Module Descriptor

Title	Early Years Pedagogy		
Session	2026/27	**Status**	
Code	PGES11010	**SCQF Level**	**Select 11**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Please select Education and Social Sciences**		
Module Co-ordinator	C.Gollek		

Summary of Module

This module uses pedagogical approaches based upon social justice, resilience and relational pedagogies. 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, considering the spectrum of play and playful learning. Students will be asked to analyse and reflect on current practice including learning experiences that meet the needs and the interests of the children and the importance of play, while reflecting on the nature of pedagogical influence.

In this module students will consider strategies to promote social and emotional wellbeing and have the opportunity to explore evidence from their own practice at the early level in line with the module content. Early childhood development is recognised as a critical and most creative period, 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.

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.

The module enables the students to develop the following UWS Graduate Attributes: Critical Thinker, Research minded, Knowledgeable, Autonomous

The module contributes towards the following UN Sustainable Goals:

UN SDG 4 Quality Education

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] x	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	X Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	x
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the role of play in early childhood 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 education and care in the early years
L3	Critically evaluate environments which stimulate and engage children as active agents in their learning and support their development of positive learning dispositions.
L4	
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)	**Please select SCQF Level 11** Demonstrate a critical understanding of the role 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	**Please select SCQF Level 11** Use a range of specialised skills and practices, informed by forefront developments, to plan play practices.

[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

	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	**Please select 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	**Please select 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	**Please select 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.

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 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.

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)
Please select Asynchronous Class Activity	80
Please select Independent Study	120
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Access to internet: As the module is delivered entirely online via the University's virtual learning environment, participants must have access to an appropriate internet connected device which will enable full engagement with, and the development of, work at Masters level. Perry, E (2009) The Value of Play. Continuum. Owen, K. (2021) Play in the Early Years. Sage. Whitebread, D. (ed.) (2019) The SAGE Handbook of Developmental Psychology and Early Childhood Education. Sage. A selection of current readings and other sources will be made available on the module site.
(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:** Part-time, distance learning students should review the module's attendance and engagement requirements as outlined on the module e-learning site and check with their programme leader for any queries.

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.

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(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	☐ **Pass / Fail x Graded**
Module Eligible for Compensation	☐ **Yes x 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	Education
Moderator	S Henderson-Bone
External Examiner	E Black
Accreditation Details	n/a
Module Appears in CPD catalogue	**x Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio A critical evaluation and analysis of the principles of playful learning (4000 words) <u>For students currently in employment in an appropriate setting:</u> you may choose to provide a selection of evidence from your practice to demonstrate how you implement playful learning for part of the portfolio. This may include observations from practice, reflections or feedback from children/parents/colleagues. The evidence should be discussed in relation to module content, addressing the learning outcomes. The assessment would then be split into Part 1: critical evaluation and analysis (minimum 2500 words) & Part 2: evidence to support Part 1.
Assessment 2
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**
Written assignment	**x**	**x**	**x**	☐	☐	100	

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

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

Change Control

What	**When**	**Who**
General housekeeping, updated module descriptor, added UNSDG & Graduate Attributes	17/03/25	C Gollek
Transferred to new form	04/02/26	C Gollek