



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

ACADEMIC DISCIPLINE OF HUMANITIES AND SOCIAL SCIENCES

CARMARTHEN CAMPUS

LEVEL 4

INSTITUTE OF EDUCATION AND HUMANITIES

2023-2024

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INTRODUCTION

This Module Directory includes all the modules for Level 4 within the Academic Discipline of Humanities and Social Sciences (Carmarthen campus) in the academic year 2023-2024.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

Certificate of Higher Education Social Studies

BA (Hons) Sociology

ECSO4003	Academic Study Skills
ECSO4001	Understanding Society: An Introduction to Sociological Theory
ECSO4002	Who are We: Culture and Identity
ECAY4005	Multi-Agency Working: Policy in Practice
ECAY4004	Agency, Empowerment and Anti-Oppressive Practice
ECSO4004	Hard to Reach Group

Module Code	EC SO4003
Title	Academic Study Skills
Date	20/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce academic and essential learning skills for higher education within the context of the students' programme of study.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Engage in, and recognise the importance of academic reading.
- Understand the skills required for academic writing.
- Understand and apply the conventions of referencing.
- Develop confidence in oral presentations and explore different communication styles.

INDICATIVE CONTENT

- Development of reading skills and strategies appropriate to academic study. For example, critical and evaluative reading, effective use of electronic resources, primary and secondary resources.
- Development of a range of appropriate written formats and structures; such as note taking, summarising, layout, referencing, plagiarism, literature reviews, assignments and timed essays.
- Develop the skills of academic referencing and to understand what constitutes plagiarism and to ensure that academic conventions are followed to avoid plagiarism.
- Exploration of verbal and presentation skills. For example, understanding the importance of communicating to a range of audiences, individual and group seminars, poster presentations, peer reviews and vidcasts.
- Exploration of how to stimulate a positive attitude to study and develop strategies for future success. For example, time management, planning, motivation, working to deadlines, Professional Development Planning (PDP) and reflexivity.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Review of 1 journal article	2000 words	50%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Seminar Presentation	10 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	EC SO4003	
Module Title	Academic Study Skills	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2013) <i>The Study Skills Handbook</i> . 2 nd edition. Hampshire: Palgrave MacMillan.	☐
Essential	Pears, R. & Shields, G. (2014) <i>Cite Them Right</i> . Basingstoke: Palgrave MacMillan.	☐
Further	Cottrell, S. (2013) <i>Skills for Success: The Personal Development Planning Handbook</i> . 4 th edition. Hampshire: Palgrave MacMillan.	☐
Further	Levin, P. (2004) <i>Write Great Essays</i> . Maidenhead: Open University Press.	☐
Further	Pritchards, A.M. (2008) <i>Studying and Learning at University: Vital Skills for Success in your Degree</i> . London: Sage Publications.	☐
Further	Seely, J. (2005) <i>Oxford Guide to Effective Writing and Speaking</i> . 2 nd edition. Oxford: Open University Press.	☐
Further	Van Emden, J. & Becker, L. (2010) <i>Presentation Skills for Students</i> . 2 nd edition. Palgrave Macmillan.	☐
Further	Dweck, C.S. (2006) <i>Self Theories</i> . Littleton, NY: Psychology Press.	☐
Further	Mercer, N. (2006) <i>The Guided Construction of Knowledge: talk amongst teachers and learners</i> . Clevedon: Multilingual Matters Ltd.	☐
Further	• British Journal of Sociology • British Journal of Special Education • Community, Work & Family • Education, Citizenship and Social Justice • Ethnicity and Inequalities in Health and Social Care • Gender & Society • Journal of Family Issues • Journal of Poverty and Social Justice • Media, Culture & Society • Race & Class • Society	☒

	• <i>Sociology</i> • <i>Work and Occupations</i> • <i>Work, Employment and Society</i> • <i>Youth & Society</i>	
Further	www.skills4study	☒

Module Code	ECSO4001
Title	Understanding Society: An Introduction to Sociological Theory
Date	27/03/2019
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide an introduction to the main sociological perspectives and to the methods used by social scientists to investigate contemporary society.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- describe the key features of significant sociological perspectives and how they relate to the study of contemporary society;
- understand the way in which society is structured and the nature of social justice and inclusion;
- understand the nature of sociological enquiry including the concepts of qualitative and quantitative research and primary and secondary evidence.

INDICATIVE CONTENT

- An introduction to the main perspectives from which society is studied; e.g. Marxism, functionalism, neo-liberalism, feminism, capitalism, postmodernism and ecology/ sustainable development.
- An introduction to the ways in which society is divided along lines of gender, class, race, age etc.
- An exploration of the ways in which societal divisions rely on an imbalance of power and consequently lead to inequality.
- An introduction to the nature of qualitative and quantitative research methods and how these relate to the study of contemporary society.
- An introduction to the concept of primary and secondary evidence in social studies.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written Assignment	2100 words	70%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Seminar Presentation	8 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

READING LIST

Module Code	EC SO4001	
Module Title	Understanding Society: An Introduction to Sociological Theory	
Classification	Reading List entry	Electronic*
Essential	Haralambos, M. & Holborn, M. (2018) <i>Sociology: Themes and Perspectives</i> . Hammersmith, London: Harper Collins Publishers Limited.	☐
Essential	Dillon, M (2019) <i>Introduction to Sociological Theory: Theorists, Concepts and their Applicability to the Twenty-first Century</i> , Oxford: Willey-Blackwell.	☐
Essential	Giddens, Sutton, & Sutton, Philip W. (2017). <i>Sociology</i> (7th ed. / revised and updated with Philip W. Sutton. ed.). Cambridge: Polity.	☐
Further	Berger, P.L. & Luckmann, T. (2011) <i>The Social Construction of Reality: A Treatise in the Sociology of Knowledge</i> . London: Penguin.	☐
Further	Best, S. (2003) <i>A Beginner's Guide to Social Theory</i> . London: Sage.	☐
Further	Macdonis, J.J. & Plummer, K. (2011) <i>Sociology: A Global Introduction</i> . Harlow, Essex: Pearson Education Limited.	☐
Further	Schaefer, R.T. (2018). <i>Sociology</i> . New York: McGraw-Hill.	☐
Further	Wilkinson, R. and Pickett, K. (2009) <i>The Spirit Level: Why More Equal Societies Almost Always Do Better</i> . London: Allen Lane.	☐

Module Code	ECSO4002
Title	Who are We: Culture and Identity
Date	27/03/2019
Level	4
Credits	20
Pre-Requisites	N/A

AIM(S)

- To understand what constitutes culture and identity and how these are represented in society.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- describe what constitutes culture and identity;
- identify the tensions between identity and culture and social norms and values;
- examine how social representations of identity and culture impact upon equity and equality in the modern world.

INDICATIVE CONTENT

- Consider the main defining of what constitutes culture and identity including e.g. similarity and difference; understanding identification; self-image and public image; groups and categories. The main theories associated with identity will be explored for example *Identity Theory* (Stryker; Bauman); *Role Identity Theory* (McCall & Simmons); *Social Identity Theory* (Tajfel & Turner; Cote & Levine); *Collective Identity Theory* (Melucci).
- Explore social norms and values and consider how these are used to 'other' individuals and groups e.g. *Othering* (Husserl). Consideration will be given to the multidimensional nature of identity and *Identity Formation Strategies* (Cote & Levine).
- Social representations within the media will also be explored with attention given to issues of stereotyping and stigma will also be considered particularly within a *Social Media and Online Culture* (Goffman & Rosenberg).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2100 words	70%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Seminar Presentation	8 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

READING LIST

Module Code	EC SO4002	
Module Title	Who are We: Culture and Identity	
Classification	Reading List entry	Electronic*
Essential	Lawler S (2014) <i>Identity: Sociological Perspectives</i> , Malden, MA: Polity Press.	☒
Essential	Jenkins, R (2014) <i>Social Identity</i> , London: Routledge.	☐
Essential	Burke, Peter J., and Jan E. Stets. (2009). <i>Identity theory</i> . New York: Oxford Univ. Press.	☐
Essential	Turner, SP (2010) <i>Explaining the Normative</i> , Cambridge, UK: Polity	☐
Further	MacKinnon, Neil J., and David R. Heise. (2014). <i>Self, identity, and social institutions</i> . New York: Palgrave Macmillan.	☐
Further	Rosenberg, Morris. (1979). <i>Conceiving the self</i> . New York: Basic Books.	☐
Further	Stryker, Sheldon. (2002). <i>Symbolic interactionism: A social structural version</i> . Caldwell, NJ: Blackburn.	☐
Further	Cote, JE. & Levine, CG (2002) <i>Identity Formation, Agency and Culture</i> , London: Routledge.	☐
Further	Goffman, Erving. (1990). <i>The presentation of the self in everyday life</i> . Garden City, NY: Doubleday.	☐

Further	McCall, George J., and J. L. Simmons. (1978). <i>Identities and interactions: An examination of human associations in everyday life</i> . New York: Macmillan.	☐
Further	Brown, R (2010) <i>Prejudice: Its Social Psychology</i> , Oxford: Wiley-Blackwell	☐
Further	Seidler, VJ (2010) <i>Embodying Identities: Culture, Differences and Social Theory</i> , Bristol: Polity Press	
Further	Crawford LA & Novak KB (2018) <i>Individual and Society: Sociological Social Psychology</i> , London: Routledge.	

Module Code	ECAY4005
Title	Multi-Agency Working: Policy in Practice
Date	27/03/2019
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce the concept of multi-agency working to support people in need and exploring current policy and practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- identify different models of multi-agency working used to organise support for people; in need;
- describe the benefits of, and obstacles to multi-agency working in Wales and the UK;
- understand the current legislative and policy influences on multi-agency working.

INDICATIVE CONTENT

- The microsystem, mesosystem and macrosystem elements of Bronfenbrenner's Ecological systems theory.
- The relationship between differing models of multi-agency working to Bronfenbrenner's theory.
- An exploration of the proposed benefits of multi-agency working for the agencies, practitioners and service users.
- An exploration of the issues with multi-agency working as outlined in reports and serious case reviews.
- An exploration of the process of policy creation and the factors that influence this process.
- An over-view of current legislative and policy influences on multi-agency working, including the Social Services and Wellbeing (Wales) Act.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2100 words	70%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Poster Presentation	8 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

READING LIST

Module Code	ECAY4005	
Module Title	Multi-Agency Working: Policy in Practice	
Classification	Reading List entry	Electronic*
Essential	Baggott, R. (2013) <i>Partnerships for Public Health and Well-being: Policy and Practice (Interagency Working in Health and Social Care)</i> . London: Palgrave	☐
Essential	Cheminais, R. (2009) <i>Effective Multi-Agency Partnerships: Putting Every Child Matters Into Practice</i> London: Taylor & Francis	☐
Essential	Donnison, D. (2009) <i>Speaking to Power, advocacy for Health and Social Care</i> . Bristol: Policy Press	☐
Essential	Gaspar, M. (2010) <i>Multi-agency Working in the Early Years: Challenges and Opportunities</i> London: Sage	☐
Further	Green, D. (2016). The Power of Advocacy. In <i>How Change Happens</i> (p. How Change Happens, Chapter 14). Oxford University Press. Available at http://whel-primo.hosted.exlibrisgroup.com/44WHELF_UW_TSD_VU1:CSCOP_EVERYTHING:TN_oxford_scholarshiposo/9780198785392.003.0014 Accessed on 04.01.17	☒

Further	Martin, J. and Gosling (2012). <i>Making Partnerships with Service Users and Advocacy Groups Work: How to Grow Genuine and Respectful Relationships in Health and Social Care</i> . London: Jessica Kingsley	☐
Further	De Waal, A. (2015). <i>Advocacy in Conflict: Critical Perspectives on Transnational Activism</i> , ZED books	☐
Further	Newbigging, K. (2015) <i>Independent Mental Health Advocacy - The Right to Be Heard</i> , London: Jessica Kingsley	☐
Further	Thompson, N. (2016) <i>Anti-discriminatory practice: Equality, diversity and social justice</i> . United Kingdom: Palgrave Macmillan	☐
Further	Wright, Jaffe (2014) <i>Six Steps to Successful Child Advocacy: Changing the World for Children</i> . London: Sage	☐

Module Code	ECAY4004
Title	Agency, Empowerment and Anti-Oppressive Practice
Date	27/03/2019
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To ensure that learners develop an awareness of strategies of empowerment from a legislative, theoretical and practice perspectives.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- describe what constitutes agency, voice, empowerment and anti-oppressive practice and the implications for those at risk of exclusion through the exploration of current theory;
- describe potential barriers and challenges to agency and empowerment;
- develop an understanding of how value systems affect the voice of individuals, groups and families.

INDICATIVE CONTENT

- Explore a range of theories which define and contextualise agency, voice, empowerment and anti-oppressive practice this may include reference to sociology, social psychology, social policy and philosophy.
- Explore how and where barriers and challenges to developing agency and empowerment within society; with consideration given to solutions and future change.
- Reflect upon individual value systems and describe how 'Giving Voice to Values' (Gentile, 2009) is influential in developing agency and empowerment.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2100 words	70%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Seminar Presentation	8 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

READING LIST

Module Code	ECAY4004	
Module Title	Agency, Empowerment and Anti-Oppressive Practice	
Classification	Reading List entry	Electronic*
Essential	Social Services and Well-being (Wales) Act 2014 Available at https://www.legislation.gov.uk/anaw/2014/4/contents Accessed on 19.12.2018	☒
Essential	Gentile, M. (2012) <i>Giving Voice to Values: How to Speak Your Mind When You Know What's Right</i> . UK: McGraw-Hill.	☐
Essential	McCabe, A. (2012) <i>Below the Radar in a Big Society? Reflections on Community engagement, empowerment and social action in changing policy context</i> , Yale: US: Yale University Press.	☒
Essential	Dominelli, I. & Campling Houndmills, J. (2002) <i>Anti-oppressive social work theory and practice</i> . UK: Palgrave Macmillan.	☐
Essential	Friere, P. (2017) <i>Pedagogy of The Oppressed</i> . UK: Penguin.	☐
Further	Browne, K. (2011) <i>An Introduction to Sociology</i> . 5 th Ed. UK: Polity Press.	☐
Further	Morgaine, K. & Capous-Desyllas, M. (2015) <i>Anti-oppressive Social Work Practice: Putting Theory into Practice</i> . USA/UK: Sage.	☐

Further	Duschinsky, R., Lampitt, S. & Bell, B. (2016) <i>Sustaining Social Work: Between Power and Powerlessness</i> . UK: Palgrave.	☐
Further	Crawford, A.L. & Novak, B.K. (2018) <i>Individual and Society</i> . UK: Routledge.	☐
Further	Beesley, P.; Watts, M. & Harrison, M. (2018) <i>Developing Communication Skills in Social Work</i> . UK: Sage.	☐
Further	Wilks, T. (2012) <i>Advocacy and Social Work Practice</i> . UK: McGraw-Hill.	☐
Further	Hoefer, R (2019) <i>Advocacy Practice for Social Justice</i> , Buckingham: OUP.	☐

Module Code	EC SO4004
Title	Hard to Reach Groups
Date	20/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide an introduction to a range of groups in society who are at risk of exclusion.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to

- understand a range of groups at risk of exclusion;
- define key terms and demographic characteristics of these groups;
- understand the barriers to equality and inclusion for these groups in society;
- explore the multi-dimensional effects of social positioning within culture and sub-culture.

INDICATIVE CONTENT

- An introduction to the range of groups/individuals who are at risk of exclusion in society including; vulnerable adults, Rurality, individuals not in education, employment or training (NEET), offenders, homeless, looked after children (LAC) those who engage in substance abuse (drugs, alcohol and gambling) those at risk of domestic/sexual abuse and beyond in a range of contexts.
- A broad overview of key terms used to define these groups and explore the statistics of distribution in society including gender and sexual diversity, disability, poverty, ethnicity, class and age. Reference to current legislation and policy within this field of study.
- Explore the concept of 'risk' and 'resilience' within the context of these groups. Consideration will be given to barriers to full engagement in society.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Assignment	2500 words	60%

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Seminar Presentation	10 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	60%
Practical	40%
TOTAL	100%

Module Code	ECSO4004	
Module Title	Hard to Reach Groups	
Classification	Reading List entry	Electronic*
Essential	Jenson, JM & Fraser, MW (2016) <i>Social Policy for Children and Families: A Risk and Resilience Perspective</i> , London: Sage.	☐
Essential	Warwick-Booth, L (2013) <i>Social Inequality: A Student's Guide</i> , London: Sage.	☐
Further	All, G (2014) <i>Working with Substance Users: A Guide to Effective Interventions</i> , London: Palgrave McMillian.	☐

Further	Buzawa, ES, Buzawa, CG & Stark ED (2015) <i>Responding to Domestic Violence</i> , London: Sage.	☐
Further	Cocker, C & Allain, L (2012) <i>Social Work with Looked After Children</i> , London: Sage.	☐
Further	Doyle, C & Timms, C (2014) <i>Child Neglect and Emotional Abuse</i> , London: Sage.	☐
Further	Goldson, B & Muncie, J (2015) <i>Youth Crime and Justice</i> , London: Sage.	☐
Further	Herring J (2016) <i>Vulnerable Adults and the Law</i> , Oxford: OUP.	☐
Further	Jackson, E (2015) <i>Young Homeless People and Urban Space: Fixed in Mobility</i> , London: Routledge.	☐
Further	Malley-Morrison, K & Hines, D (2003) <i>Family Violence in a Cultural Perspective</i> , London: Sage.	☐
Further	Milbourne, P (2011) <i>Rural Wales in the 21st Century: Society, Economy and Environment</i> , Cardiff: University of Wales Press.	☐
Further	Molly J (2015) <i>Neglected: True Stories of Children's Search for Love in the and Out of the care System</i> , London: Simon & Schuster UK.	☐
Further	Pycroft, A (2015) <i>Key Concepts of Substance Misuse</i> , London: Sage.	☐
Further	Rogers, L (2015) <i>Disengagement from Education</i> , London: Trenthan Books.	☐
Further	Simmons, R & Thompson, R (2011) <i>NEET Young People and Training for Work: Learning on the Margins</i> , London: Trenthan Books.	☐
Further	Smith M & Fulcher, L (2013) <i>Residential Child Care in Practice: Making a Difference</i> , London: Policy Press.	☐