



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Family Problems - Problem Families: Psycho-Social Perspectives on Domestic and Community Life				
Module Code	UZSNQU-30-3	Level	3	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Sociology and Criminology		
Contributes towards	BA (Hons) Sociology BA (Hons) Sociology and Criminology BA (Hons) Sociology with Criminology BSc (Hons) Sociology with Psychology BSc (Hons) Psychology with Sociology BA (Hons) Criminology with Sociology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	30/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate :</p> <ol style="list-style-type: none"> 1. A critical sociological understanding of theories of the family, changing family forms and practices and their relationship to social policy Components A and B). 2. A clear understanding of the role of ideologies, discourses and fantasies surrounding 'the family' as a psycho-social construction (component A and B) 3. Appreciate ethical issues relating to research on families (component B) 4. An understanding of methodologies for researching families and communities (Components A and B) 5. An ability to explore the intersections of family and broader community life (Components A and B) 6. Understanding of the intersections of family life with social inequalities (Component A and B) 7. An ability to apply theories, concepts and methods in volunteering, work-based or community activity (Component A and B) 8. An ability to communicate ideas clearly to different groups of

	<p>people(Components A and B)</p> <p>9. An understanding of the roles and relationships within and between families and communities (Components A and B).</p>
Syllabus Outline	<ul style="list-style-type: none"> • Families we live by and families we live with • Discourses, narratives and fantasies of family life • Researching families and communities • Ethical and methodological dilemmas • Explorations of family life in one community • Revisiting some classic sociological and psychological theories of the family • Families, kinship and community • From family structure to family practices • Changing social policies and family experiences • British families past and present • Global family differences • Families and inequality • What is the 'function' of families today? • Families in crisis • Bad, mad and dangerous to know families • Single living • LGBT families • The role of reproductive technologies
Contact Hours	<ul style="list-style-type: none"> • The module will be delivered through a combination of workshops, seminars; group work and independent learning. Two hours per week will be classroom based comprising a workshop and seminar. One hour a week will be scheduled tutorials, supervision, online discussion and independent learning individually or in groups. <p>http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</p>
Teaching and Learning Methods	<ul style="list-style-type: none"> • Each week students will be encouraged to engage with theories and concepts explored through lectures, reading and discussion. • Students will be expected to undertake directed reading and other preparation (2hrs) for the weekly workshops (1hr) and seminars (1hr). • Students will be encouraged to make use of one-to-one tutorials (1 hour) to help them develop understanding and to prepare for their presentations and assignments. • Students will also be encouraged to contribute to on-line discussions • Students will be encouraged, under supervision, to apply their growing understanding to a discrete area of activity within the community or to undertake desk-based inquiry into a current or historical social issue associated with family life (2 hours per week)

<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="424 398 1404 743"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="568 1144 1262 1379"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%
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<p>Reading Strategy</p>	<p>Core readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>																														
<p>Indicative</p>																															

Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide.</p> <p>Boswell, J. (1994) <i>The Marriage of Likeness: Same-Sex Unions in Pre-Modern Europe</i>. London: Harper Collins.</p> <p>Charles, N et al. eds. (2008) <i>Families in Transition: Social Change, Family Formation, and Kin Relationships</i>. Bristol: Policy Press.</p> <p>Drake, M. ed. (1994) <i>Time, Family and Community</i>. Oxford: Oxford University Press/Blackwell.</p> <p>Edwards, R. ed. (2008) <i>Researching Families and Communities?</i>. London: Routledge.</p> <p>Gabb, .J (2008) <i>Researching Intimacy in Families</i>. London: Palgrave MacMillan Routledge.</p> <p>Giddens, A. (1998) <i>The Transformation of Intimacy</i>. Cambridge: Polity Press.</p> <p>Gillies, V. et al. (2001) <i>Pulling Together, Pulling Apart: the Family Lives of Young People</i>. London: Family Policy Studies Centre/ Joseph Rowntree Foundation</p> <p>Holden, K. (2007) <i>The Shadow of Marriage: Singleness in England 1914-6.</i>, Manchester: Manchester University Press.</p> <p>Laing, R. D. (1971) <i>The Politics of the Family and Other Essays</i>. London: Tavistock</p> <p>Parsons, T. (1956) <i>Family: Socialisation and Interaction Process</i>. London: Routledge</p> <p>Young, M. and Willmott, P. (1975) <i>The Symmetrical Family</i>. Harmondsworth: Penguin</p> <p>Young, M. and Willmott, H. (1957) <i>Family and Kinship in East London</i>. London, Routledge and Kegan Paul.</p>
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Part 3: Assessment	
Assessment Strategy	<ul style="list-style-type: none"> • Component A • One 20 minute oral presentation in class on a topic related to the themes of the module. Students are assessed on a range of communication skills (oral, verbal, visual); and their ability to translate and apply ideas to relevant areas of community and work-place organisations where appropriate. • Reflective supplementary presentation notes (1500 words max) which demonstrate an ability to further develop skills and ideas for longer assignment <p style="text-align: center;">Component B</p> <ul style="list-style-type: none"> • One 3000 word written assignment which may take a variety of writing styles, traditional essay, report, case study, auto-ethnography etc. • Formative assessment is offered immediately post-presentations to help students develop understanding and improve communication

	<p>skills where necessary.</p> <ul style="list-style-type: none"> Students will also be offered formative assessment opportunities in workshops and through one-to-one supervision to discuss assignment plans. NB Summative assessment on the presentation is given once both the presentation and written reflection on the presentation have been completed.
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Individual Seminar Presentation (20 minutes) with 1500 word reflection	100	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1. Written Assignment (3,000 words)	100	
2.(etc)		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual Seminar Presentation (20-25 minutes) with 1500 word accompanying written piece	100	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1. Written Assignment (3,000)	100	
2.(etc)		
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		