Wrexham Glyndŵr University

MODULE SPECIFICATION PROFORMA

Module Title:	Children and Families in Society	**Level**:	5	**Credit Value**:	20

Module code:	EDC533	**Is this a new module?**	YES	**Code of module being replaced**:	NA

Cost Centre:	GAEC	**JACS3 code**:	X310

Trimester(s) in which to be offered:	1	**With effect from:**	September 18

School:	Social & Life Sciences	**Module Leader:**	Kate Wagner

Scheduled learning and teaching hours	48hrs
Guided independent study	128hrs
Placement	24hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Childhood, Education and Welfare	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

Module Aims
This module aims to analyse and explore the concept of family, the role of the child within the family and the role of the family within society. It will also analyse the factors which influence children and families in society. You will develop an understanding of key sociological perspectives on families in contemporary society. You will also critically engage with key issues and debates with respect to the family and society.

Intended Learning Outcomes
Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Demonstrate detailed knowledge and understanding of sociological perspectives of the family.	KS1	KS5
		KS3	KS6
		KS4	KS9
2	Explore and examine the position of the child within the family.	KS1	KS5
		KS3	KS6
		KS4	KS9
3	Evaluate key debates with respect to children, family and society.	KS1	KS6
		KS3	KS8
		KS4	KS9
		KS5	
4	Demonstrate the capacity to identify and utilise relevant and topical material to present coherent arguments in relation to children, family and society.	KS3	KS6
		KS4	KS8
		KS5	KS9
Transferable/key skills and other attributes			

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.
- Evaluation
- Critical thinking

Derogations

None

Assessment:

A written discussion of a newspaper article where the student decides the topic relating to children, families and society using sociological perspectives to form a coherent argument.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	All	Report	100%		4000

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Resource Finder.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course as the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:
- What are the concepts of family within society?
- What is the position of the child within the family?
- What are the factors that influence the position of children and families within the structures of society?
- What are the key issues that impact on children and families in society?

In exploring these questions this module will consider:
- Drawing on a number of established sociological theories in order to understand and critically explore issues surrounding 'childhood', 'the child' and 'the family'.
- Focusing on the complexity and diversity of young children's experiences of early childhood in contemporary British society within the family.
- Investigating the majority/minority position of the child in the family and society
- Examining some of the key structural changes in the family in relation to important social institutions and services and how this has been influenced by long term historical changes in the relations between men, women and young children.

- Examining key issues such as education, health, and poverty in society in relation to children and the family.
- Examining concepts of social care in society and key social policy issues that affect the lives of children and their families.
- Examining key political and social policy issues and developments that affect the lives of young children and their families in the UK.
- Considering political and policy developments at a global, European, UK and local level drawing on theoretical frameworks and real examples to consider how politics and policy impact on young children and their families.
- Students will be encouraged to develop an informed personal perspective on social issues and to consider how social policy impacts on young children and families.

Bibliography:

Essential reading

Alcock, P. and May, M. (2014), *Social Policy in Britain*. Fourth Edition. London: Palgrave Macmillan.

Punch, S., Harden, J., Marsh, I. and Keating, M. (2013), *Sociology: Making Sense of Society*. Fifth Edition. London: Pearson.

Other indicative reading

Calder, G. (2016), *How Inequalities Run in Families: Unfair Advantage and the Limits of Social Mobility.* London: Policy Press.

Chambers, D. (2012), *A Sociology of Family Life: Change and Diversity in Intimate Relations*. Cambridge: Polity.

Clarke, A. (Ed.) (2013), *Childhoods in Context.* Second Edition. London: Policy Press.

Daly, M. and Kelly, G. (2015), *Families and Poverty: Everyday Life on a Low Income.* London: Policy Press.

Giddens, A. (2013), *Sociology*. Seventh Edition. Polity Press.

Haralambos, M. and Holborn, M. (2013), *Sociology Themes and Perspectives.* Eight Edition. Collins Educational.

Journals:

Childhood

Childhoods Today
Children and Society
Education 3-13
International Journal of Education Childhood Education Research
International Journal of Play

Websites:

Department for Education
http://www.education.gov.uk/

Department of Health
https://www.gov.uk/government/organisations/department-of-health

Joseph Rowntree Foundation
http://www.jrf.org.uk/

NfER
http://www.nfer.ac.uk/

SSRU
http://www.ioe.ac.uk/research/54489.html

Thinktanks at The Guardian
http://www.guardian.co.uk/politics/page/2007/dec/20/1