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Module Code:	EDN506
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Module Title:	Understanding Family in Childhood
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Level:	5	Credit Value:	20
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Cost Centre(s):	GAEC	JACS3 code:	X300
		HECoS code:	100457

Faculty	SLS	Module Leader:	Gillian Danby
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Scheduled learning and teaching hours	30 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Working with Children and Families	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only	
Initial approval: 03/04/2020	Version no: 1
With effect from: 01/09/2020	
Date and details of revision:	Version no:

Module Aims

This module will explore the important role of the family in relation to childhood. It will examine the family unit in relation to society, health and education, including specific issues which may impact on the successful functioning of the family.

This module will specifically examine the theory and practice surrounding Attachment and Adverse Childhood Experiences.

Module Learning Outcomes - at the end of this module, students will be able to

1	Critically understand the role of the family and the position of the child within the family structure.
2	Examine and analyse the impact of society, health and education on children and families.
3	Evaluate the critical role of attachment in relation to childhood.
4.	Develop an understanding of Adverse Childhood Experiences (ACES) and how they impact on childhood and families.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	
Enterprising	
Ethical	I
KEY ATTITUDES	
Commitment	I
Curiosity	
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	
Organisation	
Leadership and team working	
Critical thinking	A
Emotional intelligence	IA
Communication	IA

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Participants will be required to complete an essay of up to 4000 words.

Essay – an essay which demonstrates an understanding of the role of the family within childhood and the factors which may support and/or negatively impact the lives of children.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Essay	100%

Learning and Teaching Strategies:

A variety of learning and teaching strategies may be used to include a selection from:

- Lectures
- Workshops
- Blended learning
- Group activities/practical tasks
- Individual and group tutorials
- Directed study tasks

Each module will be supported by a Moodle module space in line with the University minimum requirements.

Syllabus outline:

The following provides an indicative module content:

- Examination of what family is, different types of family unit and how children are perceived within the family structure.
- An examination of policy, legislation and literature as it relates to the functioning of the family unit.
- Understand how factors related to society, health and education impact on the role and functioning of the family, including relevant theory and research.
- Understand the important role of attachment to the family and child.
- Examine the theory and types of attachment and how this presents in practice.
- Understand the meaning of Adverse Childhood Experiences (ACES), including an examination of theory and literature.
- Examine how ACES may present in and out of the family unit.

Syllabus outline:

Please note that 'inclusive practice' is a core theme running throughout all relevant modules. Therefore when delivering your module content please ensure that reference is made to 'inclusivity' within the context of your delivery.

Indicative Bibliography:**Essential reading**

Allen, M. and Donkin, A. (2015), *The impact of adverse experiences in the home on the health of children and young people, and inequalities in prevalence and effects*. London: UCL Institute of Health Equity (available online)

Jenson, J.M. and Fraser, M.W. (eds.) (2016), *Social policy for children and families : a risk and resilience perspective*. London: Sage

Pearce, C. (2016), *A short introduction to attachment and attachment disorder*. 2nd ed. London: Jessica Kinsley

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

Other indicative reading

Chambers, D. (2015), *A Sociology of Family Life*. Cambridge: Polity Press

DeBell, D. (ed.) (2016), *Public health for children*. Boca Raton : CRC Press

Frost, N. (2011), *Rethinking children and families : the relationship between the child, the family and the state*. London: Continuum International

Levy, T.M. and Orlans, M. (2014), *Attachment, Trauma, and Healing: Understanding and Treating Attachment Disorder in Children, Families and Adults*. 2nd ed. London: Jessica Kinsley.

Read, V. (2010), *Developing attachment in early years settings : nurturing secure relationships from birth to five years*. Abingdon: Routledge