



## Module Descriptor

Title	Family Pedagogy (CS)		
Session	2025/26	Status	
Code		SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	
School	Education and Social Sciences		
Module Co-ordinator	L Gilmour		
<b>Summary of Module</b>			
<p>This module encourages current practitioner enquiry to draw upon contemporary ideologies, theories and practice on the subject of family learning and pedagogy.</p> <p>Content will include historical, political, and sociological aspects of family learning. Knowledge and understanding of contemporary views of family learning will be gained alongside opportunities to explore the evolving nature of family learning as a site for the development of people, families, communities, and society.</p> <p>Existing definitions of family learning will be explored and discussed. This will enable students to consider themes within family learning considering how these could be supported in practice, Exploration of key themes of difference, development and connection highlight the various definitions, purpose and needs for the most effective family learning pedagogical approach.</p> <p>In response to calls made in previous research, this module will promote examination of the wider benefits of family learning on the individual such as family, communities and society for the twenty first century and beyond.</p> <p>A key focus will consider development of family learning on reflection of the qualities required for early childhood practice pedagogies to support the development of individuals, families, communities and society.</p> <p>The module enables the students to develop the following UWS Graduate Attributes:</p> <p>critical thinking, collaboration, problem solving, motivation, autonomy,creativity, resilience and transformational.</p> <p>The module contributes towards the following UN Sustainable Goals:</p> <p>3.Ensure healthy lives and promote well-being for all at all ages.</p> <p>4.Ensur[ing] inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>		
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Identify and explain sociological trends within historic and contemporary views of the family as a space for learning.
<b>L2</b>	Critically analyse definitions of family learning and summarise key themes from research on the role of family pedagogy in children's services
<b>L3</b>	Evaluate current approaches in partnership working and highlight strengths and areas for improvement in practice to support family learning.
<b>L4</b>	n/a
<b>L5</b>	n/a

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> A broad and integrated knowledge and understanding of the trends and sequences within historic and contemporary views of the family.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Carry out routine lines of enquiry, development or investigation into definitions of family learning and current practices to support family pedagogy in Children's Services.
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Critically evaluate evidence based solutions to defined and routine problems and issues.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Use a range of standard applications to process and obtain data which relates to relevant professional contexts
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

<b>Prerequisites</b>	<b>Module Code</b> n/a	<b>Module Title</b> n/a
	<b>Other</b> n/a	
<b>Co-requisites</b>	<b>Module Code</b> n/a	<b>Module Title</b> n/a

<b>Learning and Teaching</b>	
<p>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.</p> <p>Use of VLE, Interactive Whiteboards, online tutor/student-led discussions, and individual and group tasks. Lectures, tutorials, student-led seminars, group work, role-play, presentations, workshops, and problem-based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment.</p> <p>Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Laboratory / Practical Demonstration / Workshop	18
Independent Study	129
Personal Development Plan	35
Please select	
Please select	
<b>TOTAL</b>	200

<b>Indicative Resources</b>
<b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b>

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. Swindon: 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 (2012) A Sociology of Family Life: Change and Diversity in Intimate Relations. Cambridge. Polity Press

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 Interdiscip 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 MacMillan.

Morgan, D. (2011) Locating 'Family Practices'. Sociological Research Online. Vol 16 (4). Available <https://doi.org/10.5153/sro.2535>

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.

## 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](#).**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

**(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

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	J Ovington.
<b>External Examiner</b>	C Counihan
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	March 2025

## Assessment (also refer to Assessment Outcomes Grids below)

### Assessment 1

PowerPoint Presentation at end of module.

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### Assessment 2

n/a

### Assessment 3

n/a

(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Recorded Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	3

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
na/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a	0

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a	0
<b>Combined total for all components</b>						100%	0 hours

#### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
Aligned with guideline notes	18/03/2025	L.Gilmour
Change of method of assessment	18/03/2025	L. Gilmour
Indicative resources updated	18/03/2025	L. Gilmour