



## Module Descriptor

<b>Title</b>	Facilitating Children's Play and Pedagogy		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	BAEL08004	<b>SCQF Level</b>	8
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	D.Armstrong		
<b>Summary of Module</b>			
<p>The module commences with revisiting theory of development and learning including family learning. Pedagogical strategies of observing, questioning and listening, in order to facilitate children's cognitive, social and emotional well-being will be analysed. Concepts and theories of curriculum and pedagogy will be explored, and students will examine a range of guidelines for practice, learning and curriculum and use relevant frameworks to identify values, knowledge and skills which practitioners are expected to bring to the sector.</p> <p>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 national policy and frameworks.</p> <p>Students will develop and evaluate their practice making reference to relevant policies and frameworks. The issue of transitions at all stages of a child's journey will be examined. Students will be encouraged to develop skill in sharing observations with the aim of progressing children's learning and development, in addition to reflective practice and self-evaluation.</p> <p>Sustainable Development Goals</p> <p>4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p> <p>UWS Graduate Attributes</p> <p>Critical Thinker</p> <p>Collaborative</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>		
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)			
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate knowledge and understanding of the significance of play and pedagogy in the development and wellbeing of children;
<b>L2</b>	Consider the nature of play underpinned by theory, policies and initiatives in relation to children's lives;
<b>L3</b>	Demonstrate an understanding of theory, policy and practice with regard to transition;
<b>L4</b>	Use the above knowledge to critically reflect on own ethical practice, carrying out a range of skills as a member of a team and a leader of learning in an early years establishment;
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Demonstrate knowledge and understanding of main theories and approaches to play, pedagogy and provision of play environments.  Demonstrate knowledge and understanding of the theories of developmental psychology, with detailed knowledge of attachment and socio-cultural theory of learning and transition.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 and understanding in the ethical observation of children in line with the everyday functioning of the setting with the purpose of progressing children's learning and development.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> Synthesis of ideas through writing reflective reports.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Present data documenting children's learning using observation schedules and other means of displaying data.  Communicate this information to children's key workers and parents.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> Work under guidance, to take a lead role in progressing an aspect of children's learning.

Prerequisites	Module Code	Module Title
	<b>Other</b>	
Co-requisites	Module Code	Module Title

<b>Learning and Teaching</b>	
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>  (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Work-based Learning	100
Independent Study	64
Please select	
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b>  Anning A., Edwards, A., (2006) Promoting Children's Learning from Birth to Five. 2nd Edition. Open University Press  Brown, F and Taylor, C (Eds) (2008) Foundations of Playwork. Berkshire: Open University Press

Moyles, J. (Ed) (2010) Thinking About Play: Developing a Reflective Approach. Berkshire: Open University Press.

**(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:**

All fulltime students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with

their programme of study. Consideration will be given to students who have protection under the appropriate equality law.

### 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.

**(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>	<b>Please select</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	N.Allan
<b>External Examiner</b>	S.Harris
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	

**Assessment (also refer to Assessment Outcomes Grids below)****Assessment 1**

Part A: A group presentation comparing and contrasting approaches to transition across different transitions and settings. (25%)

**Assessment 2**

• Part B: A discursive essay displaying broad knowledge of approaches to play and pedagogy. Scottish Government frameworks for children’s learning and evaluation will be used to critically reflect on practice, carrying out a range of skills as a member of a team in an Early Years establishment. This will be supported by assessment records of learning stories carried out with children in the work place. (75%)

**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
Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25%	

**Component 2**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written Assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	75%	

**Component 3**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

**Change Control**

What	When	Who
Module descriptor annual update; update to include reference to SDGs and Graduate Attributes; change of External Examiner	16/03/2025	D.Armstrong
