**Module Descriptor**

| Title | Play and Pedagogy 0-16 (CS) | | |
|---|---|---|---|
| **Session** | 2025/26 | **Status** | |
| **Code** | CHSS10001 | **SCQF Level** | 10 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | |
| **School** | **Education and Social Sciences** | | |
| **Module Co-ordinator** | L.Gilmour | | |

**Summary of Module**

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. Consideration of the heterogeneous 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.

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 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's Play Strategy for Scotland: Our Vision (2013) and/or relevant international policy and frameworks.

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.

The module enables the students to develop the following UWS Graduate Attributes:


Critical thinking, collaboration, problem solving, motivation, autonomy,creativity, resilience and transformational.

The module contributes towards the following UN Sustainable Goals:
 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

5. Achieve gender equality and empower all women and girls

| Module Delivery Method | On-Campus[1] ☒ | Hybrid[2] ☒ | Online[3] ☐ | Work -Based Learning[4] ☐ |
|---|---|---|---|---|
| Campuses for Module Delivery | ☒ Ayr<br>☒ Dumfries | ☒ Lanarkshire<br>☐ London<br>☐ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |
| Terms for Module Delivery | Term 1 ☒ | Term 2 ☒ | Term 3 ☒ | |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 ☐ | Term 2 – Term 3 ☐ | Term 3 – Term 1 ☐ | |

| Learning Outcomes | |
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| L1 | Demonstrate a critical understanding of the central significance of play as a potential for learning. |
| L2 | Critically analyse the heterogeneous nature of children's everyday lives. |
| L3 | Demonstrate in depth knowledge and understanding of the principal theories, national frameworks and research which informs current approaches to playful pedagogies |
| L4 | Critically reflect on policies, initiatives and practice which inform the vision and direction of the place of play in early childhood experiences |
| L5 | n/a |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | **SCQF 10**<br>Demonstrate knowledge of different contexts and environments for play and learning<br>•A critical understanding of integrated pedagogical approaches to play and the impact of these on children's learning.<br>•Knowledge and understanding of how research methodology informs current sector initiatives. |
| Practice: Applied Knowledge and Understanding | **SCQF 10**<br>Use a range of the principal skills, practices and materials associated with the childhood studies educational sector. |

| | Execute a defined assignment which analyses the central role of a focussed element of play for children's learning. |
|---|---|
| **Generic Cognitive skills** | **SCQF 10** <br><br> Offer professional insights, interpretations and solutions to problems and issues. <br><br> •Make judgements where information comes from a range of sources |
| **Communication, ICT and Numeracy Skills** | **SCQF 10** <br><br> Convey, formally and informally, information about a specific topic. <br><br> •Communicate with peers and supervisors. <br><br> •Use a range of ICT applications to support and enhance written work <br><br> Click or tap here to enter text. |
| **Autonomy, Accountability and Working with Others** | **SCQF 10** <br><br> Exercise autonomy and initiative in professional activities. <br><br> •Work with others to bring about change, development and new thinking |

| **Prerequisites** | **Module Code** n/a | **Module Title** n/a |
|---|---|---|
| | **Other** n/a | |
| **Co-requisites** | **Module Code** n/a | **Module Title** n/a |

| **Learning and Teaching** |
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| 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. <br><br> Use of VLE, Interactive Whiteboards, online tutor/student-led discussions, and individual and group tasks. Lectures, tutorials, student-led seminars, group work, role-play, presentations, workshops, and problem-based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment. <br><br><br> Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module. |

| **Learning Activities** <br><br> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours** <br><br> (Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Lecture / Core Content Delivery | 18 |
| Laboratory / Practical Demonstration / Workshop | 18 |
| Independent Study | 129 |

| | |
|---|---|
| Personal Development Plan | 35 |
| Please select | |
| Please select | |
| **TOTAL** | 200hours |

| **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). Routledge. London<br><br>Clark, A. (2023) Slow Knowledge and the Unhurried Child. London. Routledge.<br><br>Ephgrave, A. (2018) Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents. Abington: Routledge.<br><br>Nutbrown, C. (2018) Early Childhood Educational Research: International Perspectives. London. Sage.<br><br>Scottish Government (2013) Play Strategy for Scotland Our Plan. Edinburgh. Scottish Government.<br><br>Walters-Davies, J. (2023) Introduction to Play. London. Sage.<br><br>Journals<br><br>Children's Geographies. Routledge [e-journal] available at www.tandfonline.com<br><br>International Journal of Play. Routledge [e-journal] available at www.tandfonline.com<br><br>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** |
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| **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.<br><br><br>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.

| Equality and Diversity |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper. |
| **(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** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | J.Leslie |
| **External Examiner** | C.Counihan |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | March 2025 |

| Assessment (also refer to Assessment Outcomes Grids below) |
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| **Assessment 1** |
| Part A will be a 1500-word case study. (25%) |
| **Assessment 2** |
| Part B will be a recorded presentation (75%). t |
| **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 |
|---|---|---|---|---|---|---|---|
| Part A Case study | ☐ | ☐ | ☐ | ☒ | ☐ | 25% | 1.5 |

**Component 2**

| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|---|---|---|---|---|---|---|
| Part B Recorded presentation | ☒ | ☒ | ☒ | ☐ | ☐ | 75% | 1.5 |

**Component 3**

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

**Change Control**

| What | When | Who |
|---|---|---|
| Updated information for assessment | 18/03/2025 | L.Gilmour |
| Align with guideline notes | 18/03/2025 | L. Gilmour |
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