

## Introduction to Irish Social Policy & Politics

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Introduction to Irish Social Policy & Politics						
<b>Stage of Principal Programme</b>			1	<b>Semester</b>	2	<b>Duration. (Weeks F/T)</b>	12	<b>ECTS</b>	5
<b>Mandatory / Elective (M/E)</b>	M	<b>Hours of Learner Effort / Week</b>	2.3						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other: <ul style="list-style-type: none"> <li>Independent reading, engagement with VLE, research and preparation of assessments</li> </ul>					✓	97			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	60
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in Social Science/Social Studies/Politics or closely cognate area
Tutor	A minimum level 9 qualification in Social Science/Social Studies/Politics or closely cognate area
	<b>Staff - Learner Ratio X:Y</b>
	1:60
	1:20

Assessment Techniques – percentage contribution			
<b>Continuous Assessment</b>	50%	<b>Proctored Exam – in person</b>	50%
<b>Project</b>		<b>Proctored Exam - online</b>	
<b>Practical Skills Based</b>		<b>Work Based</b>	
<b>Capstone (Y/N)?</b>	N	<b>If Yes, describe</b>	

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b>	<b>Related MIPLO #</b>
<b>On completion of this module a learner will be able to:</b>	
1. Outline and discuss the structure and functions of national and local government in Ireland.	1, 2
2. Trace the development of the main political parties and movements in Irish politics.	2
3. Examine and evaluate public policy against the backdrop of these structures and functions and discuss specialist areas of social service provision, come including health, social welfare, housing, education in the Irish context.	1, 7
4. Engage in active citizenship in the context of representative democracy with particular reference to advocacy for and with marginalised groups	2
5. Discuss their profession in a wider ideological framework.	1, 7

### 7.3 Indicative Module Content, Organisation and Structure

This module will introduce students to the structure and function of government in the Republic of Ireland. This will provide a backdrop for an initial exploration of poverty, inequality and vulnerability across the life-course. Key social services including health services, mental health, social welfare, housing and family and child income supports and services.

- Introduction: The tasks and functions of ‘the State’. Ireland today, our state, our nation.
- Irish Government structure and functions: Historical developments, The Separation of Powers – Legislature, Executive, Judiciary.
- Local Government: structure and functions, SPC and PPN
- SCW as advocate: Campaigning for change – a practical guide to engaging with the political system.
- Introduction to social policy, history and ideological influences.: its scope, function and relevance to social care practice
- Key concepts in social policy – poverty, rights, welfare and need.
- The welfare state.
- Core policy issues in Ireland
- Social Policy - current developments in Ireland

### 7.4 Work-based learning and practice-placement (if applicable)

N/A

### 7.5 Specific module resources required (if applicable)

N/A

### 7.6 Application of programme teaching, learning and assessment strategies to this module

Teaching and Learning objectives for this module include to:

- Promote deep learning through learner engagement, interactivity, and groupwork
- Support inclusive teaching with reference to Universal Design for Learning (UDL), EDI and inclusive curricula
- Provide opportunities for collaborative learning by using different learning spaces and site visits

#### Assessment strategy

#### This module contains ‘Must-pass’ assessments

If an assessment is essential to the achievement of a MIMLO i.e. there is no other opportunity for the learner to achieve that MIMLO, then the assessment should be designated as ‘must pass’. Even if a learner achieves a pass mark by virtue of other assessments, they will fail the module if they do not pass a ‘must pass’ assessment.

Lectures, Tutorials, discussion forums, Case studies, Group exercises, Field visits to Houses of Oireachtas and Local Council.

Learners are encouraged to develop and express their own ‘world view’ through directed active participation in the above.

Emphasis on Formative assessment and development of reflexivity with particular reference to socially marginalised groups and individuals. The summative short exam functions as a focusing tool for learners to become familiar with the structure and function of government in Ireland.

### 7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1,2, 4	Proctored Exam	50%
3, 5	Response Paper	50%
<b>Standards of Proficiency taught:</b>	1.1, 1.9, 1.19, 1.23, 2.16, 3.15, 5.1, 5.7, 5.14, 5.15	
<b>Standards of Proficiency assessed:</b>	1.1, 1.19, 1.23, 2.16, 3.15, 5.1, 5.14, 5.15	

## 7.8 Sample Assessment Materials

### Response paper

In tutorials, each learner identifies a topical policy issue linked to social care service provision. They focus on a piece of legislation, a government policy, or proposal or similar and prepare an initial 100-word topic proposal. This is the starting point for their response paper, and they receive 10 marks for this.

This formative work and feedback will enable them to develop the response paper, 1,500 words focusing on linking political action with a social issue identified by the learner e.g.

- A role of the Social Care Worker is to bridge the gap between policy makers and vulnerable individuals and groups. Develop a response paper to a government initiative relevant to social care work.

*In your paper you should draw on course material and background reading to support your argument. You should use specific examples to illustrate your main points and refer to your knowledge of government and politics where possible.*

### Exam

Duration: 2 hours; 2 questions to be answered. Sample Question:

1. Define and discuss the following social policy concepts drawing on examples:
  - (a) Selectivist provision of benefit /service
  - (b) Universal provision of benefit /service
  - (c) Welfare
  - (d) Individualization

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

### Indicative Core Reading:

Alcock, P. et al (eds) (2022) *The Student's Companion to Social Policy* (6<sup>th</sup> edition). London: Wiley.  
Callanan, M. (2018) *Local Government in the Republic of Ireland*. Dublin: IPA  
Chubb, B. (1992). *The Government and Politics of Ireland*. London: Longman.  
Coakley, J., et al (eds) (2023). *Politics in the Republic of Ireland*. (7<sup>th</sup> edition). London: Routledge. Routledge in association with PSAI Press.  
Considine, M. and Dukelow, F. (2017). *Irish Social Policy; A Critical Introduction*. Dublin: Gill and Macmillan.  
Farrell, D.M and Hardiman, N (2021) *The Oxford Handbook of Irish Politics*. Oxford: Oxford University Press.  
Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.  
MacCarthaigh, M. (2008). *Government in Modern Ireland*. Dublin: Institute of Public Administration.  
O'Toole, J. (2023). *Irish Government Today, (4<sup>th</sup> edition)*. Ireland: Boru Press.  
Social Justice Ireland (2022) *National Social Monitor – Towards Wellbeing for all*, Dublin: Social Justice Ireland

### Indicative Other Resources:

- VIDEO: Your guide to how the voting system works in Ireland
- VIDEO: Irish Politics – the basics <https://www.youtube.com/watch?v=5v8fHk0EIQ4>
- VIDEO: The President of Ireland, Role and Functions - <https://www.youtube.com/watch?v=h-yXO6OCKbM>
- VIDEO: Campaigning for change - [https://www.youtube.com/watch?v=wFdwNFYQs\\_c](https://www.youtube.com/watch?v=wFdwNFYQs_c)
- VIDEO: Taoiseach Episode 1 Part One [https://www.youtube.com/watch?v=In6J\\_PeiyXM](https://www.youtube.com/watch?v=In6J_PeiyXM)

McNamara, E., Murray, A., O'Mahony, D., O'Reilly, C., Smyth, E., & Watson, D. (2021). Growing Up in Ireland: The Lives of 9-Year-Olds of Cohort '08. (Infant Cohort Report No.10). Dublin: ESRI/TCD/DCEDIY.  
Moran, J. (2013). *Unfinished Business; Social Policy for Social Care Students in Ireland*. Dublin: Orpen Press.  
NESC (2009). *Well-being Matters; a Social Report of Ireland; Section 4.6 Community and Environment*.  
<https://www.growingup.gov.ie/growing-up-in-ireland-publications/infographics/>