



### MODULE SPECIFICATION

| Part 1: Information              |   |                           |                           |
|----------------------------------|---|---------------------------|---------------------------|
| <b>Module Title</b>              | Love, Intimacy and Personal Life: The Sociology of Families   |                           |                           |
| <b>Module Code</b>               | UZSY8K-30-2   | <b>Level</b>              | 2                         |
| <b>For implementation from</b>   | September 2019  |                           |                           |
| <b>UWE Credit Rating</b>         | 30  | <b>ECTS Credit Rating</b> | 15                        |
| <b>Faculty</b>                   | Health and Applied Sciences   | <b>Field</b>              | Sociology and Criminology |
| <b>Department</b>                | Health and Social Sciences  |                           |                           |
| <b>Contributes towards</b>       | BA (Hons) Sociology<br>BA (Hons) Sociology (with foundation year)<br>BA (Hons) Sociology with Psychology<br>BA (Hons) Sociology with Psychology (with foundation year)<br>BA (Hons) Criminology with Sociology<br>BA (Hons) Criminology with Sociology (with foundation year) |                           |                           |
| <b>Module type:</b>              | Standard Module   |                           |                           |
| <b>Pre-requisites</b>            | None  |                           |                           |
| <b>Excluded Combinations</b>     | None  |                           |                           |
| <b>Co- requisites</b>            | None  |                           |                           |
| <b>Module Entry requirements</b> | None  |                           |                           |

| Part 2: Description   |  |
|---|--|
| <p>Drawing on sociological theory and research, this module will introduce students to the continuity, change and diversity in intimate relationships and family life in transition. By supplementing taught sessions with case study research, the module aims to enhance autonomous working and develop research skills in order to locate, analyse and synthesise relevant empirical and theoretical sources. The module will cover themes such as family change, the tenacity of nuclear family norms, the desire for marriage in an age of cohabitation and divorce, 'living apart together' relationships, and different-sex civil partnerships. The module will also cover the importance of economic, social, cultural, and political factors on both the form and nature of the modern 'family'. This focus will not be limited to the UK and we will cover global issues such as refugee parenting, migrating for marriage and love in India.</p> <p>The module will be delivered through one 3 hour teaching block once a week. This 3 hour slot will comprise elements of lecture, workshop and seminar, as well as time for students to develop skills such as analysis and public speaking and to discuss their assignments. In this way students will be provided with formative assessment of their contributions throughout the academic year.</p> |  |

**Part 3: Assessment: Strategy and Details**

The module is assessed by coursework and a presentation: a 2500 word case study and 5-10 minute presentation. The case study component will be split into 1500 words submitted at the end of the first block of teaching and 1000 words submitted alongside an in-class presentation after the second block of teaching. The assessment requires students both to engage with theoretical knowledge of family life and to provide a contemporary example to illustrate their argument. Students will produce a short presentation covering the content of their report at a 'roundtable' student conference. This applied part of the assessment will develop the students' skills not only in presenting their written material but also in terms of listening and responding in a conference-style setting. In addition, the focus on a contemporary example of family change requires students to research and be cognisant of policy developments, law change and big data. In these respects, this module will aid and develop numerous graduate skills including: research and data analysis; theory application; analysis and synthesis of different materials; evaluation of data; appraising policy and legal documents; constructing an argument; presenting an argument in writing and verbally; presenting to a varied audience; listening and responding to others presenting.

The module's learning outcomes and assessment strategy support the sociology programme's fulfilment of the relevant QAA benchmarks and have been designed to take account of the level descriptors pertinent to a second year optional module.




**Summative Assessment**

1. Case Study [2500 words total, 5-10 minute presentation] divided into:
  - i. 1500 words on the theory of family change
  - ii. 1000 words on a contemporary example of family change
  - iii. 5-10 minute presentation on findings from the written report

**Formative Assessment**

Students will receive formative assessment throughout the module in the form of ongoing feedback on contributions and skills development through the lecture/workshops. Students will also have the opportunity to discuss plans of their summative assessments with the module leader in the taught sessions as well as through individual tutorials.

|  |  |            |
|--|--|------------|
| Identify final timetabled piece of assessment (component and element)            | Component A1   |            |
| % weighting between components A and B (Standard modules only)                   | <b>A:</b>  | <b>B:</b>  |
|  | <b>25%</b>   | <b>75%</b> |
| <b>First Sit</b>   |  |            |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b> | <b>Element weighting</b><br><b>(as % of component)</b> |            |
| 1. 5-10 minute presentation on case study  | 100%   |            |
| <b>Component B</b><br><b>Description of each element</b>                         | <b>Element weighting</b><br><b>(as % of component)</b> |            |
| 1. 1500 word essay on the theory of family change                                | 60%  |            |
| 2. 1000 word report on a contemporary example of family change                   | 40%  |            |
| <b>Resit (further attendance at taught classes is not required)</b>              |  |            |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b> | <b>Element weighting</b><br><b>(as % of component)</b> |            |
| 1. 5-10 minute presentation on case study delivered via Kaltura                  | 100%   |            |

| Component B<br>Description of each element                     | Element weighting<br>(as % of component)  |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
|--|---|--|-----------------------|------------------------------------|---|----------------------------------|-------|--------------------------------------|-------|--|------|--|--|--|----|--|-----------------------|---|-------------------------|-----------------------|-----------------|--|-----|----|-----|---|-----|---|
| 1. 2500 word essay on the theory and practice of family change | 100%  |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| <b>Part 4: Learning Outcomes &amp; KIS Data</b>                |   |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| Learning Outcomes  | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a comprehensive knowledge and understanding of sociological theories of the family [Component B1];</li> <li>2. Identify the diversity of family living and the contested definitions of what stands as a family and/or intimacy [Component B2];</li> <li>3. Evaluate contemporary sociological explanations for family formation, family change and couple relationships [Component B1];</li> <li>4. Apply a critical understanding of the nature of intimacy and changes in couple relationships in contemporary Britain and beyond [Component B2 and A1];</li> <li>4. Identify and research a relevant case study [Component B1 and B2];</li> <li>5. Demonstrate an understanding of the relationship between family theory, policy and sociological research [Components B1, B2 and A1];</li> <li>6. Communicate key information, arguments and analysis through oral presentation or reflection [Component A1].</li> </ol>   |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| Key Information Sets Information (KIS)                         | <table border="1" data-bbox="456 842 1366 1223"> <thead> <tr> <th colspan="5" data-bbox="456 842 922 875"><b>Key Information Set - Module data</b></th> </tr> <tr> <td data-bbox="456 875 592 909"></td> <td data-bbox="592 875 751 909"></td> <td data-bbox="751 875 922 909"></td> <td data-bbox="922 875 1086 909"></td> <td data-bbox="1086 875 1366 909"></td> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="456 909 592 943"><i>Number of credits for this module</i></td> <td data-bbox="1086 909 1230 943" style="text-align: center;">30</td> <td data-bbox="1230 909 1366 943"></td> </tr> <tr> <th data-bbox="456 987 592 1133">Hours to be allocated</th> <th data-bbox="592 987 751 1133">Scheduled learning and teaching study hours</th> <th data-bbox="751 987 922 1133">Independent study hours</th> <th data-bbox="922 987 1086 1133">Placement study hours</th> <th data-bbox="1086 987 1230 1133">Allocated Hours</th> <td data-bbox="1230 987 1366 1133"></td> </tr> <tr> <td data-bbox="456 1133 592 1167" style="text-align: center;">300</td> <td data-bbox="592 1133 751 1167" style="text-align: center;">72</td> <td data-bbox="751 1133 922 1167" style="text-align: center;">228</td> <td data-bbox="922 1133 1086 1167" style="text-align: center;">0</td> <td data-bbox="1086 1133 1230 1167" style="text-align: center;">300</td> <td data-bbox="1230 1133 1366 1167" style="text-align: center;"></td> </tr> </tbody> </table> | <b>Key Information Set - Module data</b> |                       |                                    |   |                                  |       |                                      |       |  |      | <i>Number of credits for this module</i> |  |  | 30 |  | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |  | 300 | 72 | 228 | 0 | 300 |  |
| <b>Key Information Set - Module data</b>                       |   |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
|  |   |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| <i>Number of credits for this module</i>                       |   |  | 30                    |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| Hours to be allocated  | Scheduled learning and teaching study hours   | Independent study hours                  | Placement study hours | Allocated Hours                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| 300  | 72  | 228                                      | 0                     | 300                                |  |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| Contact Hours  | <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam<br/> <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test<br/> <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="644 1559 1337 1794"> <thead> <tr> <th data-bbox="644 1559 1198 1592">Total assessment of the module:</th> <th data-bbox="1198 1559 1337 1592"></th> </tr> </thead> <tbody> <tr> <td data-bbox="644 1637 1198 1671">Written exam assessment percentage</td> <td data-bbox="1198 1637 1337 1671" style="text-align: center;">0%</td> </tr> <tr> <td data-bbox="644 1671 1198 1704">Coursework assessment percentage</td> <td data-bbox="1198 1671 1337 1704" style="text-align: center;">75.0%</td> </tr> <tr> <td data-bbox="644 1704 1198 1738">Practical exam assessment percentage</td> <td data-bbox="1198 1704 1337 1738" style="text-align: center;">25.0%</td> </tr> <tr> <td data-bbox="644 1760 1198 1794"></td> <td data-bbox="1198 1760 1337 1794" style="text-align: center;">100%</td> </tr> </tbody> </table>   | Total assessment of the module:          |                       | Written exam assessment percentage | 0%  | Coursework assessment percentage | 75.0% | Practical exam assessment percentage | 25.0% |  | 100% |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| Total assessment of the module:                                |   |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| Written exam assessment percentage                             | 0%  |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| Coursework assessment percentage                               | 75.0%   |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| Practical exam assessment percentage                           | 25.0%   |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
|  | 100%  |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| Total Assessment   |   |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |
| Reading Strategy   | <p><b>Core readings</b><br/> Weekly core readings will form a fundamental part of this module and workshop delivery. These weekly readings will be indicated clearly in the online 'Reading List', along with the method for accessing it. All core readings will be accessible via the library, whether online or in print form. The module handbook will also provide the core reading information for each week.</p> <p><b>Further readings</b></p>  |  |                       |                                    |   |                                  |       |                                      |       |  |      |  |  |  |    |  |                       |   |                         |                       |                 |  |     |    |     |   |     |   |

|              |   |
|--------------|---|
|              | <p>Recommended websites and relevant journals will also be provided in the module handbook and students are expected to identify all other relevant reading for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and reliable web-based resources.</p> <p><b>Access and skills</b></p> <p>The development of literature searching skills is supported by a Library slot provided within the first semester. Level two skills will build upon those developed during the first year. Additional support is available through the Library Services web pages: interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library. Additional tutorial support will be offered by the module leader.</p> |
| Reading List | <p><b>Reading List:</b> <a href="https://rl.talis.com/3/uwe/lists/2BA53DB1-5BDD-057E-99C4-5C0FE5FD3DCF.html?lang=en-US&amp;login=1">https://rl.talis.com/3/uwe/lists/2BA53DB1-5BDD-057E-99C4-5C0FE5FD3DCF.html?lang=en-US&amp;login=1</a></p>   |

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|---|-------------|---------|---|---------------------------|
| First ASQC Approval Date  | 16 Jan 2019 |         |   |                           |
| Revision CAP Approval Date<br><i>Update this row each time a change goes to CAP</i> |             | Version | 1 | <a href="#">RIA 12817</a> |