

MODULE SPECIFICATION FORM

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| Module Title: | Working with Children and Families in Society | Level: | 5 | Credit Value: | 40 |
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| Module code: | ECS504 | Cost Centre: | GAEC | JACS2 code: | X310 |
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| Semester(s) in which to be offered: | 1/2 | With effect from: | July 2015 |
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| Office use only: To be completed by AQSU: | Date approved: | September 2013 |
| | Date revised: | July 2015 |
| | Version no: | 2 |

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| Existing/New: | Existing | Title of module being replaced (if any): |
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| Originating Academic area: | Childhood and Family Studies | Module Leader: | Kate Wagner |
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| Module duration (total hours) | 400 | Status: core/option/elective (identify programme where appropriate): Core |
| Scheduled learning & teaching hours | 60 | |
| Work-based Learning | 60 | |
| Independent study | 280 | |

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| Percentage taught by Subjects other than originating Subject (please name other Subjects): |
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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.

Expected Learning Outcomes:

At the end of this module, students should be able to:

Knowledge and Understanding:

- 1) Evaluate current theories and perspectives of the family within society.
- 2) Examine the child's position within the family.
- 3) Explore how the structures of society influence the child and family.
- 4) Evaluate the factors which influence the child and family in relation to practice.

Key Academic skills:

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing

Transferable/Key Skills and other attributes:

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

Assessment:

- 1) Portfolio – to include a section/task reflecting each of the learning outcomes above.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting | Duration (if exam) | Word count (or equivalent if appropriate) |
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| 1 | 1,2,3,4 | Portfolio | 100% | | 8,000 |

Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. 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, live chat sessions, 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.

Syllabus outline:

The syllabus outline has been presented as a broad 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 and 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:

- 1) What are the concepts of family within society?
- 2) What is the position of the child within the family?
- 3) What is the position of children and families within the structures of society?
- 4) How does education influence the child and family?
- 5) How does health influence the child and family?
- 6) How does social care influence the child and family?
- 7) How does policy and law influence the child and 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 the nature and purpose of education in society and key education policy issues that affect the lives of young children and their families.
- Examining the concept of health in society and key health policy issues that affect the lives of children and their families

- 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

Books marked with an * are currently available for students to access via Athens

Essential reading:

Frost, N. (2011), *Rethinking Children and Families: The Relationship between Childhood, Families and the State*. London: Continuum Books.

James, A. and James, A. L. (2004), *Constructing Childhood: Theory Policy and Social Practice*. Basingstoke: Palgrave Macmillan.

Other indicative reading:

Allan, G. and Crow, G. (2001), *Families, Households and Society*. Basingstoke: Palgrave Macmillan.

Hendrick, H. (1997), *Children, Childhood and English Society, 1880 – 1990*. Cambridge: Cambridge University Press.

Jones, P. (2009), *Rethinking Childhood: Attitudes in Contemporary Society*. London and New York: Continuum Books.

Ribbens McCarthy, J., Doolittle, M. and Day Sclater, S. (2012), *Understanding Family Meanings: A Reflexive Text*. Bristol: Policy Press.

Ribbens McCarthy, J. and Edwards, R. (2011), *Key Concepts in Family Studies*. London: Sage.

Wyness, M. (2006), *Childhood and Society*. Basingstoke: Palgrave Macmillan.

Journals:

Childhood – A journal of Global Child Research
 European Early Childhood Education Research Journal
 Educational Research
 Early Years - An International Research Journal
 Education 3-13

International Journal of the Sociology of the Family
Journal of Early Childhood Research
Journal of Social Policy

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>