Module Descriptor

Title	Supporting Families New		
Session	2026/27	**Status**	Published
Code	HLTH10007	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Eileen Harkess-Murphy		

Summary of Module

The Scottish Government (2012) is promoting a supportive and integrated way of working with all families. This means working across boundaries and putting families at the heart of decision making.

This module seeks to explore the role and function of the practitioner working with families in the health, social and education settings, utilising the concept of the family as the key focus of the care delivery. The student will appraise the role of the family within the decision making process, through exploring aspects of applied theoretical frameworks.

Exploration of the family role within contemporary society and the policy drivers which guide and inform practice will also reviewed. A range of family assessment strategies will be explored which will also enhance practitioners' skills of working with families' (Scottish Government, 2010).

Throughout the module the role of the practitioner working with families will be explored focusing on the family, inter-agency working and working in partnership with the families.

This module will allow students through group working to explore and discuss in detail the role families play in contemporary society considering the implications of this provision across the sector along with informing their own practices.

As a result, the module will support students to develop a number of characteristics which contribute to the UWS Graduate Attributes of 'UNIVERSAL'-critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research minded and socially responsible; 'WORK-READY'knowledgeable, digitally literate, effective communicator, motivated, potential leader; AND 'SUCCESSFUL'autonomous, incisive, creative and resilient.

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	

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 examine the concept of the family in contemporary society.
L2	Systematically review and evaluate the effectiveness of family assessment tools.
L3	Demonstrate a critical understanding of policy drivers which underpin professional practice.
L4	Critically reflect on their own learning from the module in relation to the nature and value if inter-professional practice within the context of the family and integrated service delivery.
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 10** Critically examine the concept of the family and family assessment tools.
Practice: Applied Knowledge and Understanding	**SCQF 10** Critically examining the application of knowledge of family to inform professional practice. Working within professional / legal framework.
Generic Cognitive skills	**SCQF 10**

[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

	Analysing links between policy and strategy and implementation of local, national and/or international initiatives.
Communication, ICT and Numeracy Skills	**SCQF 10** Using a range of specialised communication skills to support family care strategies.
Autonomy, Accountability and Working with Others	**SCQF 10** Reflecting analytically on own role and those of health and social care providers across statutory and third sector services. Commenting critically on the need to develop partnership working between families and professional practitioners Using detailed knowledge of culture, professional and ethical frameworks to identify and address the needs of families.

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. This module will be delivered using a hybrid approach to learning and teaching; it will include independent and group research and investigation, (collecting, presenting and analysing data), problem solving; presentations by staff, presentations to peers and seminars. Elements of the course will be delivered as elearning and developed in conjunction with E learning development team. The e-learning will consist of reading materials, interactive discussion boards along with a number of other relevant online resources on line which will include focussed reading and online tasks and discussion. Students will undertake group work tasks and will receive feedback and support from peers.	
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	24
Tutorial / Synchronous Support Activity	6
Personal Development Plan	6
Asynchronous Class Activity	6
Independent Study	158
n/a	
TOTAL	200

Indicative Resources

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

Braine, M.E and Wray, J. (2016) Supporting Families and Carers. CRC Press: Boca Raton.

Cherlin, A. (2012) Public and Private Families. 7th ed. McGraw-Hill: Maidenhead

Scottish Government (2012) A Guide to Getting it Right for children and Families.

Scottish Government: Edinburgh, Scottish Government (2016) Carers (Scotland) Act. The Stationary Office: Norwich.

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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.

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

Divisional Programme Board	**Biological Sciences Health**
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	Health
Moderator	Helen Rainey
External Examiner	A Lannie
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessed Discussion Forum (40% weighting) If a student is unable to participate in the discussion forum they will provide a reflective report at the next diet.
Assessment 2
Essay (60% weighting) Formative assessment Students will participate in the eLearning and attend an essay writing workshop for Category 2 which will feed forward to the summative assessment. Essay exploring of family assessment tools and government policy drivers will influence their work with families and enhance their professional practice. The essay will also allow the student to critically reflect on their own learning from the module in relation to inter professional practice within the context of integrated service delivery.
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**
Review/ Article/ Critique/ Paper	☒	☐	☐	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☒	☒	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
change to hours to align with UKVI requirements	February 2026	EHM