Module Descriptor

Title	Collaborative Practice		
Session	2026/27	**Status**	new module
Code	CHPS08002	**SCQF Level**	8
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences**		
Module Co-ordinator	Dean Armstrong		

Summary of Module

This module explores the relationship between family learning and effective teamworking within early learning and childcare settings. It focuses on how nursery teams work collaboratively to support families as partners in children's learning, development and wellbeing. The module recognises family learning as a shared and relational process that is strengthened through positive communication, consistent practice and collaborative working within nursery teams.

Students will develop an understanding of contemporary approaches to family learning, including learning that takes place across home and nursery contexts. The diversity of families and the social, cultural and contextual factors that influence engagement with learning are explored, alongside the importance of inclusive and respectful partnership working. Students will consider how nursery teams can create welcoming environments that value families' knowledge, experiences and contributions.

Alongside this, the module introduces key theories and concepts related to teamworking in nursery settings. Students will examine team roles, communication styles and stages of team development, reflecting on how effective collaboration within nursery teams supports consistent approaches to family learning. Opportunities are provided for students to reflect on their own role within a nursery team and consider how individual contributions impact relationships with families and colleagues.

Learning is grounded in real nursery contexts and emphasises reflective and practice-based application. The module supports students to connect theory to everyday practice, developing confidence in working collaboratively within nursery teams to support family learning.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☒ Other (specify) New College Lanarkshire; West College Scotland	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Describe and explain key concepts and approaches to family learning within early learning and childcare settings, recognising the role of families as partners in children's learning and development.
L2	Demonstrate understanding of theories and models of teamworking relevant to nursery settings, including roles, communication and stages of team development.
L3	Apply theory to practice by identifying how effective collaboration within nursery teams supports positive relationships and consistent approaches to family learning.
L4	Reflect on their own role and contribution within a nursery team, considering how individual strengths, communication styles and responsibilities impact on working with families.
L5	Communicate ideas effectively by presenting or discussing family learning and teamworking practices using appropriate professional language relevant to childhood practice.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 8** Students will develop knowledge and understanding of key concepts related to family learning and collaborative practice within nursery settings. This knowledge will be developed through engagement with theory, policy and practice-based examples that explore how families

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	and nursery teams work together to support children's learning and development.
Practice: Applied Knowledge and Understanding	**SCQF 8** Students will apply their knowledge of family learning and teamworking by relating theory to everyday nursery practice. This will be developed through reflective activities and practice-based tasks that require students to consider how collaborative approaches support effective engagement with families.
Generic Cognitive skills	**SCQF 8** Students will develop cognitive skills including reflection, analysis and problem-solving in relation to family learning and collaborative practice. These skills will be developed by examining case studies and reflecting on their own role within nursery teams to identify effective approaches and areas for improvement.
Communication, ICT and Numeracy Skills	**SCQF 8** Students will develop communication skills by presenting ideas clearly and using appropriate professional language to discuss family learning and teamworking practices. ICT skills will be developed through the use of digital platforms to access learning materials and present work, with numeracy skills applied where relevant to planning and evaluating practice.
Autonomy, Accountability and Working with Others	**SCQF 8** Students will develop autonomy and accountability by reflecting on their own role and responsibilities within nursery teams when supporting family learning. This will be developed through collaborative learning activities that require students to work with others respectfully, recognise shared responsibility and demonstrate professional behaviour within early learning and childcare contexts.

Prerequisites	**Module Code**	**Module Title**
	Other Relevant study at level 8 or related field	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In line with current UWS learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48–60 contact hours. Learning and teaching strategies are designed to promote critical enquiry, reflexivity and the integration of theory, research and professional practice, consistent with SCQF Level 8 expectations. Learning and teaching approaches will include: - Lectures and critically dialogic seminars - Case-based and problem-based learning focused on complex practice scenarios - Workshops developing analytical and evaluative approaches to inclusive practice - Critical engagement with practitioner narratives and policy texts - Guided independent, collaborative and work-based learning

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	48
Work-based Learning	150
Independent Study	102
n/a	NA
n/a	NA
n/a	NA
TOTAL	300

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Biesta, G., Field, J, Goodson, I, Hodkinson, P and Macleod, F. (2008) Learning Lives: Learning, Identity and Agency in the Life-course: Full Research Report ESRC End of Award Report, RES-139-25-0111. ESRC.

Carpentieri, J.D. (2012) Family learning: a review of the research literature. University of London. The National Research and Development Centre for adult literacy and numeracy.

Chambers, D. (2012) A Sociology of Family Life: Change and Diversity in Intimate Relations. Polity Press

Education Scotland (2018) Family Learning Framework: Advice for Practitioners. Education Scotland.

Falk, J.H., and Dierking, L.D. (2019) 'Reimagining public science education: the role of lifelong free-choice learning', Disciplinary and Interdisciplinary Science Education Research, 1(10), Available at: https://doi.org/10.1186/s43031-019-0013-x

Hartas, D. (2014) Parenting, Family Policy and Children's Wellbeing in an unequal society: A new cultural war for parents. Palgrave McMillan.

Morgan, D. (2011) 'Locating 'Family Practices'', Sociological Research Online, 16(4), pp. 174 – 182. Available https://doi.org/10.5153/sro.2535

Moss, P. and Mitchell, L. (2024) Early Childhood in the Anglosphere. UCL Press.

McDowall Clark, R. (2020) Childhood in society for the early years. 4th edn. Sage.

NIACE (2013) Family Learning Works: The Inquiry into Family Learning in England and Wales. National Institute of Adult Continuing Education

Sameroff, A (2010) 'A Unified Theory of Development: A Dialectic Integration of Nature and Nurture', Child Development, 80(1). Available at: https://doi.org/10.1111/j.1467-8624.2009.01378.x

Scottish Government. (2016) Review of Family Learning Supporting Excellence and Equity. Scottish Government.

SSSC (2024) Codes of Practice. Scottish Social Services Council.

SSSC (2015) The Standard for Childhood Practice Revised. Scottish Social Services Council.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** 80%

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. This module aligns with the Equality Act (2010) and the UWS Equality, Diversity and Human Rights Code. Inclusive learning and teaching approaches are embedded throughout the module, with reasonable adjustments made where appropriate to support student learning.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Early Years
Moderator	C Gollek
External Examiner	tbc
Accreditation Details	SSSC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation
Assessment 2
Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☒	☒	100%	48

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	48 hours

Change Control

What	**When**	**Who**
New module	February 26	D Armstrong
update following ILQR Feedback	July 26	D Armstrong