

University of the West of Scotland

Module Descriptor

Session: 2024/2025

Title of Module: Early Years Pedagogy					
Code: PGES11010	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)		
School:	School of Education and Social Sciences				
Module Co-ordinator:	tbc				
Summary of Module					
<p>This module uses pedagogical approaches based upon social justice, resilience and relational pedagogies. It will consider the learning environment indoors and outdoors needed to stimulate and engage children.</p> <p>This module aims to expand the student's understanding of the impact of playful pedagogies on the child as an active agent in their learning, motivation and development of positive learning dispositions. Students will be asked to analyse and reflect on their current practice including learning experiences that meets the needs and the interests of the children and the importance of play. Consideration of the nature of children's everyday lives will expand the student's knowledge of children's geographies and the resulting consequences for the development of resilience and wellbeing.</p> <p>This module will explore the patterns of care which are every child's underpinning for future challenges, successes and achievements. In this module students will consider strategies to promote social and emotional wellbeing. Early year's development from birth to five is now recognised as a critical and most creative period for developmental health and self-confidence, forming the psychological and emotional foundations for future learning and health. Students will have the opportunity to explore contemporary research and theories in relation to the importance of play in the development of cognitive and emotional functions.</p> <p>Additionally, this module will focus on the adult's role in supporting children's development through investigation of working with children in a range of settings relating theory to practice and critically evaluating/assessing current approaches which address the social context of children's learning.</p>					

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

Campus(es) for Module Delivery						
The module will normally 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

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

Learning Outcomes: At the end of this module the student will be able to:	
L1	Demonstrate a critical understanding of the principle theories of play in relation to cognitive, social and emotional functions.
L2	Demonstrate critical knowledge and evaluation of epistemological beliefs underpinning pedagogical practice and their influence on patterns of care in the early years
L3	Use a range of specialised skills and practices, informed by forefront developments in an area of specialism, to critically evaluate environments which stimulate and engage children as active agents in their learning and development of positive learning dispositions..
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 11. Demonstrate a critical understanding of the principle theories of play. Demonstrate a critical awareness of the influence of epistemological beliefs related to pedagogical practice. Demonstrate a critical understanding of strategies to promote motivation, resilience, social and emotional wellbeing.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Use a range of specialised skills and practices, informed by forefront developments, to plan play practices.

	Apply knowledge, skills and understanding to plan and execute a significant investigation into an area of specialism. Demonstrate originality and/or creativity, in planning play practices.
Generic Cognitive skills	SCQF Level 11. Apply critical analysis and evaluation to issues that are informed by forefront developments in the area of specialism Develop original and creative responses to problems and issues. Critically review, consolidate and extend knowledge, skills, practices and thinking
Communication, ICT and Numeracy Skills	SCQF Level 11. Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise. Communicate with peers, more senior colleagues and specialists. Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose
Autonomy, Accountability and Working with others	SCQF Level 11. Exercise substantial autonomy and initiative in professional activities. Take responsibility for own work Demonstrate leadership and/or initiative and make an identifiable contribution to change and development. Practice in ways which draw on critical reflection on own role.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: n/a Module Title: n/a
	Other: n/a
Co-requisites	Module Code: n/a Module Title: n/a

Learning and Teaching

This module has been designed to provide participants with the opportunity to develop and demonstrate competence in providing effective playful pedagogy for children within a teaching and learning context. The module has been designed to support those working in educational and other allied fields where management and implementation of learning programmes are required. The module may also form part of other validated online postgraduate programmes.

Participants will engage with relevant textual and audio-visual resources (through the University VLE) and have opportunities to reflect on their own practice and professional development. A range of tasks and activities will be undertaken to probe participants growing knowledge and understanding. National and international research will be considered within a learning and teaching context and implications for

practitioners and learners will be examined. The module assessment will relate to the participants own practice and specific work environment.

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>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Asynchronous Class Activity	80 hours
Independent Study	120 hours
	200 hours total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Owen, K. (2021) *Play in the Early Years*. London: Sage.

Perry, E (2009) *The Value of Play*. London: Continuum.

The International Journal on Play[Online] Accessible [List of issues International Journal of Play \(tandfonline.com\)](https://www.tandfonline.com/journals/ijop)

Whitebread, D. (ed.) (2019) *The SAGE Handbook of Developmental Psychology and Early Childhood Education*. London: Sage.

(**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

Divisional Programme Board	CPL
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Education CPL
Moderator	S Henderson
External Examiner	E Black
Accreditation Details	
Changes/Version Number	4

Assessment: (also refer to Assessment Outcomes Grids below)

Portfolio of written work-100%

(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							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Part A and B	X	X	X	N/A	N.A	100%	0
Combined Total for All Components						100%	0

Version Number: 4