

## University of the West of Scotland

## Module Descriptor

Session: 2024/2025

<b>Title of Module:</b> Family Pedagogy			
<b>Code:</b> EDUC09057	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points:</b> 20	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	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>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>Hybrid C</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
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The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

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

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&U)	SCQF Level 9. A broad and integrated knowledge and understanding of the trends and sequences within historic and contemporary views of the family.
Practice: Applied Knowledge and Understanding	SCQF Level 9. 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.
Generic Cognitive skills	SCQF Level 9. Critically evaluate evidence based solutions to defined and routine problems and issues.
Communication, ICT and Numeracy Skills	SCQF Level 9. Use a range of standard applications to process and obtain data which relates to relevant professional contexts
Autonomy, Accountability and Working with others	SCQF Level 9. Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

<b>Pre-requisites:</b>	Before undertaking this module, the student should have undertaken the following:	
	<b>Module Code: n/a</b>	<b>Module Title: n/a</b>
	<b>Other:</b>	n/a
<b>Co-requisites</b>	<b>Module Code: n/a</b>	<b>Module Title: n/a</b>

### Learning and Teaching

Research and investigation, including research in the field -collecting, presenting and analysing data. (Independent and group work), problem solving, presentations by university lecturers and visiting lecturers, presentations to peers and seminars will be used to develop learning and teaching in this module.

Student handbooks, and other detailed material made available to students, will give more specific information on the 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

**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.**

<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> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Work Based Learning/Placement	50
Independent Study	114
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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.

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

Levitas, R. (2005) *The inclusive society: Social exclusion and new labour* (2nd ed). Basingstoke. Macmillan.

McKenzie, J. (2010) *Family Learning: Engaging with Parents*. Edinburgh. Dunedin.

Mooney, G. and Scott, G. (eds.) (2012) *Social Justice and Social Policy in Scotland*. Bristol. The Policy Press.

Murray, L. Barnes, M. (2010) Have Families Been Rethought? Ethic of Care. Family and 'Whole Family' Approaches. *Journal of Science Policy and Society Social Policy & Society* Vol.9 (4), pp.533-544 [Online]. Cambridge University Press. Wiley.

National Parent Forum of Scotland (2016) *Review of the impact of the Scottish Schools (Parental Involvement) Act 2006*.

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

Scottish Government (2006) *Scottish Schools (Parental Involvement) Act 2006. Guidance*. Edinburgh. Scottish Government

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

Smart C (2011) Families, secrets and memories. *Sociology*. Vol. (45) 4: pp539–553. Available: Sage Journals.

(\*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.

### 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](#).

(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>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	tbc
<b>External Examiner</b>	C. Counihan
<b>Accreditation Details</b>	e.g. ACCA Click or tap here to enter text.
<b>Changes/Version Number</b>	4

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

The formative assessment for this module will consist of oral feedback for tasks carried out in class and a formative evaluation of how students worked collaboratively in group tasks.

The summative assessment will be a Recorded Power Point presentation requiring students to critically discuss current perspectives and definitions of family learning and evaluate family learning pedagogies in practice.

Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment tasks and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for summative assessments. For assignments, this will include the use of individual proforma.

(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.)

### Assessment Outcome Grids (See Guidance Note)

#### Component 1

<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Recorded Presentation	X	X	X	n/a	n/a	100%	0

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0</b>

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