

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module:</b> Facilitating Children's Play and Pedagogy			
<b>Code:</b> EDUC08042	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points:</b> 20	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	Dean 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 for learning such as in Scotland, Play Strategy for Scotland: Our Vision (2013) and Early Years Framework (2009) and/or relevant international policy and frameworks.</p> <p>Students will develop and evaluate their practice making reference to How Good is Our Early Learning and Childcare, National Health and Social Care Standards and SSSC Code of Practice. 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>			

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

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

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

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate knowledge and understanding of the significance of play and pedagogy in the development and wellbeing of children;
L2	Consider the nature of play underpinned by theory, policies and initiatives in relation to children's lives;
L3	Demonstrate an understanding of theory, policy and practice with regard to transition;
L4	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;
L5	Click or tap here to enter text.

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

Practice: Applied Knowledge and Understanding	SCQF Level <b>8</b> 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	
Generic Cognitive skills	SCQF Level <b>8</b> Synthesis of ideas through writing reflective reports	
Communication, ICT and Numeracy Skills	SCQF Level <b>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.	
Autonomy, Accountability and Working with others	SCQF Level <b>8</b> Work under guidance, to take a lead role in progressing an aspect of children's learning.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<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>	
<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> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Work Based Learning/Placement	100
	Hours Total 200

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

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

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:

In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on VLE, 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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>	Division of Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	Nancy Allan
<b>External Examiner</b>	I. Birnie
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1.0

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>The Summative Assessment for this module will consist of two parts:</p> <ul style="list-style-type: none"> <li>• Part A: A group presentation comparing and contrasting approaches to transition across different transitions and settings. (25%)</li> <li>• 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%)</li> </ul>
Assessment 1 Presentation 25%
Assessment 2 Portfolio of Practical Work 75%
Assessment 3
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Presentation			X			25	0

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of Practical Work	X	X		X		75%	0

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0 hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor
Module descriptor update following cyber incident	06/02/24	J Leslie

**Version Number: MD Template 1 (2023-24)**