Module Descriptor

Title	Play and Pedagogy in Early Learning and Childcare		
Session	2026/27	**Status**	
Code	BAEL07010	**SCQF Level**	7
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences**		
Module Co-ordinator	L. Gilmour		

Summary of Module

The module commences with revisiting theory of development and learning and the introduction of how play is a key factor for learning and development in early years.

The module aims to develop students' critical awareness of the complex nature of the circumstances and environments for children's play and explore the different contexts in which play occurs. 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 thus improving potential for learning later in life.

The module also includes consideration of the complex and interrelated nature of children's everyday lives to expand knowledge of children's geographies and the resulting consequences for the development of resilience and wellbeing through play.

Student's will develop understanding of the impact of playful pedagogies on the child as an active agent in their learning, motivation and development of positive learning dispositions. Pedagogical strategies of observing, questioning and listening will be explored in order to facilitate children's cognitive, social and emotional well-being through playful experiences.

The importance of play and the child's right to play is enshrined in the UN Convention on the Rights of the Child and the module will allow students to critically reflect on how this has directed the development of international and national policy frameworks for learning such as in Scotland's Play Strategy, Vision and Action Plan (2025).

Employability skills

The module enables the students to develop the following UWS Graduate Attributes and Skills Development Scotland Meta Skills: Adapting**,** Initiative, Communication, Feeling, Curiosity, Creativity and Sense making.

Contribution to the UN Sustainability Goals:

- **Good Health and Well-being**: Ensure healthy lives and promote well-being for all at all ages.
- **Quality Education**: Ensure inclusive and equitable quality education and promote life long learning opportunities for all.
- **Gender Equality**: Achieve gender equality and empower all women and girls.

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

Terms for Module Delivery	Term 1	☐	Term 2	X	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	Demonstrate an understanding of definitions of play and the central significance of play as a potential for learning.
L2	Demonstrate knowledge and understanding of the principal theories, national frameworks and research which informs current approaches to playful pedagogies.
L3	Reflect on policies, initiatives and practice which inform the vision and direction of the place of play in early childhood experiences by identifying strengths and challenges within practice.
L4	Demonstrate applied Knowledge and understanding of play pedagogy in support of children's learning and development in the early years of life.
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 7** Demonstrate an understanding of the differing definitions of play and the central significance of play as a potential for learning. Demonstrate knowledge and understanding of the principal theories, national frameworks and research which informs current approaches to playful pedagogies. • Knowledge that is embedded in the main theories, concepts and principles of the subject/discipline/sector.

[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

	• An awareness of the dynamic nature of knowledge and understanding. • An understanding of the difference between explanations based on evidence and/or research and other sources, and of the importance of this difference
Practice: Applied Knowledge and Understanding	**SCQF 7** Demonstrate applied knowledge and understanding of play pedagogy in support of children's learning and development in the early years of life.
Generic Cognitive skills	**SCQF 7** Reflect on policies, initiatives and practice which inform the vision and direction of the place of play in early childhood experiences by identifying strengths and challenges within practice.
Communication, ICT and Numeracy Skills	**SCQF 7** Present complex ideas in well-structured and coherent form.
Autonomy, Accountability and Working with Others	**SCQF 7** Accept supervision and guidance whilst exercising some initiative and independence in planning to support children's learning and development through play-based pedagogy.

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 learninghours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In line with current UWS learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48–60 contact hours. Learning and teaching strategies are designed to develop knowledge of the main theories, concepts and principles and ability to identify how they apply in the ELC sector. Strategies also help to promote key practice skills such as autonomy, ability to plan for self and others and evaluation skills allowing students to contribute to evaluation of practice and policy aims consistent with SCQF Level 7 expectations. Learning and teaching approaches will include: - Lectures and critically dialogic seminars - Case-based and problem-based learning focused on practice scenarios - Workshops developing analytical and evaluative approaches to inclusive practice - Engagement with practitioner narratives and policy texts - Guided independent, collaborative and work-based learning

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	54
Work-based Learning	198
Indepedent Study	48
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cowie, H. (2019) From Birth to Sixteen: Children's health, social, emotional and linguistic development (2nd edition). London Clark, A. (2023) Slow Knowledge and the Unhurried Child. London. Routledge. Ephgrave, A. (2018) Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents. Routledge. Nutbrown, C. (2018) Early Childhood Educational Research: International Perspectives. Sage. Scottish Government (2025) Play Strategy for Scotland. Scottish Government. Walters-Davies, J. (2023) Introduction to Play. Sage. **Journals** Children's Geographies. Routledge [e-journal] available at www.tandfonline.com International Journal of Play. Routledge [e-journal] available at www.tandfonline.com International Journal of Early years Education Routledge [e-journal] available at www.tandfonline.com
(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. The way the module is delivered—whether on campus, online, or in a blended format—will match how your programme is normally taught for your level of study. You will study Play and Pedagogy in ELC in the same way that you are used to studying other level 7 modules on the BA Early Learning and Childcare Programme.

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. This module aligns with the Equality Act (2010) and the UWS Equality, Diversity and Human Rights Code. Inclusive learning and teaching approaches are embedded throughout the module, with reasonable adjustments made where appropriate to support student learning.
(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	**Education**
Overall Assessment Results	☐ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **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	Early Years
Moderator	A.Malik
External Examiner	S. Harris
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A group presentation displaying broad knowledge of definitions and approaches to play and pedagogy. The presentation should include awareness of the policy frameworks and literature that inform the promotion of playful pedagogies in ELC. The presentation should include an evaluation and reflection of strengths and challenges that exist in practice. Each member of

the group should include a plan for children's learning that demonstrates application of the knowledge and understanding gained of play pedagogy. (100%)
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**
Group Presentation	**X**	**X**	**X**	**X**	☐	100%	54

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

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

Change Control

What	**When**	**Who**
Updated module overview, learning outcomes, SCQF characteristics, assessment design.	Feb 26	Lorraine Gilmour
Mod codes, MC and Moderator added	17/6/26	L.Gilmour
Module specific info added to Learning and Teaching , Attendance and Engagement & Equality and Diversity sections	17/6/26	L.Gilmour
Component 1 Assessment - Timetabled and combined contact hours, related LO's added	17/6/26	L.Gilmour
Delivery method, campus and terms and supplemental info added	17/6/26	L.Gilmour

Tmetabled, combined contact hours and related LO's added to Assessment Component 1	17/6/26	L.Gilmour