ECED820

Families in Context

S1 Day 2019

Department of Educational Studies

Contents

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General Information

Unit convenor and teaching staff
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Co Convenor
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Credit points
4

Prerequisites
Admission to MTeach(Birth to Five Years) or MEChild or MEd or MEdLead or MIndigenousEd or GradDipIndigenousEd or MSpecEd or GradCertEChild or GradCertEdS

Corequisites

Co-badged status

Unit description
The overarching aim of this unit is to examine the implications of diversity in family values and the value of family across a range of contexts. Over the course of the unit, we will consider the role of socio-cultural, economic and political contexts in shaping family life and family values in the 21st century. Drawing on a variety of resources, including diverse media, academic publications and reflections on personal experiences, we will explore changing family lives and the extent to which traditional, largely Western-based, images of 'family' life reflect contemporary experiences and practices of families and children in Australia and abroad.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

To explore diverse contexts in and perspectives on ways in which families function.

To reflect on personal experiences and how these shape perspectives.

To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.

To highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.

To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.

To explore the online environment and contribute effectively and respectfully.

To engage in active and critical reflective practice about working with diverse families.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or

misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at <u>all</u> assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your

student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assign 1	20%	No	18th March and 20th May
Assign 2	40%	No	23rd April
Assign 3	40%	No	6th June

Assign 1

Due: **18th March and 20th May**
Weighting: **20%**

Task 1: On-Line participation

This task requires you to participate in the **Unit iLearn private mail** and discussion forum to assist in building your confidence with the on-line learning systems.

Criteria for assessment:

1. Effective use of Unit webpage and discussion board
2. Email to Fay via iLearn dialogue
3. Ability to contribute to online discussion posting "Who am I" with professionalism and clarity

Assignment #1: Task 1 due Mon 18th March by 11.59pm

Task 2: On-Line discussions Due 20th May

The on-line discussions for each module will form an important part of students' developing understandings and critical interpretation of key readings for each Learning Module. Students should see the Discussions as an opportunity to express responses to readings, ideas and questions that arise during the course of the unit, as well as receiving feedback from other students enrolled in the unit.

Students are invited to contribute online postings based on their learning in each Module. There are some key questions to guide students' learning with each Module. Your postings can be in response to these questions but are not limited to these. Independent and creative thinking by students on any matters raised during each Module is welcomed.

Criteria for assessment:

- Level of participation in discussions – demonstration of engagement with peers by stimulating and adding to ongoing discussions.

- Provided discussion in 5 modules and in the timeframe set.
- Provided 5 responses to other students' posts and in the timeframe set.
- Clarity of written communication.
- Correct APA referencing

Assignment #1: Task 2 due Monday 20th May by 11.59pm

On successful completion you will be able to:

- To explore diverse contexts in and perspectives on ways in which families function.
- To reflect on personal experiences and how these shape perspectives.
- To highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.
- To explore the online environment and contribute effectively and respectfully.
- To engage in active and critical reflective practice about working with diverse families.

Assign 2

Due: **23rd April**
Weighting: **40%**

Major Essay based on the analysis of selected topic(s) focusing on Families Images and the Role of the Media (2000 words)

The purpose of this assignment is to promote critical analysis of portrayal of families in the media with reference to the academic literature on families. For the assignment, you are required to collect one or more media artefacts that reflect a particular aspect of "family" in contemporary society. These 'artefacts' may be a YouTube video or an article from a newspaper or a popular magazine or a collection of 2-3 images of families from one type of media or an episode from a TV series. It should act as a stimulus or focus point for a specific area of discussion based on one of the modules (about families) identified in this unit.

Using your readings and studies in this unit, you are required to construct a critical analysis of perspectives presented in your selected media image(s). Use the selected media image(s) to argue

1. How the media influences and/or reflects public perceptions of families.
2. How the media examples you have chosen impact on the family module you have selected. Clearly identify the topic or Module that your essay is targeting.
3. The relevance of this type of family for your work. Your work or profession could include you as an early childhood professional, school teacher or policy maker. Please make it clear what profession your discussion is referring to.

Ensure that your analysis is constructed with reference to scholarly, evidence-based perspectives on theories and concepts of families.

Assessment Criteria

Your overall mark on this assignment will be based on the following:

- Clear definition of your topic/Module of interest and key arguments presented in your assignment.
- Use of scholarly theories and concepts of family in constructing a critical analysis of readings used to inform your discussion.
- Quality of discussion about the relevance of the media example and the module/topic
- Quality of discussion about the relevance in promoting sensitivity when working with children and their families in the profession you have outlined.
- A well-constructed analysis in APA style that is linked to your learning in this unit.

On successful completion you will be able to:
- To explore diverse contexts in and perspectives on ways in which families function.
- To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
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Assign 3

Due: **6th June**
Weighting: **40%**

Philosophy paper - reflections on working with families (2000 words)

In Australia, under the National Quality Standard (NQF) (ACECQA 2011) new regulations and standards have been developed for assessing the quality of centres providing early childhood care and education. Quality Area 6 is titled "Collaborative partnerships with families and communities" (p. 145) and is based on the premise that such relationships are "fundamental to achieve quality outcomes for children." Primary schools are also now being encouraged to think deeply about developing partnerships with families as strong parent involvement is linked to better educational outcomes for children.

Reflect on the material covered in this unit to date and consider what key elements or principles you would want to communicate to families and staff in a service (eg long day care centre, school, family support agency, family service etc).

1. Write an introductory statement outlining your vision in relation to *'collaboration with families'* for your centre, school, agency or service - your position statement.
2. List 5-8 principles that elaborate on the vision statement and that address the key

elements that you consider important. These might include how you communicate with families, their rights, responsibilities, diversity or supporting and sharing with families.

3. Explain the rationale for each principle chosen in relation to vision statement. Your discussion will make reference to supporting evidence from the materials covered in the unit and/or additional readings.

A key expected learning outcome of this unit is students' enhanced awareness of and sensitivity to diversity in families. In order to maintain engagement in all the topics presented, and with the assessment tasks it will be necessary for students to reflect on issues raised at tutorials and/or in the on-line discussions on a weekly basis. These reflections would best be recorded in a notebook or collection of notes in a style that suits individual students. Such a notebook will not be assessed but could be particularly helpful for Assessment Task #3 as it comes at the end of the teaching weeks for this unit.

Assessment Criteria:

Your overall mark for Assessment task 3 will be based on the following:

- A clearly articulated statement of position or philosophy concerning *'collaboration with families'*

- Several (5 -8) principles that elaborate on the statement of philosophy and that address key relevant elements for your centre, school, classroom or service.

- A clearly articulated rationale for each principle chosen in relation to the vision statement.

- The assignment shows clear evidence of integrated learning across the material, discussions and reflections covered in this unit, and the ability to apply this understanding and knowledge to an early childhood context. Appropriately cited evidence (literature and research) is used to support all aspects of the assignment.

On successful completion you will be able to:
- To explore diverse contexts in and perspectives on ways in which families function.
- To reflect on personal experiences and how these shape perspectives.
- To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- To engage in active and critical reflective practice about working with diverse families.

Delivery and Resources

Textbook:

TEXTBOOK: There is no set textbook for the unit. You will have weekly readings and some additional readings recommended.

To learn about APA referencing and academic writing

Perrin, R. (2011). *Pocket guide to APA style* (5th ed). Boston, USA: Wadsworth Cengage Learning.

Recommended additional textbooks

- Australian context

Grace, R., & Hodge, K., & McMahon, C. (Eds.) (2016*). Children, families and communities.* (5th Edn), South Melbourne: Oxford University Press.

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access**: The i*Learn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting**: You are

required to use an appropriate form of software to present your assignments.

- **Uploading** of assessment tasks to **iLearn**.

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Structure

The unit comprises lectures and tutorial tasks (internal) or online tasks (external). In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit ILearn site

Unit Schedule

OVERVIEW OF THE WEEKLY CONTENT AND PROGRAM FOR UNIT ECHX820/ECED820/ECED720

Week	Lecture topic/Lecturer	Tutor	Readings
Week 1 Feb 25	Introduction to the unit Families: Definitions, Contexts and Theoretical Orientations (Fay Hadley)	**NO TUTE**	Giele (2011) Cassells et al (2013)
Week 2 March 4	Research and study of families: Multi-disciplinary perspectives (Fay Hadley)	**NO TUTE**	Lee & McLanahan (2015) Taylor (2006)
Week 3 March 11	Media Portrayal of families (Kelly Johnston)	**Tutorial 15th March** 9-4.30pm **Katie** **(week 1-3)**	Döring et al (2016). Klocker (2014) Rush, E. (2011).

Week 4 March 18	Recent arrivals: children from immigrant and refugee backgrounds (Fay Hadley) **Assignment #1: Task 1 due Mon 18th March by 11.59pm** *Online zoom chat for external students Tues 19th 7-8pm (checking in and assignment 2)*	**NO TUTE**	DeGioa (2015) Williams (2010)
Week 5 March 265	Families with members with disabilities (Katie Wright)	**NO TUTE**	Bachraz & Grace (2009) Goodley & Tregaskis (2006) Silvermanet al (2010)
Week 6 April 1	Children with parents who identify as Lesbian, Gay, Bisexual and Transgender (LGBT) (Kathy Clougessy)	**NO TUTE**	Cloughessy & Waniganayake (2013) Rawsthorne (2010)
Week 7 April 8	Indigenous perspectives – kinship ties (online module to complete)	**Tutorial 12th April** 9-4.30pm **Katie** **(week 4-7)**	Closing the gap (2015) Walter & Hewitt (2012)
April 15 – April 26 Mid semester break **Assignment #2: Major essay on role of media due Tuesday 23rd April by 11.59pm**			
Week 8 April 29	Family formation from Assisted Reproduction Technologies (Caitlin Macmillan)	**No TUTE**	Benagiano et al (2012) Hammarberg et al (2008) Hammarberg (2013)
Week 9 May 6	Children from families identified as 'at risk': Divorce, Remarriage, Single-Parent families, Isolated families from metropolitan and rural/regional areas (Fay Hadley) *Online zoom chat for external students Tues 7th May 7-8pm (checking in and assignment 3)*	**NO TUTE**	Baxter et al (2011) McArthur & Thomson (2011)
Week 10 May 13	What next? Where to from here in terms of researching with families (Fay Hadley)	**Tutorial 17th May** 9-4.30pm **Katie** **(week 8-12)**	Pascal & Bertram (2012) Sammons et al (2015)

Week 11 May 20	Developing a philosophical approach to working with families in EC settings (Fay Hadley) **Assignment #1: Task 2 due Monday 20th May by 11.59pm**	**No TUTE**	Waniganayake et al (2012)
Week 12 May 27	Wrap up – reflections and lessons learnt (Fay Hadley)	**No TUTE**	TBC
Week 13 June 3	**Assignment #3: Philosophy Paper on Working with families due Thursday 6th June 11.59pm**	**No TUTE**	

Classes are held 29 Wallys Wlk - 041 Faculty Tute Rm

Attendance at tutorials (as indicated above) is expected for all internal students.

Internal students prepare for classes/modules by reading the prescribed readings identified for the modules BEFORE coming to the scheduled class and by listening to the lectures on Echo. In this way, you can engage in discussions in an informed way. Students can also read further on topics that interest them from the recommended list of readings in each module. For external students we recommend you work through the modules each week, this includes listening to the lecture, completing both readings and responding to the questions. A description of each Learning Module topic and required readings is provided on iLearn. A number of readings are recommended to complement each topic. However, all topics are inter-related and students are likely to find it useful throughout studies on this unit to revisit readings from previous topics and/ or dip into readings required for future topics. All lectures are pre-recorded and will be available through Echo.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](#)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](#)

IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/](#).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- To explore diverse contexts in and perspectives on ways in which families function.
- To reflect on personal experiences and how these shape perspectives.
- To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
- To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- To engage in active and critical reflective practice about working with diverse families.

Assessment tasks

- Assign 1
- Assign 3

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- To explore diverse contexts in and perspectives on ways in which families function.
- To reflect on personal experiences and how these shape perspectives.
- To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- To highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.
- To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.

Assessment tasks

- Assign 1
- Assign 2
- Assign 3

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- To explore diverse contexts in and perspectives on ways in which families function.
- To reflect on personal experiences and how these shape perspectives.
- To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.

- To highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.
- To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- To engage in active and critical reflective practice about working with diverse families.

Assessment tasks

- Assign 1
- Assign 2
- Assign 3

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- To explore diverse contexts in and perspectives on ways in which families function.
- To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- To highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.

Assessment tasks

- Assign 2
- Assign 3

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- To reflect on personal experiences and how these shape perspectives.
- To highlight and critically analyse a range of social, cultural and political perspectives/

influences on family life.

- To explore the online environment and contribute effectively and respectfully.

Assessment task

- Assign 1

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- To explore the online environment and contribute effectively and respectfully.

Assessment tasks

- Assign 1
- Assign 2
- Assign 3