



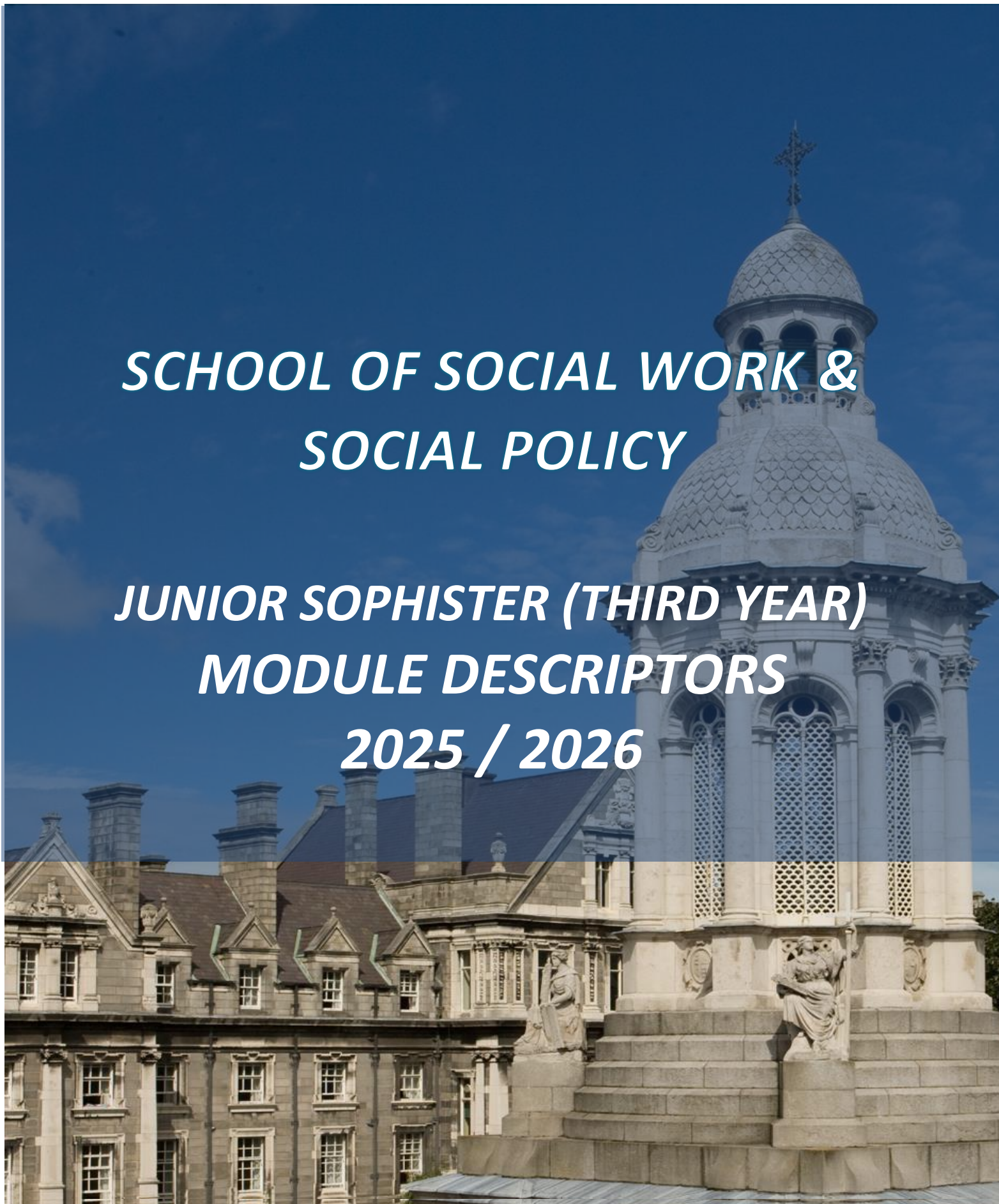
Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

SCHOOL OF SOCIAL WORK & SOCIAL POLICY

JUNIOR SOPHISTER (THIRD YEAR) MODULE DESCRIPTORS 2025 / 2026





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Junior Sophister Module Descriptors 2025 / 2026

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1.3 Junior Sophister Module Descriptors 2025 / 2026

1.31 Youth & Society, (SSU33011), 5 ECTS

Module Code	SSU33011
Module Name	Youth & Society
ECTS credit weighting	5 ECTS
Semester taught	Junior Sophister, Semester 1, 2025 / 2026
Module Coordinator/s	Associate Professor Paula Mayock
Module Learning Outcomes with embedded Graduate Attributes	<p><i>On completion of the module students should:</i></p> <ul style="list-style-type: none">• Have knowledge of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time and critical understanding of these conceptualisations.• Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience.• Have the knowledge to critically assess popular discourses and dominant debates on young people.• Understand how social inequalities impact the life experiences and life chances of young people in general and marginalised youth, in particular.• Have worked as part of a group to develop an evidence-based, comprehensive presentation and contribute to the oral delivery of the presentation.• Have written a comprehensively researched 2,500 word essay on a topic directly related to one of areas covered in the module.
Module Content	<p>This module is interdisciplinary and draws on research linked to Youth Studies, Sociology, Criminology, Psychology and Social Policy. The core aim is to provide students with an in-depth, research-based understanding of youth, adolescence, and emerging adulthood. The module interrogates key theoretical approaches to understanding youth in society and considers a range of substantive issues and areas within contemporary research on both ‘mainstream’ and ‘marginalised’ youth. There is a strong focus on youth ‘at risk’, including young people who experience homelessness, care experienced youth, and young people who use drugs. Approaches to the study of youth are reviewed and the module examines how social and economic forces shape the lives and experiences of young people</p>



generally and marginalised youth, in particular.

Teaching and Learning Methods¹

[Teaching strategies](#)

Presentation of core teaching material in accessible format during lectures using PowerPoint slides and integrating YouTube videos, short Ted Talks and Case Studies.

Encourage the development of critical thinking skills through classroom and group-based discussion during lectures.

Classroom discussion of assigned readings.

'Think, pair, share' classroom-based exercises.

Independent research.

For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:

Class (lecture) attendance and participation: 26 hours

Time spent reviewing instructional material (notes & assigned readings): 28 hours

Time spent on further recommended reading and on independently sourcing and reading supplementary material to prepare for essay writing: 30 hours

Preparing 400-word commentary on a youth-related issue covered in the media: 6 hours

Drafting and finalising writing of 2,000-word essay for written assessment: 35 hours.

Total 125 Hours

[Assessment design](#)

Students are assessed via two modalities: 1) 400-word Written Commentary (30%); 2) End-of-term Essay (70%)

The module's teaching strategies and assessment design will support student learning and the development of critical thinking, which are essential to the completion of the 400-word Written Commentary and to preparing a well-evidenced end-of-term essay. Students are supported to achieve the module's learning outcomes and to prepare their assignments through interactive teaching methods in the classroom and the range of resources and materials made

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



available to them (in advance of lectures) via Blackboard.

Assessment Details²

Please include the following:

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

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

Assessment Component	Assessment Description	LO Addressed	% of total
Written Commentary Due: Week 11 Fri 07.11.25 @ 5.00 pm	400-word written commentary on a youth-related media article	1, 2, 3, 4	30%
End-of-term Essay Due: Week 17. Mon 15.12.25 @ 5.00 pm	2,000-word End-of-term Essay	1, 2, 3, 4, 5	70%

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



Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Written Commentary	400-word written commentary on a youth-related media article	1, 2, 3, 4	30%
Essay	2,000-word Essay	1, 2, 3, 4, 5	70%

Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design (SEE BELOW)	
<p>The module's learning outcomes are outlined clearly and discussed in detail during the first lecture; they are reviewed half way through the module and again at the end of the module. Module assessment modalities are also set out clearly during the first lecture and revisited at regular intervals.</p> <p>All teaching material is uploaded to Blackboard in advance of each week's lecture to allow students to review content ahead of attending lectures. Blackboard content is structured according to weekly lecture content and corresponds clearly with the subject matter of each lecture. Additional learning supports (e.g. detailed reading lists to correspond with the content of each lecture, links to useful web sites) are provided weekly.</p> <p>Students are communicated with regularly via the Announcement function on</p>	



Blackboard to inform them about relevant College-based learning support services and to remind them about upcoming requirements and deadlines. Module delivery is designed to support learning through the use of different types of media, including illustrations, visual imagery and video. Interactive web tools are used where available to communicate information. All audio-visual material used has captions.

The module uses a number of assessment methods, including in-class group presentations and written assignments.

When required and where possible, flexibility in time is offered to students to complete assessments.

Written feedback is provided to students on all assessment components of the module via Blackboard. Students can request individual meeting to get feedback. Written and verbal feedback aims to reinforce the positive features of their work and to provide constructive guidance on how to improve

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

- Furlong, A. (2013) *Youth Studies: An Introduction*. Abingdon: Routledge. Shelfmark: PL-571-883
- France, A. (2007) *Understanding Youth in Late Modernity*. Basingstoke: Palgrave Shelfmark: 301.43 P793
- Cieslik, M. & Simpson, D. (2013) *Key Concepts in Youth Studies*. London: Sage Shelfmark: HL-359-258 (The Library Basement); PB-251-813 (Santry Stacks)
- Lalor, K., deRoiste, A. & Devlin, M. (2007) *Young People in Contemporary Ireland*. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72

** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **

Module Pre-requisite None

Module Co-requisite None

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

No



1.31 Youth & Society, (SSU33022), 10 ECTS

Module Code	SSU33022
Module Name	Youth & Society
ECTS credit weighting	10 ECTS
Semester taught	Junior Sophister, Semester 1, 2025 / 2026
Module Coordinator/s	Associate Professor Paula Mayock

On completion of the module students should:

Module Learning

Outcomes with embedded Graduate Attributes

- Have knowledge of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time and critical understanding of these conceptualisations.
- Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience.
- Have the knowledge to critically assess popular discourses and dominant debates on young people.
- Understand how social inequalities impact the life experiences and life chances of young people in general and marginalised youth, in particular.
- Have worked as part of a group to develop an evidence-based, comprehensive presentation and contribute to the oral delivery of the presentation.
- Have written a comprehensively researched 2,500 word essay on a topic directly related to one of areas covered in the module.

Module Content

This module is interdisciplinary and draws on research linked to Youth Studies, Sociology, Criminology, Psychology and Social Policy. The core aim is to provide students with an in-depth, research-based understanding of youth, adolescence, and emerging adulthood. The module interrogates key theoretical approaches to understanding youth in society and considers a range of substantive issues and areas within contemporary research on both ‘mainstream’ and ‘marginalised’ youth. There is a strong focus on youth ‘at risk’, including young people who experience homelessness, care experienced youth, and young people who use drugs. Approaches to the study of youth are reviewed and the module examines how social and economic forces shape the lives and experiences of young people generally and marginalised youth, in particular.



Teaching and Learning Methods³

[Teaching strategies](#)

Presentation of core teaching material in accessible format during lectures using PowerPoint slides and integrating YouTube videos, short Ted Talks and Case Studies.

Encourage the development of critical thinking skills through classroom and group-based discussion during lectures.

Classroom discussion of assigned readings.

'Think, pair, share' classroom-based exercises.

Independent research.

For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:

Class (lecture) attendance and participation: 26 hours

Time spent reviewing instructional material (notes & assigned readings): 30 hours

Time spent on further recommended reading: 60 hours

Independent sourcing, reading and synthesising of relevant supplementary materials to prepare for assessment: 70 hours

Conducting research to inform class presentation and working with group members to prepare the presentation: 30 hours

Drafting and finalising 2,500-word essay for written assessment: 60 hours.

Total: 276 Hours

[Assessment design](#)

Students are assessed via two modalities: 1) Group Presentation (30%); 2) End-of-term Essay (70%)

The module's teaching strategies and assessment design will support student learning and the development of critical thinking, which are essential to the completion of the Group Presentation and to preparing a well-evidenced end-of-term essay. Students are supported to achieve the module's learning outcomes and to prepare their assignments through interactive teaching methods in the classroom and the range of resources and materials made available to them (in advance of lectures) via Blackboard.

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



Assessment Details⁴

Please include the following:

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

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

Assessment Component	Assessment Description	LO Addressed	% of total
Presentation Due: Week 11. Tues 04.11.25 In-class Presentations	Group Presentation during class	1, 2, 3, 4	30%
End-of-term Essay Due: Week 17. Mon 15.12.25 @ 5.00 pm	2,500-word End-of-term Essay	1, 2, 3, 4, 6	70%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Written Commentary	800-word written commentary on a youth-related media article	1, 2, 3, 4	30%
Essay	2,500-word Essay	1, 2, 3, 4, 6	70%

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



Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design (<i>SEE BELOW</i>) 	
<p>The module's learning outcomes are outlined clearly and discussed in detail during the first lecture; they are reviewed half way through the module and again at the end of the module. Module assessment modalities are also set out clearly during the first lecture and revisited at regular intervals.</p> <p>All teaching material is uploaded to Blackboard in advance of each week's lecture to allow students to review content ahead of attending lectures. Blackboard content is structured according to weekly lecture content and corresponds clearly with the subject matter of each lecture. Additional learning supports (e.g. detailed reading lists to correspond with the content of each lecture, links to useful web sites) are provided weekly.</p> <p>Students are communicated with regularly via the Announcement function on Blackboard to inform them about relevant College-based learning support services and to remind them about upcoming requirements and deadlines.</p> <p>Module delivery is designed to support learning through the use of different types of media, including illustrations, visual imagery and video. Interactive web tools are used where available to communicate information. All audio-visual material used has captions.</p> <p>The module uses a number of assessment methods, including in-class group presentations and written assignments.</p> <p>When required and where possible, flexibility in time is offered to students to</p>	



complete assessments.

Written feedback is provided to students on all assessment components of the module via Blackboard. Students can request individual meeting to get feedback. Written and verbal feedback aims to reinforce the positive features of their work and to provide constructive guidance on how to improve

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

- Furlong, A. (2013) *Youth Studies: An Introduction*. Abingdon: Routledge. Shelfmark: PL-571-883
- France, A. (2007) *Understanding Youth in Late Modernity*. Basingstoke: Palgrave Shelfmark: 301.43 P793
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- Lalor, K., deRoiste, A. & Devlin, M. (2007) *Young People in Contemporary Ireland*. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72

** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **

Module Pre-requisite None

Module Co-requisite None

Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.
No



1.32 Ageing and Intergenerational Relations, (SSU34002), 5 ECTS

Module Code	SSU34002
Module Name	Ageing and Intergenerational Relations
ECTS credit weighting	5 ECTS
Semester taught	Junior Sophister, Semester 1, 2025 / 2026
Module Coordinator/s	Dr Catherine Elliott O'Dare
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	<p>LO1 Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people.</p> <p>LO2 Critically and reflectively engage with, and apply, the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies.</p> <p>LO3 Recognise, and reflect on, the diversity in the 'ways' of ageing for social groups, and the lived experiences, expectations, and outcomes in relation to health, care, finance, leisure, and work.</p> <p>LO4 Frame and critically analyse the concept of 'generations' and ageing and intergenerational relations in everyday life through engagement with empirical data and literature provided on Blackboard to understand how intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older and younger people.</p> <p>LO5 Demonstrate a critical understanding of the concept of age discrimination and exclusion, and the policy measures taken to counter age inequality in the workplace and society.</p>
Module Content	Evidence indicates that societies are ageing, with the World Health Organisation advising that between 2015 and 2050, the proportion of the world's population aged over sixty will nearly double from 12% to 22% (WHO, 2018). This module will provide students with an opportunity to explore and understand the implications of this demographic change. The module takes a critical, social gerontological approach to understanding how ageing and older age is socially constructed, portrayed, understood, and experienced in everyday life at the



macro and micro level. Students will engage with theories of ageing, and concepts such as intersectionality, inequality and ageism, the life course, generations, and intergenerational relations. The module content will encourage students to challenge stereotyping and to interrogate the diversity of 'ways' of ageing in contemporary societies.

Students will become conversant with theories, literature, and empirical evidence to critically analyse contemporary policy developments, nationally and internationally in relation to ageing. Finally, students will critically engage with the current international and national policy solutions designed to promote and achieve an equitable and inclusive society for all citizens as they age.

Teaching and Learning Methods⁵

Two hours per week, in-person lectorials are scheduled. Students are encouraged to participate in peer-learning and in-class interactive exercises. Group discussions (4/5 students per group) form part of every lectorial as students are encouraged to learn from each other as they reflect on a question posed in class, designed to prompt understanding and creative solutions to social challenges in relation to ageing and intergenerational relations. Promoting and supporting a clear understanding, reflection and a critical mindset in engaging with lecture materials, class discussions/debates, the broad range of materials provided for them (and by students themselves) on Blackboard such as video clips, interviews, TV ads, podcasts, published media, along with academic materials, will assist the students in completing their assignments (reflective peer-reviewed blogs and a critical policy analysis) and meeting LO 1-5.

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



Assessment Details⁶

Please include the following:

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

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

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog 1 <u>Due Week 6 – Friday 3rd October @ 9.00pm</u>	150 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-3	10%
Reflective Blog 2 <u>Due Week 10 -Friday 31st October @9.00 pm</u>	150 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	10%
Policy Analysis <u>Due Week 17 – Wednesday 17th December @9.00pm</u>	1,000-1,500 words critical analysis on a chosen policy area using module materials- choice of three policy options	1-5	80%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog <u>Due</u> Week 53: Week beginning 24 th August	300 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	10%
Reflective Blog <u>Due</u> Week 53: Week beginning 24 th August	300 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	10%
Policy Analysis <u>Due</u> Week 53: Week beginning 24 th August	1,000 -1,500 words critical analysis on a chosen policy area using module materials (choice of three options)	1-5	80%

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



Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.? 	☒
<ul style="list-style-type: none"> Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)? 	☒
<ul style="list-style-type: none"> Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic? 	☒
<ul style="list-style-type: none"> Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <p><i>Module content is presented in a variety of ways, recognising the diversity in learning styles in our student cohort, for example, each week videos, podcasts, media such as TV advertisements, along with academic journal articles and book chapters are provided to promote learning and engagement. Students are encouraged to share suitable resources that they identify as insightful, thus promoting student-led learning from our diverse student body.</i></p> <p><i>Continuous assessment (x2 peer reviewed blogs) based in the principles of reflective learning, allows students the freedom to demonstrate their own insights and understanding on course topics, and to view their fellow student's blogs recognising the value of peer learning and diversity (students learning from each other).</i></p> <p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p>	



Indicative Reading List (approx. 4-5 titles)

Latest pertinent publications from journals incl, Ageing and Society, Canadian Journal of Ageing, Journal of Ageing Studies, Social Inclusion, Intergenerational relations.

- Biggs, S. Hendricks, J. and Lowenstein, A (2020). Critical approaches to Social Gerontology. New York: Routledge.
- Carney, G & Nash, P (2020). Critical questions for Ageing Societies. Bristol: Policy Press.
- Gendron, T (2022). Ageism unmasked. Exploring age bias and how to end it. UK: Steerforth.
- Gullette, M. M (2017). Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press.
- WHO (2023). Connecting generations: planning and implementing interventions for intergenerational contact. Geneva: World Health Organization;

Module Pre-requisite

Module Co-requisite

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

Guest lecturers such as academic researchers, policy experts, and NGO's are invited to lecture with students.



1.32 Ageing and Intergenerational Relations, (SSU34012), 10 ECTS

Module Code	SSU34012
Module Name	Ageing and Intergenerational Relations
ECTS credit weighting	10 ECTS
Semester taught	Junior Sophister, Semester 1, 2025 / 2026
Module Coordinator/s	Dr Catherine Elliott O'Dare
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	<p>LO1 Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people.</p> <p>LO2 Critically and reflectively engage with, and apply, the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies.</p> <p>LO3 Recognise, and reflect on, the diversity in the 'ways' of ageing for social groups, and the lived experiences, expectations, and outcomes in relation to health, care, finance, leisure, and work.</p> <p>LO4 Frame and critically analyse the concept of 'generations' and ageing and intergenerational relations in everyday life through engagement with empirical data and literature to understand how intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older and younger people.</p> <p>LO5 Demonstrate a broad critical understanding of the concept of age discrimination and exclusion, and the policy measures taken globally and nationally to counter age inequality in the workplace and society.</p>
Module Content	Evidence indicates that societies are ageing, with the World Health Organisation advising that between 2015 and 2050, the proportion of the world's population aged over sixty will nearly double from 12% to 22% (WHO, 2018). This module will provide students with an opportunity to explore and understand the implications of this demographic change. The module takes a critical, social gerontological approach to understanding how ageing and older age is socially constructed, portrayed, understood, and experienced in everyday life at the macro and micro level. Students will engage with theories of ageing, and concepts such as intersectionality, inequality and ageism, the life course,



generations, and intergenerational relations. The module content will encourage students to challenge stereotyping and to interrogate the diversity of 'ways' of ageing in contemporary societies.

Students will become conversant with theories, literature, and empirical evidence to critically analyse contemporary policy developments, nationally and internationally in relation to ageing. Finally, students will critically engage with the current international and national policy solutions designed to promote and achieve an equitable and inclusive society for all citizens as they age.

Teaching and Learning Methods

Two hours per week, in-person lectorials are scheduled. Students are encouraged to participate in peer-learning and in-class interactive exercises. Group discussions (4/5 students per group) form part of every lectorial as students are encouraged to learn from each other as they reflect on a question posed in class, designed to prompt understanding and creative solutions to social challenges in relation to ageing and intergenerational relations. Promoting and supporting a clear understanding, reflection and a critical mindset in engaging with lecture materials, class discussions/debates, the broad range of materials provided for them (and by students themselves) on Blackboard such as video clips, interviews, TV ads, podcasts, published media, along with academic materials, will assist the students in completing their assignments (reflective peer-reviewed blogs and a critical policy analysis) and meeting LO 1-5.



Assessment Details⁷

Please include the following:

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

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

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog 1 <u>Due Week 6 – Friday 3rd October @9.00pm</u>	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-3	10%
Reflective Blog 2 <u>Due Week 10 -Friday 31st October @9.00pm</u>	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	10%
Policy Analysis <u>Due Week 17 – Wednesday 17th December @9.00pm</u>	2,000-2,500 words critical analysis on a chosen policy area - choice of three policy options	1-5	80%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog <u>Due Week 53: Week beginning 24th August</u>	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-3	10%
Reflective Blog <u>Due Week 53: Week beginning 24th August</u>	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-3	10%
Policy Analysis <u>Due Week 53: Week beginning 24th August</u>	2,000-2,500 words critical analysis on a chosen policy area - choice of three policy options	1-5	80%

⁷ <https://www.tcd.ie/academicpractice/resources/assessment/>



Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <p><i>Module content is presented in a variety of ways, recognising the diversity in learning styles in our student cohort, for example, each week videos, podcasts, media such as TV advertisements, along with academic journal articles and book chapters are provided to promote learning and engagement. Students are encouraged to share suitable resources that they identify as insightful, thus promoting student-led learning from our diverse student body.</i></p> <p><i>Continuous assessment (x2 peer reviewed blogs) based in the principles of reflective learning, allows students the freedom to demonstrate their own insights and understanding on course topics, and to view their fellow student's blogs recognising the value of peer learning and diversity (students learning from each other).</i></p> <p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p>	



Indicative Reading List (approx. 4-5 titles)

Latest pertinent publications from journals incl, Ageing and Society, Canadian Journal of Ageing, Journal of Ageing Studies, Social Inclusion, Intergenerational relations.

- Biggs, S. Hendricks, J. and Lowenstein, A (2020). Critical approaches to Social Gerontology. New York: Routledge.
- Carney, G & Nash, P (2020). Critical questions for Ageing Societies. Bristol: Policy Press.
- Gendron, T (2022). Ageism unmasked. Exploring age bias and how to end it. UK: Steerforth.
- Gullette, M. M (2017). Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press.
- WHO (2023). Connecting generations: planning and implementing interventions for intergenerational contact. Geneva: World Health Organization;

Module Pre-requisite

Module Co-requisite

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

Guest lecturers such as academic researchers, policy experts, and NGO's are invited to lecture with students.



1.33 Global Social Policy (SSU33802), 5 ECTS.

Module Code	SSU33802
Module Name	Global Social Policy
ECTS credit weighting	5 ECTS
Semester taught	Junior Sophister, Semester 2, 2025 / 2026
Module Coordinator/s	Prof Nicola Carr

By the end of this module, students will be able to:

Module Learning

Outcomes with embedded Graduate Attributes

- Demonstrate a critical understanding of the key theories, concepts, and debates in Global Social Policy
- Explain how social problems and policy responses are shaped by global, regional, and national interconnections.
- Analyse the roles of international organisations, governments, NGOs, and global social movements in shaping welfare policy.
- Critically evaluate the limits of methodological nationalism and apply a transnational perspective to the study of social policy.
- Assess how globalisation and structural changes (e.g. migration, economic integration, cross-border governance) influence welfare provision and outcomes.
- Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection.
- Interpret and assess evidence on the global diffusion of social policy ideas and models, including their adoption, adaptation, and resistance.



Module Content

This module introduces students to the field of **Global Social Policy**, examining how social problems and welfare issues transcend national borders in an increasingly interconnected world. The policies of one country can directly or indirectly affect the wellbeing of citizens in others, and students will gain knowledge of these shared challenges alongside the competencies needed to analyse and respond to them. The module provides a foundation in theory, social policy change, and policy outcomes, situating national systems within wider global contexts. Traditionally, social policy research has been rooted in **methodological nationalism**, focusing narrowly on domestic welfare institutions and local actors. Global Social Policy challenges this perspective by focussing on the **extra-national and transnational arenas** where policy is made, contested, and implemented. Adopting a transnational lens, students will explore the roles of international organisations, states, NGOs, advocacy networks, and global social movements in shaping welfare arrangements and influencing access to services worldwide.

The module examines how social policy issues are increasingly understood as **global in scope, cause, and impact**, highlighting responses by both state and non-state actors. Students will investigate the effects of structural social and economic changes, such as cross-border migration, flows of goods and ideas, transnational forms of governance, and multilateral cooperation. Drawing on comparative and international examples, key policy areas such as social security, provision, health, crime and security will be explored.

Teaching and Learning

Methods⁸

The module adopts a **blended and interactive approach**, combining lectures, guided readings, case study work, and independent learning. The design encourages both theoretical engagement and applied analysis, enabling students to develop critical understanding and transferable skills.

⁸ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



Lectures will provide an overview of key theories, concepts, debates, and empirical evidence in Global Social Policy and introduce comparative and transnational perspectives, Lectures will be delivered with supporting slides, recommended readings, and illustrative case material.

Small group discussions in lectures will allow students to interrogate lecture material, apply theories to real-world cases, and debate contrasting perspectives. Activities may include group debates, policy brief exercises, and role-play (e.g. simulating decision-making by governments or international organisations).

Group Presentations will develop skills in teamwork, oral communication, and policy analysis.

Assessment Details⁹

Please include the following:

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

It is recommended that module co-ordinators consider

Assessment Component	Assessment Description	LO Addressed	% of total
Group Presentation. Due Date: Week 27. Fri 27.02.26	In groups of 3–5, students will research and deliver a 20-minute presentation analysing a contemporary issue in Global Social Policy . The case study should focus on one	<ul style="list-style-type: none"> • Demonstrate a critical understanding of the key theories, concepts, and debates in Global Social Policy • Explain how social problems and policy responses are 	30%

⁹ <https://www.tcd.ie/academicpractice/resources/assessment/>



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

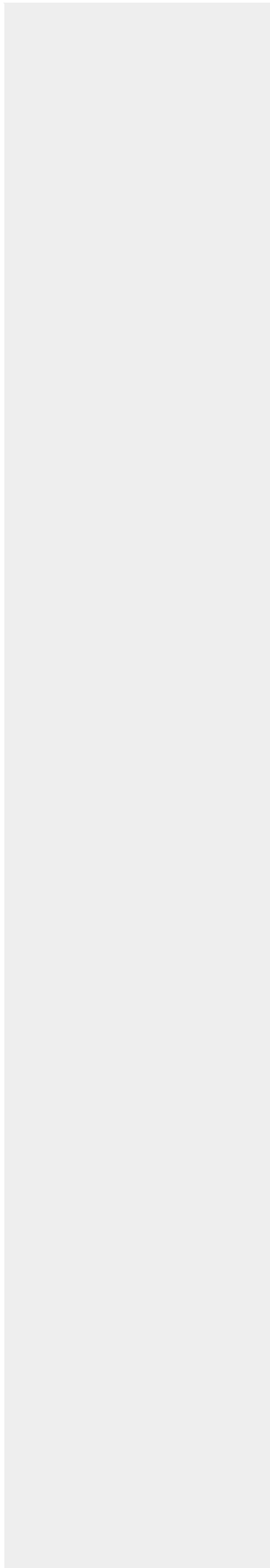
	<p>thematic area (e.g. global migration, child welfare, health, crime and justice, or education) and critically examine the issue.</p> <p>Following the presentation, each group will facilitate a 10-minute Q&A discussion with peers, demonstrating the ability to communicate complex ideas and engage in informed debate.</p>	<p>shaped by global, regional, and national interconnections.</p> <ul style="list-style-type: none"> • Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection. • Interpret and assess evidence on the global diffusion of social policy ideas and models, including their adoption, adaptation, and resistance. 	
<p>Essay (2,000)</p> <p>Due Date:</p> <p>Week 35.</p> <p>Mon 20.04.26</p>	<p>For this assignment students will be provided with a choice of four</p>	<ul style="list-style-type: none"> • Demonstrate a critical understanding of the key theories, 	<p>70%</p>



essay topics based on material covered in the lectures.

concepts, and debates in Global Social Policy

- Explain how social problems and policy responses are shaped by global, regional, and national interconnections.
- Analyse the roles of international organisations, governments, NGOs, and global social movements in shaping welfare policy.
- Critically evaluate the limits of methodological nationalism and apply a transnational perspective to



		<p>the study of social policy.</p> <ul style="list-style-type: none">• Assess how globalisation and structural changes (e.g. migration, economic integration, cross-border governance) influence welfare provision and outcomes.• Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection.• Interpret and assess evidence on the global diffusion of social policy	
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		ideas and models, including their adoption, adaptation, and resistance.	

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Group Presentation will revert to individual recorded presentation.		As above	30%
Essay (2,000 words)	As above	As above	70%



Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p>	



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

- Yeates, N. & Holden, C. (Eds.) (2022) *Understanding Global Social Policy (3rd Edition)*. Bristol: Policy Press.
- Kuhlman, J., Gonzalez de Reufels, D, Nullmeier, F (2019) 'How social policy travels: a refined model for diffusion', *Global Social Policy*.
- Martens, K., Niemann, D. and Kaasch, A. (eds) (2021) *International Organizations in Global Social Governance*, London: Palgrave Macmillan.

Module Pre-requisite None

Module Co-requisite None

**Are other
Schools/Departments
involved in the
delivery of this
module? If yes,
please provide
details.** No



1.33 Global Social Policy (SSU33702), 10 ECTS

Module Code	SSU33702
Module Name	Global Social Policy
ECTS credit weighting	10 ECTS
Semester taught	Junior Sophister, Semester 2, 2025 / 2026
Module Coordinator/s	Prof Nicola Carr
Module Learning Outcomes with embedded Graduate Attributes	<p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none">• Demonstrate a critical understanding of the key theories, concepts, and debates in Global Social Policy• Explain how social problems and policy responses are shaped by global, regional, and national interconnections.• Analyse the roles of international organisations, governments, NGOs, and global social movements in shaping welfare policy.• Critically evaluate the limits of methodological nationalism and apply a transnational perspective to the study of social policy.• Assess how globalisation and structural changes (e.g. migration, economic integration, cross-border governance) influence welfare provision and outcomes.• Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection.• Interpret and assess evidence on the global diffusion of social policy ideas and models, including their adoption, adaptation, and resistance.



Module Content

This module introduces students to the field of **Global Social Policy**, examining how social problems and welfare issues transcend national borders in an increasingly interconnected world. The policies of one country can directly or indirectly affect the wellbeing of citizens in others, and students will gain knowledge of these shared challenges alongside the competencies needed to analyse and respond to them. The module provides a foundation in theory, social policy change, and policy outcomes, situating national systems within wider global contexts. Traditionally, social policy research has been rooted in **methodological nationalism**, focusing narrowly on domestic welfare institutions and local actors. Global Social Policy challenges this perspective by focussing on the **extra-national and transnational arenas** where policy is made, contested, and implemented. Adopting a transnational lens, students will explore the roles of international organisations, states, NGOs, advocacy networks, and global social movements in shaping welfare arrangements and influencing access to services worldwide.

The module examines how social policy issues are increasingly understood as **global in scope, cause, and impact**, highlighting responses by both state and non-state actors. Students will investigate the effects of structural social and economic changes, such as cross-border migration, flows of goods and ideas, transnational forms of governance, and multilateral cooperation. Drawing on comparative and international examples, key policy areas such as social security, provision, health, crime and security will be explored.

Teaching and Learning

Methods¹⁰

The module adopts a **blended and interactive approach**, combining lectures, guided readings, case study work, and independent learning. The design encourages both theoretical engagement and applied analysis, enabling students to develop critical understanding and transferable skills.

¹⁰ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



Lectures will provide an overview of key theories, concepts, debates, and empirical evidence in Global Social Policy and introduce comparative and transnational perspectives, Lectures will be delivered with supporting slides, recommended readings, and illustrative case material.

Small group discussions in lectures will allow students to interrogate lecture material, apply theories to real-world cases, and debate contrasting perspectives. Activities may include group debates, policy brief exercises, and role-play (e.g. simulating decision-making by governments or international organisations).

Group Presentations will develop skills in teamwork, oral communication, and policy analysis.

Assessment Details¹¹

Please include the following:

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

It is recommended that module co-ordinators consider

Assessment Component	Assessment Description	LO Addressed	% of total
Group Presentation	In groups of 3–5, students will research and deliver a 20-minute presentation analysing a contemporary issue in Global Social Policy . The case study should focus on one	<ul style="list-style-type: none"> • Demonstrate a critical understanding of the key theories, concepts, and debates in Global Social Policy • Explain how social problems and policy responses are 	30%

¹¹ <https://www.tcd.ie/academicpractice/resources/assessment/>



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

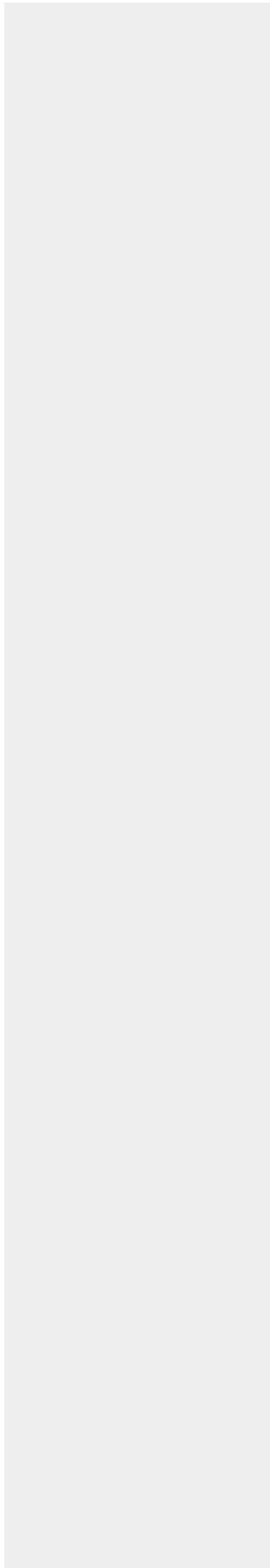
	<p>thematic area (e.g. global migration, child welfare, health, crime and justice, or education) and critically examine the issue.</p> <p>Following the presentation, each group will facilitate a 10-minute Q&A discussion with peers, demonstrating the ability to communicate complex ideas and engage in informed debate.</p>	<p>shaped by global, regional, and national interconnections.</p> <ul style="list-style-type: none"> Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection. Interpret and assess evidence on the global diffusion of social policy ideas and models, including their adoption, adaptation, and resistance. 	
<p>Essay (3,000)</p> <p>Due Date:</p> <p>Week 35.</p> <p>Mon 20.04.26</p>	<p>For this assignment students will be provided with a choice of four</p>	<ul style="list-style-type: none"> Demonstrate a critical understanding of the key theories, 	<p>70%</p>



essay topics based on material covered in the lectures.

concepts, and debates in Global Social Policy

- Explain how social problems and policy responses are shaped by global, regional, and national interconnections.
- Analyse the roles of international organisations, governments, NGOs, and global social movements in shaping welfare policy.
- Critically evaluate the limits of methodological nationalism and apply a transnational perspective to



		<p>the study of social policy.</p> <ul style="list-style-type: none">• Assess how globalisation and structural changes (e.g. migration, economic integration, cross-border governance) influence welfare provision and outcomes.• Apply theoretical frameworks to examine real-world policy issues in areas such as health, education, migration, crime and justice, and social protection.• Interpret and assess evidence on the global diffusion of social policy	
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		ideas and models, including their adoption, adaptation, and resistance.	

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Group Presentation will revert to individual recorded presentation.		As above	30%
Essay (3,000 words)	As above	As above	70%



Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none">• Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
<ul style="list-style-type: none">• Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input checked="" type="checkbox"/>
<ul style="list-style-type: none">• Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
<ul style="list-style-type: none">• Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <p><i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i></p>	



Indicative Reading List (approx. 4-5 titles)

- Yeates, N. & Holden, C. (Eds.) (2022) *Understanding Global Social Policy (3rd Edition)*. Bristol: Policy Press.
- Kuhlman, J., Gonzalez de Reufels, D, Nullmeier, F (2019) 'How social policy travels: a refined model for diffusion', *Global Social Policy*.
- Martens, K., Niemann, D. and Kaasch, A. (eds) (2021) *International organizations in global social governance*, London: Palgrave Macmillan.

Module Pre-requisite None

Module Co-requisite None

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

No



1.34 Quantitative Methods for Social Policy, (SSU34052), 5 ECTS

Module Code	SSU34052
Module Name	Quantitative Methods for Social Policy
ECTS credit weighting	5 ECTS
Semester taught	Semester 2, Junior Sophister, 2025 / 2026
Module Coordinator/s	Dr. Philip Curry
Module Learning Outcomes with embedded Graduate Attributes	<p>On completion of this module students should be able to:</p> <ol style="list-style-type: none">1. Comprehend the main forms of quantitative social research2. Locate quantitative datasets for use in secondary analysis3. Evaluate the quality of quantitative data4. Select and use univariate and bivariate statistics to analyse survey and other forms of quantitative data.
Module Content	<p>This module focuses on the analysis and interpretation of quantitative data to answer questions about the social world. Common sources of such data are surveys, official records and governmental census. The bulk of this module involves practical instruction in the statistical analysis of such data using univariate and bivariate techniques. How and where to access quantitative data and the evaluation of data quality are also covered. The material is divided into following units:</p> <p>Unit 1: Quantitative measurement Unit 2: Quantitative Social Research Unit 3: Sources of Quantitative data Unit 4: Univariate statistics Unit 5: Crosstabulations Unit 6: Comparing means Unit 7: Covariance Unit 8: Assessing Data Quality</p>
Teaching and Learning Methods¹²	<p>This module is delivered through a combination of live lectures, Q and A, online materials and in-class workshops using real-world examples and datasets.</p>

¹² [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



Assessment Details¹³

Please include the following:

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

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

Assessment Component	Assessment Description	LO Addressed	% of total
Data Analysis exercise DUE: Week 33. Fri 10.04.26	1200-word data analysis of a provided real-world dataset.	1,3,4	80 %
Data source DUE: Week 28, Fri 06.03.26	Locate a dataset and identify appropriate research questions.	2	20 %

Re-Assessment Details

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

¹³ <https://www.tcd.ie/academicpractice/resources/assessment/>



Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.? 	☑
<ul style="list-style-type: none"> Have you adapted your resources and teaching materials taking into account Trinity’s Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)? 	☑
<ul style="list-style-type: none"> Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic? 	☑
<ul style="list-style-type: none"> Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <p>Mathematical equations are presented in an accessible digital format and explained in both mathematical notation and plain simple English. Individual support in completing learning assignments is provided to students in-class, on Blackboard, by e-mail and privately with academic staff. This module provides multiple means of representation including videos, online resources and PowerPoint lectures. Slides and other materials are provided in advance of lectures in an accessible format which can be further manipulated by students.</p>	

Indicative Reading List (approx. 4-5 titles)

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

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

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

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



1.34 Quantitative Methods for Social Policy, (SSU34042), 10 ECTS

Module Code	SSU34042
Module Name	Quantitative Methods for Social Policy
ECTS credit weighting	10 ECTS
Semester taught	Semester 2, Junior Sophister, 2025 / 2026
Module Coordinator/s	Dr. Philip Curry
Module Learning Outcomes with embedded Graduate Attributes	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none">• Comprehend the main forms of quantitative social research• Locate quantitative datasets for use in secondary analysis• Evaluate the quality of quantitative data• Select and use univariate and bivariate statistics to analyse survey and other forms of quantitative data• Using simple scaling techniques to create multi-item measures of variables.• Develop statistical models of social phenomenon using simple applications of Multiple Regression and other multivariate techniques.
Module Content	<p>This module focuses on the analysis and interpretation of quantitative data to answer questions about the social world. Common sources of such data are surveys, official records and governmental census. The bulk of this module involves practical instruction in the statistical analysis of such data using univariate, bivariate and multivariate techniques. How and where to access quantitative data and the evaluation of data quality are also covered. The material is divided into following units:</p> <p>Unit 1: Quantitative measurement Unit 2: Quantitative Social Research Unit 3. Sources of Quantitative data Unit 4. Univariate statistics Unit 5. Crosstabulations Unit 6: Comparing means Unit 7. Covariance Unit 8. Assessing Data Quality Unit 9: Scaling analysis Unit 10: Multiple Regression Unit 11: Regression diagnostics / Other multivariate techniques</p>
Teaching and Learning Methods¹⁴	This module is delivered through a combination of live lectures, Q and A, online

¹⁴ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



materials and in-class workshops using real-world examples and datasets.

Assessment

Details¹⁵

Please include the following:

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

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

Assessment Component	Assessment Description	LO Addressed	% of total
Data Analysis exercise DUE: Week 33. Fri 10.04.26	2000-word data analysis of a provided real-world dataset	1,3,4,5,6	80 %
Data source DUE: Week 28, Fri 06.03.26	Locate a dataset and identify appropriate research questions	2	20 %

Re-Assessment Details

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

¹⁵ <https://www.tcd.ie/academicpractice/resources/assessment/>



Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic? 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <p>Mathematical equations are presented in an accessible digital format and explained in both mathematical notation and plain simple English. Individual support in completing learning assignments is provided to students in-class, on Blackboard, by e-mail and privately with academic staff. This module provides multiple means of representation including videos, online resources and PowerPoint lectures. Slides and other materials are provided in advance of lectures in an accessible format which can be further manipulated by students.</p>	

Indicative Reading List (approx. 4-5 titles)

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

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

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

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