

Overall Grade: General

The following conventions apply to all years.

i. The overall mark (and associated grade) for a year is the weighted average of all module results, using the ECTS credit rating for the weighting of each module.

ii. To rise with their year, a student must pass (>40%) all modules worth in total 60 credits or pass by compensation. To pass by compensation a student must have an overall arithmetic mean of 40+ and pass modules totaling 50 credits and get a mark of 35+ (Qualified Pass) in any failed module(s).

iii. If a student has achieved both Fail and Qualified Pass marks in the Semester 1 and 2 assessments, they must present in the supplemental session for reassessment in the modules for which they obtained a Qualified Pass or Fail.

iv. The marks of the assessments passed in the Semester 1 and 2 examinations are considered together with those obtained in the Supplemental assessments. The standard compensation rules apply to this combined set of results.

v. In the case of students who have been given permission to withdraw from or defer all or part of the annual assessments and to sit a supplemental assessment in that year, the overall result in the Autumn will be graded.

vi. In the case of students who are reassessed in Semester 1 or Semester 2, the overall result in the autumn will be graded. Two attempts at the assessment will be recorded on Transcripts of Results.

Publication of Results

Publication of results take place on dates as specified and agreed by the Course Committee and are advised by the Course Administrator. Results are published to the Student Portal **my.tcd.ie.**

Re-checks

Having received information about their final results at the court of examiners in Trinity term and having discussed these and their performance with the Director of Teaching and Learning (Undergraduate) or the head of discipline and/or the appropriate staff, students may ask that their results be reconsidered if they have reason to believe: (a) that the grade is incorrect because of an error in calculation of results; (b) that the examination paper or other

assessment specific to the student's course contained questions on subjects which were not part of the course prescribed for the examination or other assessment; or (c) that bias was shown by an examiner in marking. See section 68 of the calendar for further information https://www.tcd.ie/calendar/undergraduate-studies/complete-part-II.pdf

Appeals

Students may appeal a decision of the Court of Examiners. Please see section 69 and 70 for further details https://www.tcd.ie/calendar/undergraduate-studies/complete-part-II.pdf

Transcripts

An academic transcript is a detailed record of your studies at Trinity College Dublin. It confirms your course of study, the period of registration, the modules that have been taken, and the number of credits and grades achieved. When you have graduated, the transcript will also include your degree result.

Current or former Trinity Joint Honours students may require documentation or transcripts from time to time for the purpose of applications to further education, employment or other reasons.

It is important to note that requests for these documents cannot be made via third parties, such as a parent or prospective employer, without the written consent of the person named on the transcript or documentation.

It is also important to note that there may be a processing timeframe associated with your request and you should plan on making requests a minimum of 2-3 weeks ahead of time.

University Regulations

Please reference the links below for College regulations, policies, and procedures:

- Academic Policies - http://www.tcd.ie/teaching-learning/academic-policies/
- Student Complaints Procedure -

https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedur e_PUB.pdf

- Dignity and Respect Policy- https://www.tcd.ie/equality/policy/dignity-respect- policy/

Careers Information and Events

Here is the link to the Careers Office website http://www.tcd.ie/Careers/. This website guides you through how to construct your CV, update your online profile, interviews, finding a job, planning your career, how to connect with graduates, what TCD graduates do.

During the year the school arranges information sessions and speaker events that are of interest to Social Policy students. These will be advised and advertised on the school news page.

SECTION FIVE – SCHOLARSHIP AND PRIZES

Scholarship Examination

Second year, senior fresh students can sit the Foundation Scholarship examinations. Details on the College regulations for the achievement of Scholarship can be found here.

[Details can be found on Page 29 of This Handbook.](#)

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

Prizes and Medals

The College Calendar provides a list of all college-wide **prizes** available to students of Trinity, and the courses, and their students, to which the various prizes apply to https://www.tcd.ie/calendar/undergraduate-studies/.

APPENDIX I Module Descriptors - Junior Fresh

Module Code	**SSU11051**
Module Name	Introduction to Social Policy Concepts
ECTS Weighting	10 ECTS
Year	2023/2024
Semester Taught	Semester 1, Michaelmas Term
Module Co-Ordinator	Dr Kasia Wodniak
Module Description/Content	The Principles of Social Policy module introduces you to the dynamic Field of Social Policy and is designed to provide you with a critical knowledge and understanding of the principles that underpin social policy affecting all citizens' lives. Throughout this module, you will develop an appreciation of the influences that have shaped the development of social policy to allow you understand directions being taken by diverse governments in relation to policies targeted at social welfare and well-being. You will learn to critically examine principles at work in diverse policy contexts and identify differences in approaches to social policy to facilitate a deeper appreciation of the breadth and hybrid nature of the subject area. A key focus will be to examine the interaction of state, market, family and individuals/communities in providing for and enhancing welfare and well-being at the social level. This module equips students to recognise how ideology, politics and values influence and shape social policy and to question patterns, assumptions and normative concepts and constructs generated by social policy. You will explore multiple concepts shaping social policy across national and international contexts. The module is designed to provide learners with key foundational concepts to prepare you for deeper exploration of specific policy issues and debates throughout your studies of social policy.

Module Aims	- To introduce the dynamic field of social policy through the main concepts and theories - To connect the theory and practice of social policy - To set foundations for the in-depth analysis of social policy and how it is shaped by social, cultural and political factors.
Module Learning Outcomes	At the end of this module the student should be able to: - Understand and conceptualise the remit of social policy. - Identify the relationship and interface between historical, social and political developments and the evolution of social policy. - Articulate the contested nature of rights, entitlements, welfare and social justice. - Recognise the extent to which social policies are influenced by social and political values. - Appreciate key ideological, social, cultural and political factors shaping contemporary social policy at national and international level. - Understand the extent to which history, ideology and politics come together to form normative concepts shaping social practices and policy measures.
Key Concepts, Theories and Authors	**Key concepts and theories:** - Field of social policy - Remit of social policy - Evolution of social policy - Ideological underpinnings of social policy and their dynamic character - Welfare state **Key authors:** - Peter Alcock - Hartley Dean - Gosta Esping-Andersen
Teaching and Learning Methods	For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest:

	• Class (lecture & tutorial) attendance and participation: 27 hours • Time spent reviewing instructional material (notes & assigned readings): 60 hours. • Time spent on further recommended reading: 35 hours. • Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 25. • Researching current social policy initiatives inform class discussion and written assessment: 10. • Learning academic writing methods including citation styles for written assessment: 15 • Preparation to lead class discussion for assessment: 3 hours. • Drafting and Finalising writing of essay for written assessment: 12 hours **Exam preparation: 13 hours TOTAL: 205** **Learning Methods** Lectures, tutorials, practical classes involving students analysing a policy initiative in groups
Assessment Requirements	**This module has 2 assessment components:** A: Individual presentation. Week due: 6-8 & 10-14 (as per TCD academic year calendar) (Learning outcome assessed: 1,5) [Weighting 10%] B: Essay, 2000-word end of semester essay. Week due: 16 (TCD academic year calendar) (Learning outcome assessed: 1,2,3,4,5,6) [Weighing's 90%]
Reassessment Requirements	2 assessment components: A: Individual presentation. (Learning outcome assessed: 1,5) [Weighting 10%] B: Essay, 2000-word end of semester essay. (Learning outcome assessed: 1,2,3,4,5,6) [weighing's 90%]

Indicative bibliography 4-5 titles max.	- 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.
Useful web-based content	- https://ec.europa.eu/social/ - blogs.lse.co.uk - theconversation.com
Relevant Journals	- Sociology - Politics and Policy - Journal of Sociology and Social Welfare - Journal of International and Comparative Social Policy

Module Code	**SSU11061**
Module Name	Introduction to Social Policy Concepts
ECTS Weighting	5 ECTS
Year	2023/2024
Semester Taught	Semester 1, Michaelmas Term
Module Co-Ordinator	Dr Kasia Wodniak
Module Description/Content	The Principles of Social Policy module introduces you to the dynamic Field of Social Policy and is designed to provide you with a critical knowledge and understanding of the principles that underpin social policy affecting all citizens' lives. Throughout this module, you will develop an appreciation of the influences that have shaped the development of social policy to allow you understand directions being taken by diverse governments in relation to policies targeted at social welfare and well-being. You will learn to critically examine principles at work in diverse policy contexts and identify differences in approaches to social policy to facilitate a deeper appreciation of the breadth and hybrid nature of the subject area. A key focus will be to examine the interaction of state, market, family and individuals/communities in providing for and enhancing welfare and well-being at the social level. This module equips students to recognise how ideology, politics and values influence and shape social policy and to question patterns, assumptions and normative concepts and constructs generated by social policy. You will explore multiple concepts shaping social policy across national and international contexts. The module is designed to provide learners with key foundational concepts to prepare you for deeper exploration of specific policy issues and debates throughout your studies of social policy.

Module Aims	- To introduce the dynamic field of social policy through the main concepts and theories - To connect the theory and practice of social policy - To set foundations for the in-depth analysis of social policy and how it is shaped by social, cultural and political factors
Module Learning Outcomes	**At the end of this module the student should be able to:** - Understand and conceptualise the remit of social policy. - Identify the relationship and interface between historical, social and political developments and the evolution of social policy. - Articulate the contested nature of rights, entitlements, welfare and social justice. - Recognise the extent to which social policies are influenced by social and political values. - Appreciate key ideological, social, cultural and political factors shaping contemporary social policy at national and international level. - Understand the extent to which history, ideology and politics come together to form normative concepts shaping social practices and policy measures.
Key Concepts, Theories and Authors	**Key concepts and theories:** - Field of social policy - Remit of social policy - Evolution of social policy - Ideological underpinnings of social policy and their dynamic character - Welfare state **Key authors:** - Peter Alcock - Hartley Dean - Gosta Esping-Andersen
Teaching and Learning Methods	For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest:

	- Class (lecture & tutorial) attendance and participation: 27 hours - Time spent reviewing instructional material (notes & assigned readings): 40 hours. - Time spent on further recommended reading: 20 hours. - Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 15. - Researching current social policy initiatives inform class discussion and written assessment: 10. - Learning academic writing methods including citation styles for written assessment: 15 - Preparation to lead class discussion for assessment: 3 hours. - Drafting and Finalising writing of essay for written assessment: 6 hours **TOTAL: 136** **Learning Methods** Lectures, tutorials, practical classes involving students analysing a policy initiative in groups
Assessment Requirements	**This module has 2 assessment components:** 1: Individual presentation. Week due: 6-8 & 10-14 (as per TCD academic year calendar) (Learning outcome assessed: 1,5) [Weighting 10%] B: Essay, 1000-word end of semester essay. Week due: 16 (TCD academic year calendar) (Learning outcome assessed: 1,2,3,4,5,6) [Weighting's 90%]
Reassessment Requirements	2 assessment components: A: Individual presentation. (Learning outcome assessed: 1,5) [Weighting 10%] B: Essay, 1000-word end of semester essay. (Learning outcome assessed: 1,2,3,4,5,6) [Weighting's 90%]

Indicative bibliography 4-5 titles max.	• 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.
Useful web-based content	• https://ec.europa.eu/social/ • blogs.lse.co.uk • theconversation.com
Relevant Journals	• Sociology • Politics and Policy • Journal of Sociology and Social Welfare • Journal of International and Comparative Social Policy

Module Code	**SSU11071**
Module Name	Accessing and Reviewing Literature
ECTS Weighting	5 ECTS
Year	2023/2024
Semester Taught	Semester 1, Michaelmas
Module Co-Ordinator	Dr Julie Byrne and Dr Lynne Cahill
Module Descriptor / Content	The course aims to teach students skills which are vital to a successful academic career - literature search and review. Literature search and review are crucial skills in the study and practice of social policy and the module commences the student's development on the research skills pathway developed for the social policy joint honours programme. Students will learn about the variety of data sources available, search strategies, the use of search terms and best practice in documenting search protocols and results. This course also covers the process of writing literature review, issues in evaluating and organising evidence, and academic writing style. The module will introduce students to the principles of academic integrity so that they can ensure that their review of literature is free of plagiarism. Students will work in small learning groups to get to know each other and develop their group work skills.
Module Aims	• Develop academic search capabilities and competencies. • Enhance students' abilities to conduct effective and efficient academic searches and identification of academic publications. • Develop evidence informed decision making and writing.
Module Learning Outcomes	**On successful completion of this module, students should be able to:** • Identify appropriate search terms to support literature search and enquiry into a specified topic. • Conduct computerised searches for relevant research and literature on a given topic. • Evaluate evidence from different research sources. • Write a focused review of that literature/research. • Adhere to the principles of academic integrity and complete a review free of plagiarism.
Key Concepts, Frameworks, Theories and Authors	• Sources of information, the role of literature and evidence in social policy • Working in groups • Identifying search terms to support investigation of a topic or question. • Developing and implementing a search strategy • Literature review writing: evaluating & organising evidence. • Academic integrity
Teaching and Learning Methods	Lectures, demonstrations, in-class practicals and presentations to apply the theory in this module. We will be using Informal cooperative learning groups as part of the module. These are small, temporary, ad-hoc groups of two to four

students who work together for brief periods (typically one or two classes), to answer questions, respond to prompts posed by the lecturers and present their output. Working in these groups will help you to develop your group work skills which are important in both college and work.

Contact Hours and Indicative Student Workload
For this module, the guidelines for student inputs are as follows - these represent the minimum number of hours that students are expected to invest:

- Lecture attendance and participation: 18 hours
- Time spent on further recommended reading and other resources such as videos, instructional guides: 25 hours.
- Practicing search skills in databases 12 hours
- Independent sourcing & reading of relevant materials to prepare for assessment: 25 hours.
- Drafting and finalising written assessments: 25 hours

Assessment Component	Assessment Description	% of total	Week due
1. Search topic and terms	Identify a search topic and associated search terms. [LO 1]	10%	**Due 13th October 2023**
2. Search strategy	Develop and implement a search strategy on any Social Policy topic [LO 2]	30%	**Due 01st November 2023**
3. Literature review	Taking four of the best quality sources identified in the literature search exercise, write a literature review [LO 3, 5]	60%	**Due 13th December 2023**
Reassessment Requirements	Students who fail the module will be reassessed using the same assessments in the supplemental period. Supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.		
Indicative bibliography 4-5 titles max.	- Aveyard, H., (2014) Doing a Literature Review in Health and Social Care: A Practical Guide. (3rd. ed.) Open University Press. - Ridley, Diana. (2012) The Literature Review. A step-by-step guide for students. (2nd ed.) London: Sage Publications Ltd. - Avoiding Plagiarism https://libguides.tcd.ie/plagiarism - Handbook of Academic Writing https://libguides.tcd.ie/ld.php?content_id=15747502 Student Learning and Development Resources - https://student-learning.tcd.ie/		
Relevant Databases	- Academic Search Complete - Applied Social Science Index and Anstracts - Lexis Nexis News & Business - ProQuest Social Science Premium Collection (1914-current) - Psychotherapy.netPsycINFO - SAGE Research Methods Core		

	- Social Sciences Full Text (H.W. Wilson) - Social Services Abstracts - Childlink - CINAHL Ultimate - Gale Digital Scholar Lab - Inter-University Consortium for Political and Social Research - JSTOR - Mass Observation Online: 1937-1972 - PsycARTICLES - PubMed - Scopus - Web of Science Core Collection

Module Code	**SSU11092**
Module Name	Critical Analysis and Argument Development
ECTS Weighting	5 ECTS
Year	2023/24
Semester Taught	Hilary
Module Co-Ordinator	Dr. Louise Caffrey
Module Description/Content	The module includes the following core topics: • Defining critical analysis • Cognitive biases and errors in reasoning • Structuring arguments • Assessing and using evidence • The gender pay gap • The changing context of work • Active Labour Market Policies • Universal Basic Income
Module Aims	This module aims to develop students' core social policy skills, including critical analysis, argument development and the use of an evidence-informed approach. The module introduces students to current social policy issues and debates, and students are challenged to practice and develop the skills they have learnt by engaging critically with these topics. Students are supported to critically appraise how explanations of and solutions to social issues may be influenced by analysis of evidence and competing perspectives.
Module Learning Outcomes	**On successful completion of this module, students should be able to**: • Recall definitions of key concepts including critical analysis, academic argument and theoretical framework; • Identify competing perspectives on social policy issues; • Identify cognitive biases and adopt strategies to address these; • Critically evaluate competing explanations using an evidence-informed approach; • Develop balanced arguments on social policy issues; • Recall knowledge on key social policy debates including, the changing context of work, activation policy, universal basic income and the gender pay gap.

Teaching and Learning Methods	• Lectures, written interactive learning tasks, active engagement in lectures. • Guidelines for student inputs to the module are detailed below and represent the minimum number of hours that students are expected to invest in this module: • Lecture attendance and participation: 20 hours • Reviewing instructional material (assigned readings and notes): 20 hours. • Time spent on further recommended reading: 25 hours. • Weekly written responses to learning tasks (including reading): 25. • Independent sourcing and reading of relevant supplementary material to prepare for assessment: 15 hours. • Drafting and finalizing written essay for written assessment: 25 hours
Assessment Requirements	2000-word essay (90%) and written responses to 5 learning tasks (10%)
Reassessment Requirements	2000-word essay (90%) and written responses to 5 learning tasks (10%)
Indicative bibliography 4-5 titles max.	Cottrell, S. (2011). Critical thinking skills: Developing effective analysis and argument. Basingstoke Palgrave Macmillan. Greetham, B. (2013). *How to write better essays.* London: Palgrave Macmillan. Kahneman, D. (2011). *Thinking, fast and slow*. London: Penguin Paul, R. & Elder, L. *The Miniature Guide to Critical Thinking.* The Foundation for Critical Thinking. Available at: https://www.criticalthinking.org/files/Concepts_Tools.pdf Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online. *Science, 359*(6380), 1146-1151. doi:10.1126/science.aap9559

Useful web-based content	https://www.cso.ie/en/index.html
	https://commission.europa.eu/index_en
	https://www.esri.ie/
Relevant Journals	• Journal of Social Policy • Critical Social Policy • Social Policy & Society

APPENDIX II Module Descriptors - Senior Fresh

Module Code	SSU22141
Module Name	European Refugee Policy
ECTS Weighting	10 ECTS
Year	Senior Fresh, 2023/2024
Semester Taught	Semester 1, Michaelmas Term
Module Co-Ordinator	Dr Philip Curry
Module Description/Content	The number of people worldwide who have been forcibly displaced from their home as a result of conflict, systemic discrimination, persecution, and other human rights violations has been steadily growing over the last fifteen years to reach an unprecedented 108.4 million in 2022. The protection of stateless people, the internally displaced, asylum seekers and refugees has correspondingly become an urgent global policy issue. This course examines the legal basis of modern asylum and refugee systems, how these systems operate in practice and how the protection of people who have been forcibly displaced has come to be intertwined with the politics and policies of migration more generally.

Module Aims	This module aims to give students a broad overview of the modern refugee protection system, how it came to be the way it is, the pressures under which it operates and future directions it might take.
Module Learning Outcomes	*After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:* • Outline key legal frameworks in relation to refugee protection, in particular the main provisions of the United Nations Convention and Protocol relating to the Status of Refugees. • Discuss how asylum and refugee protection systems operate in practice and the kinds of difficulties such systems contend with. • Assess how and why European governments have attempted to control and direct migration using legal and policy frameworks. • Evaluate the impact this has had on victims of forced displacement. • Analyse contemporary journal articles in refugee studies.
Key Concepts, Frameworks, Theories and Authors	Frameworks: 1951 Convention on the status of refugees with the 1967 Protocol Key concepts: Forced displacement, international protection, deterrence; nation state. Key authors: Jeff Crisp / Emma Haddad / Thomas Gammeltoft-Hansen
Teaching and Learning Methods	Lectures. Small group policy analysis.

Contact hours: 18 hours lectures.
Independent Study (preparation for course and review of materials): 80 hours Read lecture notes and review own notes; read articles on the lecture reading list; independent reading of journal articles; exploration of online resources; follow contemporary developments in refugee policy and practice, meet with group to prepare presentation.

	Independent Study (preparation for assessment, incl. completion of assessment): 80 hours Read and re-read the key assignment readings; read other relevant material; write essay; help prepare Powerpoint presentation.

Assessment Requirements					
	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Group presentation	Groups of four students will prepare a short online presentation (10 minutes) in response to a given question.	1,2,3,4	20	Week 12
	Essay	A 3,000 essay on a recent development in Refugee Studies.	1,2,3,4,5	80	Week 15

Reassessment Requirements	The course is reassessed using the same assignment as above.
Indicative bibliography 4-5 titles max.	Bloch, A. and Dona, G. (Eds.) (2018) Forced Migration: Current Issues and Debates. Oxen: Routledge. Fiddian-Qasmiyeh, Elena and others (eds), The Oxford Handbook of Refugee and Forced Migration Studies (Oxford Academic, 2014)
Useful web-based content	United Nations High Commissioner for Refugees: http://www.unhcr.org/ International Organization for Migration: www.iom.int Migration Policy Index: http://www.mipex.eu/ Migration Policy Centre: http://www.migrationpolicycentre.eu/ I am a Migrant: http://iamamigrant.org/
Relevant Journals	• Journal of Refugee Studies • Refugee Survey Quarterly • Journal of Immigrant and Refugee Studies

Module Code	**SSU22042**
Module Name	European Refugee Policy
ECTS Weighting	5 ECTS
Year	Senior Fresh, 2023/2024
Semester Taught	Semester 1, Michaelmas Term
Module Co-Ordinator	Dr Philip Curry
Module Description/Content	The number of people worldwide who have been forcibly displaced from their home as a result of conflict, systemic discrimination, persecution, and other human rights violations has been steadily growing over the last fifteen years to reach an unprecedented 108.4 million in 2022. The protection of stateless people, the internally displaced, asylum seekers and refugees has correspondingly become an urgent global policy issue. This course examines the legal basis of modern asylum and refugee systems, how these systems operate in practice and how the protection of people who have been forcibly displaced has come to be intertwined with the politics and policies of migration more generally.
Module Aims	This module aims to give students a broad overview of the modern refugee protection system, how it came to be the way it is, the pressures under which it operates and future directions it might take.

Module Learning Outcomes	*After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:* • Outline key legal frameworks in relation to refugee protection, in particular the main provisions of the United Nations Convention and Protocol relating to the Status of Refugees. • Discuss how asylum and refugee protection systems operate in practice and the kinds of difficulties such systems contend with. • Assess how and why European governments have attempted to control and direct migration using legal and policy frameworks. • Evaluate the impact this has had on victims of forced displacement. • Analyse contemporary journal articles in refugee studies.
Key Concepts, Frameworks, Theories and Authors	Frameworks: 1951 Convention on the status of refugees with the 1967 Protocol Key concepts: Forced displacement, international protection, deterrence; nation state. Key authors: Jeff Crisp / Emma Haddad / Thomas Gammeltoft-Hansen
Teaching and Learning Methods	Lectures. Small group policy analysis.

Contact hours: 18 hours lectures.
Independent Study (preparation for course and review of materials): 50 hours Read lecture notes and review own notes; read articles on the lecture reading list; independent reading of journal articles; exploration of online resources; follow contemporary developments in refugee policy and practice, meet with group to prepare presentation.
Independent Study (preparation for assessment, incl. completion of assessment): 34 hours Read and re-read the key assignment readings; read other relevant material; write essay; help prepare Powerpoint presentation.

	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
Assessment Requirements					
	Group presentation	Groups of four students will prepare a short online presentation (10 minutes) in response to a given question.	1,2,3,4	20	Week 12
	Essay	A 1,500 essay on a recent development in Refugee Studies.	1,2,3,4,5	80	Week 15

Reassessment Requirements	The course is reassessed using the same assignment as above.
Indicative bibliography 4-5 titles max.	Bloch, A. and Dona, G. (Eds.) (2018) Forced Migration: Current Issues and Debates. Oxen: Routledge. Fiddian-Qasmiyeh, Elena and others (eds), The Oxford Handbook of Refugee and Forced Migration Studies (Oxford Academic, 2014)
Useful web-based content	United Nations High Commissioner for Refugees: http://www.unhcr.org/ International Organization for Migration: www.iom.int Migration Policy Index: http://www.mipex.eu/ Migration Policy Centre: http://www.migrationpolicycentre.eu/ I am a Migrant: http://iamamigrant.org/
Relevant Journals	• Journal of Refugee Studies • Refugee Survey Quarterly • Journal of Immigrant and Refugee Studies

Module Code	**SSU22152**
Module Name	**Global Health Policy**
ECTS Weighting	5 ECTS
Year	2023/2024
Semester Taught	Michaelmas Term
Module Co-Ordinator	Dr Ann Nolan
Module Content/Description	The Global Health Policy module will introduce students to essential concepts and principles underpinning global health policy. The module explores the relationship between globalization, development, and the social and environmental determinants of health in the context of the increasing inter-connectedness of our world and health challenges and threats that are transnational. Global health policy is progressively focused on disparities within and between countries situating policy analysis in the context of equity and inclusion health approaches throughout the module. Finally, the Global Health Policy module will critically appraise the global health architecture and the range of policy actors and influencers engaged in the development of health policy at national, regional, and international levels.
Module Aims	*This module has the following key aims:* • To promote understanding of the global health architecture influencing the development of health policy at national, regional and international levels; • To situate 'global health' in the context of health equity and inclusion health policy and practice; • To engage students in the global-to-local and transnational dimensions of health policy while reviewing political responses to health challenges and threats using three case studies; • To promote independent critical thinking and the development of analytical skills that can be used to apply concepts and theories to practical challenges and case studies in global health policy making.
Module Learning Outcomes	*Upon successful completion of the module, students will be able to:* • Define global health policy and point to specific examples of global health policy in practice at national and international levels; • Describe and critique the global health policy architecture including bilateralism, multilateralism, public-private partnerships for health, the role of civil society, and global-to-local policy transfer pathways; • Apply a health equity and inclusion health lens to global and local priorities for health; • Apply concepts and theories to global health policies and case studies.

Key Concepts, Frameworks, Theories and Authors	- The social determinants of health. - Economic, political, and cultural globalization. - Theories on the formulation and circulation of health policy ideas. - Complexity theory including non-linearity, transdisciplinarity, open-system analysis, and global-local phenomenology.
Teaching and Learning Methods	This module will use a mix of didactic methods and lectorial-style interactive group work; cooperative learning; student-centred enquiry and self-directed reading and engagement with sources in multimedia formats.

Assessment Requirements	Assessment Type	Length (i.e., Word Count, Length of Examination)	Weighting (%)	Intended Module Learning Outcomes Tested	
	EXAM SSU22152 (5 ECTS)	2 hours	100%	1-4	

Reassessment Requirements	Assessment Type	Length (i.e., Word Count, Length of Examination)	Weighting (%)		
	EXAM SSU22152 (5 ECTS)	2 hours	100%		

Useful web-based content	World Health Organization World Health Observatory The Lancet Global Burden of Disease Study UNDP Multidimensional Poverty Index United Nations Sustainable Development Goals Slaintecare
Core Texts and Journals	Please see **MyReadingList** attached to this module on Blackboard for a full list and links to essential and recommended reading, journals, and other key sources.
Indicative Outline of Lectures	What is Health Policy? What is Global Health Policy? Globalization and Health. The Social Determinants of Health. Global Health Governance and the SDGs. Global Health Equity Policy. Case Study 1: COVID-19 Vaccine Equity Case Study 2: Universal Health Coverage – the case of Sláintecare Case Study 3: Framework Convention for Tobacco Control

Module Code	**SSU22162**
Module Name	**Global Health Policy**
ECTS Weighting	10 ECTS
Year	2023/2024
Semester Taught	Michaelmas Term
Module Co-Ordinator	Dr Ann Nolan
Module Content/Description	The Global Health Policy module will introduce students to essential concepts and principles underpinning global health policy. The module explores the relationship between globalization, development, and the social and environmental determinants of health in the context of the increasing inter-connectedness of our world and health challenges and threats that are transnational. Global health policy is progressively focused on disparities within and between countries situating policy analysis in the context of equity and inclusion health approaches throughout the module. Finally, the Global Health Policy module will critically appraise the global health architecture and the range of policy actors and influencers engaged in the development of health policy at national, regional, and international levels.
Module Aims	*This module has the following key aims:* • To promote understanding of the global health architecture influencing the development of health policy at national, regional and international levels; • To situate 'global health' in the context of health equity and inclusion health policy and practice; • To engage students in the global-to-local and transnational dimensions of health policy while reviewing political responses to health challenges and threats using three case studies; • To promote independent critical thinking and the development of analytical skills that can be used to apply concepts and theories to practical challenges and case studies in global health policy making.
Module Learning Outcomes	*Upon successful completion of the module, students will be able to:* • Define global health policy and point to specific examples of global health policy in practice at national and international levels; • Describe and critique the global health policy architecture including bilateralism, multilateralism, public-private partnerships for health, the role of civil society, and global-to-local policy transfer pathways; • Apply a health equity and inclusion health lens to global and local priorities for health; • Apply concepts and theories to global health policies and case studies.

SSU22162

Key Concepts, Frameworks, Theories and Authors	• The social determinants of health. • Economic, political, and cultural globalization. • Theories on the formulation and circulation of health policy ideas. • Complexity theory including non-linearity, transdisciplinarity, open-system analysis, and global-local phenomenology.			
Teaching and Learning Methods	This module will use a mix of didactic methods and lectorial-style interactive group work; cooperative learning; student-centred enquiry and self-directed reading and engagement with sources in multimedia formats.			

Assessment Requirements	Assessment Type	Length (i.e., Word Count, Length of Examination)	Weighting (%)	Intended Module Learning Outcomes Tested	
	EXAM SSU22162 (10 ECTS)	2 hours	70%	1-4	
	Group Presentations SSU22162 (10 ECTS)	10 minutes	30%	1,3 and 4	

Reassessment Requirements					
	Assessment Type	Length (i.e., Word Count, Length of Examination)	Weighting (%)	Intended Module Learning Outcomes Tested	
	EXAM SSU22162 (10 ECTS)	2 hours	70%	1-4	
	Individual Presentation – To be uploaded SSU22162 (10 ECTS)	10 minutes	30%	1,3 and 4	

Useful web-based content	World Health Organization World Health Observatory The Lancet Global Burden of Disease Study UNDP Multidimensional Poverty Index United Nations Sustainable Development Goals Slaintecare
Core Texts and Journals	Please see **MyReadingList** attached to this module on Blackboard for a full list and links to essential and recommended reading, journals, and other key sources.

Indicative Outline of Lectures	What is Health Policy? What is Global Health Policy? Globalization and Health. The Social Determinants of Health. Global Health Governance and the SDGs. Global Health Equity Policy. Case Study 1: COVID-19 Vaccine Equity Case Study 2: Universal Health Coverage – the case of Sláintecare Case Study 3: Framework Convention for Tobacco Control

Module Code	**SSU22111**
Module Name	Poverty, Welfare and Justice
ECTS Weighting	10 ECTS
Year	2023/2024
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Joe Whelan
Module Description/Content	Underpinned by the idea of the right to a 'basicminimum', welfare states are a major feature of many societies. Ostensibly a major role of the welfare state is to ensure redistributive justice, alleviate poverty and de-commodify basic needs from reliance on the labour market. Yet poverty as a global and local phenomenon persists. Over the course of this module, and focusing on both Irish and international examples, students will explore the concepts of poverty, welfare and justice and examine how they are related. The module begins with a focus on poverty, taking in histories, definitions, international comparisons and lived experiences. From here the focus shifts to welfare states as response to poverty by focusing on historical welfare state development, comparing welfare state models and exploring how welfare recipients experience the welfare state. The final part of the module will explore the concept of justice, focusing on the concept redistributive justice in-particular while also examining the role of welfare states in promoting environmental and ecological justice. The content in this module will be sociological, philosophical and policy-based and students will have the flexibility to take up one or more of these approaches when responding to the essay prompt. Learning for this module is encouraged using a variety of methods such as small group discussion to engage students in the topics and in-class exercises using online tools such as *Slido, Padlet* or *Mentimeter*. Music and art will also be employed to help explore and unpack key sociological, philosophical and policy-based concepts. PowerPoint presentations will be uploaded to Blackboard on a weekly basis as the module progresses and readings will be identified ahead of class and uploaded where available.

Module Aims	• To equip students with a basic understanding of the various ways that poverty is defined.
	• To equip students with a basic understanding of core concepts in the area of poverty.
	• To equip students with the skills to read and interpret different types of data including descriptive statistical data and qualitative data couched in lived experiences.
	• To introduce students to a range of policy perspectives in the areas of income maintenance and poverty.
Module Learning Outcomes	*After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:*
	• Demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective.
	• Demonstrate an understanding of how poverty is measured domestically and internationally.
	• Show an understanding of poverty in a global context.
	• Demonstrate an appreciation of the lived experience of poverty.
	• Demonstrate knowledge of the historical development of welfare states as a response to poverty.
	• Demonstrate an understanding of different models of welfare state, what they offer and the ideologies that they are underpinned by.
	• Demonstrate an appreciation of the lived experiences of persons claiming and receiving welfare.
	• Demonstrate an understanding of the concept of redistributive justice.
	• Articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.
Key Concepts, Theories and Authors	**Key concepts:**
	• Relative poverty
	• Absolute poverty
	• Multidimensional poverty
	• The welfare state
	• Social protection
	• Basic minimum
	• Lived experience

	• Justice
	Key theories/theoretical areas
	• Theories of redistributive justice (e.g., John Rawls)
	• Recognition theory (e.g., Axel Honneth)
	Key authors
	• Pete Townsend
	• Ruth Lister
	• T.H Marshall
	• Richard Titmuss
	• Amartya Sen
Teaching and Learning Methods	Lectures; in-class discussions and exercises; assigned readings.
Assessment Requirements	2,000 Word Essay. Due 12.04.24, 12 Noon.
Reassessment Requirements	2,000 Word Essay.
Indicative bibliography 4-5 titles max.	Readings will be flagged in-class on a weekly basis and made available in PDF form as much as possible. Some useful primer texts are listed below: • Powell, F. (2017) *The political economy of the Irish welfare state: Church, state and capital.* Bristol: Policy Press. • Dukelow, F. and Considine, M. (2017) *Irish Social Policy: A critical introduction*. Bristol: Policy Press. • Lister, R. (2021) *Poverty 2nd edition*. Cambridge: Polity. • Greve, B. (2020a) *Poverty: The basics*. London: Routledge. • Whelan, J. (2022) *Hidden Voices: Lived experiences in the Irish welfare space*. Bristol: Policy Press.
Useful web-based content	• ATD Ireland: https://www.atdireland.ie/wp/ • Central Statistics Office: https://www.cso.ie/en/index.html • St Vincent de Paul: https://www.svp.ie/ • MESL: https://www.budgeting.ie/ • Social Justice Ireland: https://www.socialjustice.ie/ • World Bank (Poverty): https://www.worldbank.org/en/topic/poverty
Relevant Journals	• Irish Journal of Sociology • Critical Social Policy • Journal of Social Policy • Social Policy and Society • Journal of Poverty and Social Justice

Module Code	**SSU22121**
Module Name	Poverty, Welfare and Justice
ECTS Weighting	5 ECTS
Year	2023/2024
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Joe Whelan
Module Description/Content	Underpinned by the idea of the right to a 'basicminimum', welfare states are a major feature of many societies. Ostensibly a major role of the welfare state is to ensure redistributive justice, alleviate poverty and de-commodify basic needs from reliance on the labour market. Yet poverty as a global and local phenomenon persists. Over the course of this module, and focusing on both Irish and international examples, students will explore the concepts of poverty, welfare and justice and examine how they are related. The module begins with a focus on poverty, taking in histories, definitions, international comparisons and lived experiences. From here the focus shifts to welfare states as response to poverty by focusing on historical welfare state development, comparing welfare state models and exploring how welfare recipients experience the welfare state. The final part of the module will explore the concept of justice, focusing on the concept redistributive justice in-particular while also examining the role of welfare states in promoting environmental and ecological justice. The content in this module will be sociological, philosophical and policy-based and students will have the flexibility to take up one or more of these approaches when responding to the essay prompt. Learning for this module is encouraged using a variety of methods such as small group discussion to engage students in the topics and in-class exercises using online tools such as *Slido, Padlet* or *Mentimeter*. Music and art will also be employed to help explore and unpack key sociological, philosophical and policy-based concepts. PowerPoint presentations will be uploaded to Blackboard on a weekly basis as the module progresses and readings will be identified ahead of class and uploaded where available.

Module Aims	• To equip students with a basic understanding of the various ways that poverty is defined. • To equip students with a basic understanding of core concepts in the area of poverty. • To equip students with the skills to read and interpret different types of data including descriptive statistical data and qualitative data couched in lived experiences. • To introduce students to a range of policy perspectives in the areas of income maintenance and poverty.
Module Learning Outcomes	*After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:* • Demonstrate knowledge of the variety of ways in which poverty is conceived of and understood both from a contemporary and historical perspective. • Demonstrate an understanding of how poverty is measured domestically and internationally. • Show an understanding of poverty in a global context. • Demonstrate an appreciation of the lived experience of poverty. Demonstrate knowledge of the historical development of welfare states as a response to poverty. • Demonstrate an understanding of different models of welfare state, what they offer and the ideologies that they are underpinned by. • Demonstrate an appreciation of the lived experiences of persons claiming and receiving welfare. • Demonstrate an understanding of the concept of redistributive justice. • Articulate an understanding of alternative, progressive and sustainable social policies in the context of income maintenance and poverty alleviation.
Key Concepts, Frameworks, Theories and Authors	**Key concepts:** • Relative poverty • Absolute poverty • Multidimensional poverty • The welfare state. • Social protection • Basic minimum • Lived experience. • Justice

	Key theories/theoretical areas
	• Theories of redistributive justice (e.g., John Rawls) • Recognition theory (e.g., Axel Honneth) Key authors • Pete Townsend • Ruth Lister • T.H Marshall • Richard Titmuss • Amartya Sen
Teaching and Learning Methods	Lectures; in-class discussions and exercises; assigned readings.
Assessment Requirements	1,500 Word Essay. Due 12.04.24, 12 Noon.
Reassessment Requirements	1,500 Word Essay.
Indicative bibliography 4-5 titles max.	Readings will be flagged in-class on a weekly basis and made available in PDF form as much as possible. Some useful primer texts are listed below: • Powell, F. (2017) *The political economy of the Irish welfare state: Church, state and capital.* Bristol: Policy Press. • Dukelow, F. and Considine, M. (2017) *Irish Social Policy: A critical introduction*. Bristol: Policy Press. • Lister, R. (2021) *Poverty 2nd edition*. Cambridge: Polity. • Greve, B. (2020a) *Poverty: The basics*. London: Routledge. • Whelan, J. (2022) *Hidden Voices: Lived experiences in the Irish welfare space*. Bristol: Policy Press.
Useful web-based content	• ATD Ireland: https://www.atdireland.ie/wp/ • Central Statistics Office: https://www.cso.ie/en/index.html • St Vincent de Paul: https://www.svp.ie/ • MESL: https://www.budgeting.ie/ • Social Justice Ireland: https://www.socialjustice.ie/ • World Bank (Poverty): https://www.worldbank.org/en/topic/poverty
Relevant Journals	• Irish Journal of Sociology • Critical Social Policy • Journal of Social Policy • Social Policy and Society • Journal of Poverty and Social Justice

Module Code	**SSU22132**
Module Name	Citizens Participation in Research Policy
ECTS Weighting	10 ECTS
Year	2023/2024
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Edurne Garcia Iriarte
Module Descriptor / Content	Citizen science is becoming the umbrella term for a suite of participatory research approaches, and it is increasingly being recognised as a valuable source of information for policy making. Citizen science has been defined as "the general public engagement in scientific research activities when citizens actively contribute to science either with their intellectual effort or surrounding knowledge or with their tools and resources" (Socientize, 2014, p. 8). This module explores the theoretical foundations and various applications of citizen science and other relevant participatory research approaches, their emerging relevance in the European research landscape, and the challenges and opportunities they face in the development, implementation and evaluation of policy. The module will use a project-based approach to facilitate active engagement of students in the co-design of citizen science/participatory research ideas to advance social policy and to participate in ongoing citizen science initiatives with a critical focus on policy. **Content** • Introduction to participatory research approaches • The emergence of citizen science • The research, citizen and policy interface • Design of participatory research and citizen science • Inclusive research • Photovoice • Participatory mapping • Use of knowledge co-production in research and policy making • Ethics of conducting participatory research and citizen science • Evaluation of participatory research and citizen science
Module Aims	**This module aims to provide students with:** • An overall understanding of participatory approaches to research and policy making. • A critical insight into participation in the different phases of the research process. • Practical knowledge of key issues involved in research and policy co-production.

Module Learning Outcomes	By the end of the module, students should:
	- LO1. Understand the theoretical foundations of citizen science and other participatory research approaches - LO2. Develop a critical understanding of the possibilities, challenges and dynamics of citizen participation in research and policy - LO3. Be familiar with key applications of participatory research and citizen science to policy development, implementation and evaluation - LO 4. Have knowledge of key issues in the design, ethics and evaluation of participatory research and citizen science - LO 5. Be able to engage with various knowledge co-production methods from an ethical perspective
Key Concepts, Frameworks, Theories and Authors	Students will become familiar with the following key frameworks and apply one of them to their research proposal development: - Participatory Action Research - Participatory Research/Community-based participatory research - Citizen Science Inclusive Research
Teaching and Learning Methods	In person lectures and flipped classroom, presentations by guest lecturers, presentations by students, small and big group discussions, reading, group work, research enquiry, field work.

Assessment Requirements	1. **Individual research review**
	Summative (counts towards the final module mark)
	Individual research review (15%). Students are required to conduct a review of 3 articles from the discussion list and to critically analyse their participatory approach and policy impact.
	  ▪ 1000 Words
	  ▪ **Due date: 18th March**
	Formative
	In weeks 2-6, articles from the discussion list will be presented in class. Students are encouraged to present for the discussion by reading the articles and bringing questions to class. Formative feedback and discussion will be provided to students.
	
	2. **Group research proposal**
	Students are required to work in groups to develop a research proposal for a participatory research/citizen science initiative to address a relevant policy issue, based on a desk review and consultation with a relevant group of citizens. The proposal should include the following sections: (1) introduction, (2) literature review, (3) research question, (4) research design and co-production methods, (5) ethical issues, (6) evaluation/logic model, and (7) conclusion.
	
	Summative assessment
	1. **Research proposal presentation** (25%). Students are required to present their research proposal. Students are encouraged to

explore a variety of formats for their presentations (e.g., oral presentation, poster, video).
Due date: 11th April

2. **Written research proposal** (50%). Students are required to develop a written proposal for a participatory research/citizen science initiative.
   - 2000 Words
   Due date: 15th April

3. **Individual learning reflection** (10%). Students are required to submit an individual reflection on their contribution to the group research proposal and learning.
   - 500 Words
   Due date: 15th April

Formative assessment (does not count towards the final module mark) Students will have the opportunity to work on their research proposals with their group during in class workshops. Drafts of literature reviews, methods, consultation with citizens, and logic models are to be uploaded to Blackboard group journals and feedback will be provided by the lecturer. Proposed dates for submission of group work:
   - 31st January – group composition and research topic
   - 21st February – literature review, citizen group, research question/problem
   - 13th March – evidence from photovoice and participatory mapping
   - 5th April – logic model
   - 20th March – logic model

Reassessment Requirements	***Will be based on the submission of:*** An individual research review (15%) Written research proposal (50%) Video/poster presentation of research proposal (25%) Individual learning reflection (10%).
Indicative bibliography 4-5 titles max.	Bonney, R., Ballard, H., Jordan, R., McCallie, E., Phillips, T., Shirk, J., et al. (2009). *Public Participation in Scientific Research: Defining the Field and Assessing Its Potential for Informal Science Education. A CAISE Inquiry Group Report*: Online Submission. Haklay, M. (2015). *Citizen Science and Policy: A European Perspective*. Commons Lab: The Woodrow Wilson Center. Leavy, P. (Ed.) (2022). *Popularizing scholarly research. Working with non-academic stakeholders, teams and communitie*s. NY: Oxford University Press. Martinez-Vargas, C. (2022). *Democratising Participatory Research: Pathways to Social Justice from the South* (pp. 41-74). Open Book Publishers. https://doi.org/10.11647/OBP.0273. Vholand, K. et al. (Eds.) (2021). *The Science of Citizen Science*. Springer. DOI: https://doi.org/10.1007/978-3-030-58278-4

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Useful web-based content	*Community Toolbox https://ctb.ku.edu/en* *Eu-citizen.science https://eu-citizen.science/resources*

Relevant Journals	Citizen Science: Theory and Practice
	      https://theoryandpractice.citizenscienceassociation.org
	International Journal of Social Research Methodology
	      https://www.tandfonline.com/journals/tsrm20
	* Other journals are available through the module sysllabus.

Module Code	**SSU22142**
Module Name	Citizens Participation in Research Policy
ECTS Weighting	5 ECTS
Year	2023/2024
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Edurne Garcia Iriarte
Module Descriptor / Content	Citizen science is becoming the umbrella term for a suite of participatory research approaches, and it is increasingly being recognised as a valuable source of information for policy making. Citizen science has been defined as "the general public engagement in scientific research activities when citizens actively contribute to science either with their intellectual effort or surrounding knowledge or with their tools and resources" (Socientize, 2014, p. 8). This module explores the theoretical foundations and various applications of citizen science and other relevant participatory research approaches, their emerging relevance in the European research landscape, and the challenges and opportunities they face in the development, implementation and evaluation of policy. The module will use a project-based approach to facilitate active engagement of students in the co-design of citizen science/participatory research ideas to advance social policy and to participate in ongoing citizen science initiatives with a critical focus on policy. **Content** • Introduction to participatory research approaches • The emergence of citizen science • The research, citizen and policy interface • Design of participatory research and citizen science • Inclusive research • Photovoice • Participatory mapping • Use of knowledge co-production in research and policy making • Ethics of conducting participatory research and citizen science • Evaluation of participatory research and citizen science
Module Aims	**This module aims to provide students with:** • An overall understanding of participatory approaches to research and policy making. • A critical insight into participation in the different phases of the research process. • Practical knowledge of key issues involved in research and policy co-production.

Module Learning Outcomes	**By the end of the module, students should:** • LO1. Understand the theoretical foundations of citizen science and other participatory research approaches • LO2. Develop a critical understanding of the possibilities, challenges and dynamics of citizen participation in research and policy • LO3. Be familiar with key applications of participatory research and citizen science to policy development, implementation and evaluation • LO 4. Have knowledge of key issues in the design, ethics and evaluation of participatory research and citizen science • LO 5. Be able to engage with various knowledge co-production methods from an ethical perspective
Key Concepts, Frameworks, Theories and Authors	Students will become familiar with the following key frameworks and apply one of them to their research proposal development: • Participatory Action Research • Participatory Research/Community-based participatory research • Citizen Science • Inclusive Research
Teaching and Learning Methods	In person lectures and flipped classroom, presentations by guest lecturers, presentations by students, small and big group discussions, reading, group work, research enquiry, field work.
Assessment Requirements	**Group research proposal** Students are required to work in groups to develop a research proposal for a participatory research/citizen science initiative to address a relevant policy issue, based on a desk review and consultation with a relevant group of citizens. The proposal should include the following sections: (1) introduction, (2) literature review, (3) research question, (4) research design and co-production methods, (5) ethical issues, (6) evaluation/logic model, and (7) conclusion. **Summative assessment** 4. **Research proposal presentation** (25%). Students are required to present their research proposal. Students are encouraged to explore a variety of formats for their presentations (e.g., oral presentation, poster, video). **Due date: 11th April** 5. **Written research proposal** (50%). Students are required to develop a written proposal for a participatory research/citizen science initiative. ▪ 2000 Words **Due date: 15th April** 6. **Individual learning reflection** (25%). Students are required to submit an individual reflection on their contribution to the group research proposal and learning.

	▪ 500 Words **Due date: 15th April** **Formative assessment** (does not count towards the final module mark) Students will have the opportunity to work on their research proposals with their group during in class workshops. Drafts of literature reviews, methods, consultation with citizens, and logic models are to be uploaded to Blackboard group journals and feedback will be provided by the lecturer. Proposed dates for submission of group work: ▪ 31st January – group composition and research topic ▪ 21st February – literature review, citizen group, research question/problem ▪ 13th March – evidence from photovoice and participatory mapping ▪ 5th April – logic model
Reassessment Requirements	*Will be based on the submission of:* Written research proposal (50%) Video/poster presentation of research proposal (25%) Individual learning reflection (25%).
Indicative bibliography 4-5 titles max.	Bonney, R., Ballard, H., Jordan, R., McCallie, E., Phillips, T., Shirk, J., et al. (2009). *Public Participation in Scientific Research: Defining the Field and Assessing Its Potential for Informal Science Education. A CAISE Inquiry Group Report*: Online Submission. Haklay, M. (2015). *Citizen Science and Policy: A European Perspective*. Commons Lab: The Woodrow Wilson Center. Leavy, P. (Ed.) (2022). *Popularizing scholarly research. Working with non-academic stakeholders, teams and communitie*s. NY: Oxford University Press. Martinez-Vargas, C. (2022). *Democratising Participatory Research: Pathways to Social Justice from the South* (pp. 41-74). Open Book Publishers. https://doi.org/10.11647/OBP.0273. Vholand, K. et al. (Eds.) (2021). *The Science of Citizen Science*. Springer. DOI: https://doi.org/10.1007/978-3-030-58278-4

Useful web-based content	*Community Toolbox https://ctb.ku.edu/en* *Eu-citizen.science https://eu-citizen.science/resources*

Relevant Journals	Citizen Science: Theory and Practice
	     https://theoryandpractice.citizenscienceassociation.org
	International Journal of Social Research Methodology
	     https://www.tandfonline.com/journals/tsrm20
	* Other journals are available through the module sysllabus.

APPENDIX III Trinity JARGON Buster

In the first few weeks at College, you will be bombarded with an array of abbreviations, titles and place names. The following is a glossary of terms that should help you get through the first semester!

TITLE / ABBREVIATION	MEANING
1937 Reading Room	The letters NIKH on the front spell out the name of the Greek goddess of victory. The building is actually a World War 1 memorial opened on the 12th November 1928. The octagonal postgraduate reading room was added subsequently in 1937 which is why it is all out of perspective for the space that it occupies between the Exam Hall and the Old Library. Part of the film Michael Collins was shot in here.
1st, 2.1, 2.2,etc.	Academic grades for your assignments and examinations. More details will be found in your course handbooks.
Accommodation Officer	Designated person to help administer campus accommodation issues.
Almanack	Calendar of important dates. Despite the old-fashioned name, it is online.
Alumni	Past students; our Chancellor, Mary Robinson, for example, or you after you've graduated.
AR	Academic Registry, located in the Watts Building.
Aras an Phiarsaigh (or-ass on feer-sig)	Irish. Literally "Big-house on Pearse Street". Behind the Printing House. Home of the Business School, Psychology, some Engineering and the IT Service Desk. Has a small café in the foyer while you are waiting to chat to the IT Service Desk.
Arts Building	AKA "Arts Block". A nineteen seventies listed architectural masterpiece. Contains large lecture theatres downstairs (named after distinguished past students), small ones upstairs, and Arts Faculty staff.
Beckett Theatre	Wooden theatre attached to Drama Studies beside Aras an Phiarsaigh where you can enjoy theatrical delights at reasonable prices.
BLU Library	Where the books are kept unless you are doing science in which case the books are in the Hamilton Building. Once separate Berkeley, Lecky and Ussher Libraries. Now all one building hence BLU. Nothing to do with colour.
Botany Bay	As in Botany Bay, the convict settlement in Sydney, Australia but not so far away and easier to get out of. Originally a botanical collection from the South Pacific, now tennis courts. The Houses adjacent to it are located on Botany Bay.
Calendar	Book of rules, regulations, staff members, awards and yes, a few dates (see Almanack). The Bible of Trinity, if you like...
Campanile	Bell tower in Library Square. Stands on the foundations of the original All Hallows monastery on which College was built.

Chapel	Mirror image of the Exam Hall on Front Square. It actually is a chapel and regularly used by the major Christian faiths and for ecumenical services. (Students of other faiths can talk to the Chaplains in House 27 regarding the location of their faith services).
College Green	The area in front of College before it becomes Dame Street. No longer green but it was once. It may eventually be pedestrianised as a historical precinct.
College Health Centre	Located near Beckett Theatre – to look after your health and well being
College Park	Large oval lawn in front of the Pav. Used for cricket and athletics and sitting around in summer when the sun is out (or not, as the case may be).
College Secretary	Administrative support to Board, deals with College's legal matters, art collection and hosting of conferences. Unlikely to type your assignments for you.
Colours	Inter-university events competing with UCD.
Commencement	Graduation ceremony, as in commencing your career as a graduate.
Commons	On-campus meal served in the Dining Hall.
COO	The noise the College pigeons make. Also the Chief Operating Officer.
CSC	Central Societies Committee. People in charge of societies (located in House 6).
Dean	Academic head of a collection of services or departments; postscripts indicate specificity e.g. Dean of Students is the person in charge of student services. Dean of Health Sciences heads up the Faculty of Health Sciences.
Dean of Graduate Studies	In charge of academic administration etc. for postgraduate students.
Dining Hall	Large building between the GMB and the Chapel. Contains the Buttery, the Scholars' dining hall, the staff dining hall and staff rooms upstairs (known as the Senior Common Room) and an open meeting area called the Atrium constructed after fire damage.
DU	Dublin University. Trinity College is the only college of Dublin University. Not to be confused with UCD or DCU. Just say Trinity College.
DUCAC	Dublin University Central Athletics Club. The people in charge of sports clubs (located on 2nd Floor of the Sports Centre).
East Chapel	Offices on the East side of the Chapel. Houses the Trinity Foundation.
East End	Also commonly referred to as the "Hamilton End" or the Hamilton Building, this is the part of campus that runs alongside Westland Row. The East End also contains the Watts Building, where the Academic Registry is located.

East Theatre	Offices on the East side of the Public Theatre (see below). Houses TCD Global and the Communications Office.
Emergency Procedures	For rescue or emergency service call 1999 Front Gate.
Exam Hall	In Front Square. Also known as the Public Theatre. Georgian building still used for exams and official functions. Very grand inside. You have your own grand formal room and family portraits now that you are a student of TCD.
Fellows	Male and female. Trinity College Dublin was founded in 1592 as a corporation consisting of the Provost, the Fellows and the Scholars. Fellows are elected by their peers each year. Scholarship or research achievement of a high order is the primary qualification for Fellowship, coupled with evidence of the candidate's contribution to the academic life of the College and an effective record in teaching.
Fellows' Square	The grass area between the Arts Building & the Old Library. Used to be much bigger before the Arts Building was built.
Fire assembly Points	The Campanile, Fellows Square, the Rugby Ground, the Flat Iron, North East Car Park, Cumberland Place, Foster Place- at a building near you..
Foster Place	
Freshers' Week	Intensive orientation activities occur this week so you know which way is up when lectures start the following week.
Front Square	Also known as Parliament Square. The two grass areas & cobblestones between Front Gate & the Campanile.
Glossary for new students	
GMB	Graduate Memorial Building. The neo-gothic building beside the Buttery, home to the debating societies the Hist and the Phil (or is it around the other way?)
Goldsmith Hall	Sometimes called Goldhall. Off-campus building on Pearse St where some societies have rooms. Home to the JCR (Junior Common Room) as well, cheap sandwiches & pool tables a-plenty. Goldsmith Hall is also student residences.
GSU	The Graduate Students' Union, representing all postgraduate students.
House 6	Mandela House; home to the Students' Unions and societies.
Houses	As in terraced houses. The numbered doorways around the squares on campus. Originally "houses" were student accommodation. Most still are. Over 700 students live on campus.
International phone access code	
Invigilator	An examination supervisor.
IT Services	The department that provide you with your Trinity computer account and manage the IT facilities in Trinity - https://www.tcd.ie/itservices.
Junior Dean	No reference to age. Responsible for student discipline on campus. You have rights and obligations under College

	regulations.
Junior Fresh	First year undergraduate students of any age. College undergraduates are divided into two tiers; Fresh and Sophisters, hence Senior Fresh (2nd undergraduate year), Junior Sophisters (3rd undergraduate year) and Senior Sophisters (final undergraduate year). The terms 1st year, second year etc., refer to postgraduate years.
Library Square	The grass area between the Campanile & the Rubrics. Location of a Henry Moore sculpture.
Mature students	Anyone who can be relied on to behave sensibly. No actually, they are students over 23 years of age who do not come directly from secondary school. You might be one yourself. The older, distinguished looking person standing next to you might be a class mate or the Provost. Get used to it.
Michaelmas, Hilary, and Trinity Terms	Michaelmas is first term, Hilary is second term, and Trinity is the third term.
Museum Building	It was once. It is the grand Victorian flourish of a building to the west of New Square. It is even more impressive inside. It still has dead animals and curious models of inventions and long since redundant machines. It is now home to part of the Engineering Department.
New Square	The grass area behind the Rubrics and beside the Museum Building. Only 200 years old.
Parliament Square	Also known as Front Square. Built a very long time ago with money provided by the Irish Parliament when it was located over the other side of College Green in what is now a bank. The revolutionary efforts, by some past Trinity graduates among others, to set up an Irish Parliament, made home rule untenable.
People Finder	Not Sherlock Holmes but a facility to search on line for staff of the college on local home page.
Pink	The award you may be given if you have represented the College in a sport.
Printing House	Second oldest building on campus. Originally the home of the Dublin University Printing Press. Now used as a lecture hall for Electrical Engineering.
Provost	Our College President.
Public Theatre	Aka Exam Hall, located in Front Square.
Rag Week	University Rag societies are student-run charitable fundraising organisations that are widespread in the United Kingdom and Ireland. The Oxford English Dictionary states that the origin of the word from "An act of ragging; esp. an extensive display of noisy disorderly conduct, carried on in defiance of authority or discipline", and provides a citation from 1864, noting that the word was known in Oxford before this date. From Wikipedia. One can only assume that funds were raised in some way

	through this noisy disorderly conduct. Also known as Raise and Give Week.
Regent House	Front Gate - the main entrance to college.
Registrar of Chambers	In charge of Trinity accommodation & rules relating to it.
Registration	What you must do online before coming to College in Freshers' Week.
Rubrics	The red brick building behind the Campanile. Oldest building on campus dating back to the very early 1700s. Previous buildings collapsed or were demolished to make way for progress.
Rugby Ground	Large rectangular lawn behind New Square. Oldest continuously used rugby club and ground in the world (1854).
Schol	Scholarship examinations held in the break between Michaelmas and Hilary Terms. Scholarships are funded in part from rents on land in Ireland set aside for that purpose by Queen Elizabeth the First when Trinity was set up in 1592. Farsighted, wasn't it?
Scholars - Foundation	Students who get a 1st in scholarship exams & are elected to the governing body of College (only 70 at any one time).
Scholars - Non-foundation	Students who achieve a 1st in scholarship exams but are not on the governing body of College (most scholars).
Senior Lecturer / Dean of Undergraduate Studies	In charge of academic administration, student records, examinations, etc for undergraduate students.
Senior Tutor	In charge of pastoral tutors.
Sports Centre	Huge, brand new sports complex at Hamilton end of College.
Student Counselling Service	Located in Phoenix House just across from the main campus on Leinster Street. A space to tease out stress related issue, worries or mental health challenges in a confidential setting.
Students Health Service	Located near Beckett Theatre – to look after your health and well being. Student Health is properly called College Health Centre
SU Students' Union	An organisation run by your fellow students to represent your views, protect your rights and provide the services that make college life run more smoothly.
Supervisor	An academic person allocated to support you with planning and following through on your work/thesis-make contact regularly.
The Buttery	Large and noisy café underneath the Dining Hall for students and visitors. One of several cafés and shops on campus.
The Old Library	The home of the Book of Kells and other 8th Century illuminated biblical manuscripts. The Long Room is upstairs. Go see and marvel.

The Pav	Short for Pavilion. The only remaining on-campus bar, at the Hamilton end of the cricket pitch.
The Ramp	Slope inside College and outside of Arts Building. Popular meeting place.
Trinity Week	The week between the end of lectures and the beginning of examinations. Various activities occur such as the Trinity Ball, the announcement of Scholars, a Chapel service, invited lecturers, and sport and recreation events to get students in a positive frame of mind for exams.
Tutor	Also referred to as pastoral tutor, responsible for you *should* something go wrong. Advisor and advocate.
Unilink	Support service for students experiencing mental health difficulties or physical health challenges.
Watts Building	Inside what used to be (and often still is) referred to as the Hamilton Building, where many science lecture theatres and departments are located. The Watts Building is also home to the Global Room and the Academic Registry.
West Chapel	Offices on the west side of the Chapel. Houses the Accommodation Office.
West Theatre	Houses various College administrators.

APPENDIX IV Teaching Staff Biographies

Dr Julie Byrne

Julie is an Assistant Professor in the School of Social Work and Social Policy. Her academic background is in management, focusing on human resource management, training and development which she studied at Dublin City University and University College Dublin. She completed her doctoral thesis on professional careers at the University of Limerick. Prior to her current role Julie was acting Director of the National Institute for Intellectual Disability in Trinity and Director of Academic Programmes at National College of Ireland. She was a founding director of the Institute of Managers in Community and Voluntary Organisations.

Her research interests include the use of digital technologies in human services and the development of professional careers. She is particularly interested in the digital skills needs arising from the use of digital technologies. She was Trinity's Academic Lead (2019-2021) on the national *Enhancing Digital Teaching and Learning* project (edtl.blog). This project aimed to enhance the digital attributes of students through enabling the use of digital technologies in teaching and learning in Irish Universities. She is currently part of the *Leading European Advanced Digital Skills* consortium (advancedskills.eu). This project, funded by the European Commission, aims to shape Europe's digital future by providing knowledge, guidance and best practices on advanced digital skill development for the education and training community.

Dr Louise Caffrey

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

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

Dr Lynne Cahill

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

Dr Catherine Conlon

Catherine is Assistant Professor in Social Policy at the School of Social Work and Social Policy, Trinity College Dublin. Her research interests are: gender, sexuality and reproductive health; intergenerational family relations; sexual socialization and; critical qualitative methodologies. She has a strong track record of applied policy research including for the HSE Crisis Pregnancy Programme/Crisis Pregnancy Agency, the Equality Authority and the Combat Poverty Agency. She co-authored, with Evelyn Mahon and Lucy Dillon, *Women and Crisis Pregnancy* published by Government Publications in 1998. Academic publications include lead authored articles in Gender & Society (Women (Re)Negotiating Care across Family Generations: Intersections of Gender and Socioeconomic Status. 28, (5) 729-751, 2014.) and Qualitative Research. She co- edited (with Aideen Quilty and Sinead Kennedy) *The Abortion Papers Ireland Volume Two* published by Cork University Press in 2015. An interest in innovative translation of applied policy research led to a translation of her PhD research on women concealing pregnancy into an Opera performance in collaboration with colleagues in Music and English entitled '*The Pregnant Box*'. Her current research focuses on women's experiences of using the unplanned pregnancy and abortion care services commissioned by the HSE Sexual Health and Crisis Pregnancy Programme which will inform the forthcoming legislative review of law regulating abortion in Ireland during 2021/22.

Dr Philip Curry

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

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

Dr Edurne Garcia Iriarte

Edurne Garcia Iriarte is an Assistant Professor at the School of Social Work and Social Policy, Trinity College Dublin (TCD). From 2009 to 2011, she was appointed as a Marie Curie Post-Doctoral Research fellow at the National Institute for Intellectual Disability. Prior to joining TCD, Edurne graduated with a MSc in Disability and Human Development (2005) and a PhD in Disability Studies (2009) from the University of Illinois at Chicago (USA), where she also worked as a researcher and expert evaluator at the Centre for Capacity Building on Minorities with Disabilities Research (2005-2008). Edurne's research interests focus on the social inclusion of people with disabilities, and the development and implementation of participatory research and evaluation approaches with people with disabilities, more specifically inclusive research with people with intellectual disabilities. Edurne has collaborated and led on several research and evaluation studies. Some of her most recent projects have explored the intersection between disability and migration in Ireland; the support provided to people with disabilities moving from residential institutions to the community in Ireland; co-lecturing with people with intellectual disabilities in third level education; and the development of inclusive education in China. Since 2009, Edurne has been a university supporter of the Inclusive Research Network, a group of people with intellectual disabilities and their supporters, who conduct inclusive research in Ireland.

Dr Joe Whelan

Joe is an Assistant Professor in the School of Social Work and Social Policy at Trinity College Dublin. He previously worked as a College Lecturer in the School of Applied Social Studies, University College Cork. Joe is an active social researcher with a track record of publishing in international, peer-reviewed, scholarly journals. An award-winning scholar, Joe's article 'Work and Thrive or Claim and Skive: Experiencing the Toxic Symbiosis of Worklessness and Welfare Recipiency in Ireland' was awarded the IRJ Distinguished Article Prize in 2022. In September 2022, Joe was honoured by being invited to Áras an Uachtaráin to present his book 'Hidden Voices: Lived Experiences in the Irish Welfare Space' to President Michael D. Higgins as a work of significant social importance.

Joe is a critical scholar engaged in both theoretical and empirical work. His main area of research focuses on exploring the intersections of welfare, poverty and work to problematise and challenge 'common sense' understandings in these contexts. He is particularly interested in exploring and documenting lived experiences in the context of welfare recipiency and poverty with a focus on the processes and effects of welfare conditionality, critical social theory and sustainable social policy. Joe has recently published two monographs. The first of these explores the concept of social deservingness from antiquity to the present day and the second offers an insight into lived experiences in the context of the Irish welfare state and is published by Policy Press. Joe is a member of the Editorial Collective for the distinguished scholarly journal, *Critical Social Policy* and is the chairperson of the Sociological Association of Ireland's *Work, Welfare and Markets* study group. As an educator, Joe's teaching philosophy is couched in a Freirean ethos of critical social pedagogy. In general, his ambition for learners taking any of the modules on which he teaches is that they would take what is introduced in the classroom and pursue it further in a self-directed way. He therefore tries to foster passion, interest, excitement and curiosity. As an educator Joe also believes that there are many ways to connect students with learning that go beyond the traditional lecture format. In this respect, he uses music, literature, poetry and art in his teaching to help make visceral that which can seem abstract. He also incorporates the use of different technologies in his teaching in a way that promotes and fosters active learning and interaction.

Current research

Project title: Walking, thinking and talking: An exploration of the lived experiences and hidden geographies of poverty using walking as a participatory arts methodology.

Lay abstract: In Ireland, research that dwells on lived experiences in the context of poverty has been absent in recent years. This study aims to address this deficit in creative ways. This research is designed to be participative, with input from participants invited at all stages. With respect to capturing lived experiences as a form of knowledge, the research will employ walking as a participatory methodology – using photographs, sound files, video/film, drawing/mapping to capture meaning. The aim for this research is to connect with lived experiences of poverty in ways that are tangible, and visible.

Funder: Funded by the IRC.

Project title: An exploration of hygiene poverty in Ireland.

Lay abstract: Using focus groups, interviews and a large-scale survey, this research aims to explore the prevalence of hygiene poverty in Ireland. In particular the study will focus on the factors that lead to experiences of hygiene poverty and the impact that hygiene poverty can have.

Funder: This is research is funded by The Hygiene Hub through an Irish Human Rights and Equality Commission grant.

Notable works:

a. Whelan, J. (2022) *Hidden Voices: Lived experiences in the Irish Welfare Space*. Bristol: Policy Press.
b. Whelan, J. (2021) *Welfare, deservingness and the logic of poverty: Who deserves?* Newcastle upon Tyne: Cambridge Scholars Publishing.
c. Dukelow, F., Whelan, J. and Scanlon, M. (2023) *In Transit? Documenting the lived experiences of welfare, working and caring for one-parent families claiming Jobseeker's Transitional Payment*, Institute for Social Science in the 21st Century, University College Cork. Read the full report here.

Dr Ann Nolan

Ann Nolan is an Assistant Professor in Social Policy with a research and teaching portfolio in global and public health policy. She was among the first mature-student graduates of the B.A. modular night-degree in University College Dublin in 1991 from which she commenced an MSc in Social Policy funded by the European Commission. She was awarded a Postgraduate Research Studentship by the School of Social Work and Social Policy, Trinity College, Dublin, to undertake doctoral research in HIV and sexual health in Ireland from which she graduated in 2014.

Ann is a technical specialist in HIV and sexual health with research interests in sexual and reproductive health and rights; the politics of health; inclusion health, and the regulation of sexuality and other contested policy domains. Her current research, funded by the Irish Research Council, is a collaboration with Addis Ababa University that engages Ethiopian youth in the development and delivery of sexual and reproductive health services. She is also working with Trinity's Global Brain Health Institute on an Irish Research Council-funded survey exploring the perspectives of professionals and the public to disease modifying therapies (DMTs) that promise to delay the progression of Alzheimer's. Ann is a former Executive Director and Chairperson of HIV Ireland Ltd and an advocate for the rights of sexual minorities and people living with HIV. She has led the development of global policy frameworks for adolescents and most-at-risk young people with UNICEF and UNAIDS and has been an advisor to Ireland's International Development Cooperation programme at the Department of Foreign Affairs and Trade, Irish Aid. As team lead for social science research in the Houses of the Oireachtas she supported dialogue and debate with evidence around the Termination of Pregnancy Bill, safe access zones, school-based sex education and good governance for health through the Dáil and Seanad. Ann brings to academia a lengthy professional career that has emphasised the relationship between evidence and policy at national, bilateral and multilateral levels.

Dr Katarzyna (Kasia) Wodniak

Kasia is a Teaching Fellow in Social Policy in the School of Social Work and Social Policy at Trinity College Dublin. She holds a PhD in Sociology from Trinity College Dublin and a Master's in Public Management from Jagiellonian University in Kraków, Poland. Her main research interest is the sociology of organisations and especially organisational approaches to policy issues in the context of global challenges such as climate change and inequalities. She is particularly interested in polycentricity, co-production, circularity and institutional change. She has participated in European research projects namely the European Commission Horizon 2020 Search & Rescue project where she investigated the role of civil society in crisis management and the Erasmus+ DigitalRoutes@Culture project.

Other research projects included a study on the institutional, organisational and social legacy of the European Football Championship UEFA EURO 2012 in Poland and a large-scale study of the National Museum of Qatar, among others. She has participated in international conferences and published in high-impact academic journals. At TCD, SWSP she lectures on Global Social Policy & Comparative Welfare State, Introduction to Social Policy Concepts and Social Policy, Critical Theory and Social Work Research courses. Previously, she taught a variety of sociology and management courses including Social Networks & Digital Lives, Globalisation and Development, Organizational Theory & Behaviour, Crisis Management, and Social Research.