Module Descriptor

Title	Family Pedagogy and the Image of the Child		
Session	26/27	**Status**	
Code	BAEL09008	**SCQF Level**	9
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences** Education and Social Sciences		
Module Co-ordinator	L. Gilmour		

Summary of Module

This 30-credit module provides an in-depth, critically reflective exploration of family pedagogy, positioning the image of the child as the ethical, philosophical and pedagogical foundation for all decision-making within families, communities and professional practice.

The module examines historical, sociological, political and cultural constructions of childhood, family and learning, and critically explores how these constructions shape policy, systems, professional identities and everyday practice. Students will engage with competing and sometimes conflicting images of the child (e.g. child as competent, vulnerable, developing, citizen, agentic, relational being) and analyse how these shape pedagogy, intervention, assessment, support and partnership work with families.

Family learning is explored as a relational, intergenerational, socially situated and ethically complex practice. The module foregrounds rights-based, strengths-based and relational pedagogies, and critically examines issues of power, inequality, culture, inclusion, surveillance and professional authority. This module encourages critical practitioner enquiry into contemporary ideologies, theories and practices in family learning and family pedagogy. It positions the image of the child as a central ethical, philosophical and pedagogical foundation for all decisions made within families, communities and professional practice.

A central focus is the development of professional judgement and ethical reasoning, supporting students to articulate, justify and critique their own pedagogical positions and professional decision-making in children's services, early years and family-facing contexts.

Employability skills

The module aids the development of the following UWS graduate attributes and Skills Development Scotland Meta Skills : Focussing, Integrity, Adapting, Initiative, Communication, Feeling, Collaboration, Leading, Curiosity, Creativity, Sense making, Critical thinking, Digital intelligence.

Contribution to the UN Sustainability goals

- Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.
- Quality Education: Ensure inclusive and equitable quality education and promote lifel ong learning opportunities for all.
- Gender Equality: Achieve gender equality and empower all women and girls.
- Reduced Inequalities: Reduce inequality within and among countries.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] Error! Bookmark not defined.	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify) **X** Mix of on campus and online	

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	Critically analyse historical, sociological and political constructions of childhood and family as sites of learning.
L2	Evaluate and compare competing theoretical perspectives on family learning and family pedagogy, including the implications of different images of the child.
L3	Critically evaluate partnership working, professional power and ethical decision-making in work with families and children.
L4	Construct a coherent, critically argued pedagogical position that justifies professional practice using theory, research and ethical reasoning.
L5	

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 9** Broad and integrated, with critical depth, of theories of childhood, family, pedagogy, ethics, power and professional practice.
Practice: Applied Knowledge and Understanding	**SCQF 9** Use a range of approaches to analyse, evaluate and redesign family learning and partnership practices in complex professional contexts.

[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

Generic Cognitive skills	**SCQF 9** Critically review, consolidate and extend knowledge; construct and sustain scholarly and professional arguments.
Communication, ICT and Numeracy Skills	**SCQF 9** Communicate complex ideas effectively to professional and academic audiences using appropriate digital tools.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise initiative, responsibility and ethical awareness in professional judgement and collaborative contexts.

Prerequisites	**Module Code**	**Module Title**
	Other	
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 develop expertise in the specialised filed of Early Learning and Childcare where students gain skills in the ability to ; advise and support others, make recommendations on managing complex processes or issues. plan and organise own work or that of a team of professional colleagues, work autonomously, using initiative within professional and ethical codes of practice, manage others and/or a range of resources, and collaborate with other specialists, apply and communicate knowledge of current issues, techniques, and developments in their sector to address both foreseen and unforeseen challenges, undertake critical analysis, evaluation, and synthesis of information and practices whilst also encouraged to keep abreast of developments in specialist areas and understand the boundaries and limitations of their professional role. All of the skills gained from teaching and learning in this module are consistent with SCQF Level 9 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 Contact Time	54
Work-based Learning Work Based Learning	198
Independent Study Independent Study	48
n/a	
n/a	
n/a	
TOTAL	300

Indicative Resources

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

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

Falk, J.H., and Dierking, L.D (2019) Reimagining public science education: the role of lifelong free-choice learning. Discp Interdscip Sci Educ Res Vol 1 (10). 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. London. Palgrave McMillan.

Moss, P. and Mitchell, L. (2024) Early Childhood in the Anglosphere. London. UCL Press [Online] Available Early Childhood in the Anglosphere: Systemic failings and transformative possibilities - UCL Discovery McDowall

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

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

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

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

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities. The way the module is delivered—whether on campus, online, or in a blended format—will match how your programme is normally taught for your level of study. You will study Child Development and ELC in the same way that you are used to studying other level 9 modules on the BA Early Learning and Childcare Programme.

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	**Please select Education**
Overall Assessment Results	**Graded**
Module Eligible for Compensation	☒ **Yes** **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	S. Henderson-Bone
External Examiner	M.McKenzie
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Critical Case Analysis - 2,000 words or equivalent. Students critically analyse a real or constructed practice scenario involving work with families, explicitly examining: • The image(s) of the child at work • Ethical tensions and power relationships • Pedagogical decision-making • Alternative theoretical and practice approaches
Assessment 2
Professional Position Paper - 2,000 words or equivalent Students develop a sustained, critical and theoretically informed position paper that: • Articulates their pedagogical stance on family pedagogy • Critically examines how their image of the child shapes professional practice • Engages with policy, theory, research and ethics • Makes defensible recommendations for practice or system development
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**
Critical Case Analysis	☒	☒	☒	☐	☐	50%	27

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Professional Position Paper -	☐	☒	☒	☒	☐	50%	27

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	54 hours

Change Control

What	**When**	**Who**
Module overview updated, LO's and assessment redesigned,	Feb 2026	Nancy Allan/Lorraine Gilmour
Module Code, MC and Moderator added	17/6/26	L. Gilmour
Module specific info added to Learning and Teaching , Attendance and Engagement & Equality and Diversity sections.	17/6/26	L.Gilmour
Timetabled and combined contact hours, related LO's added to assessment Part 1 and 2.	17/6/26	L.Gilmour