

## University of the West of Scotland

## Module Descriptor

Session: 2023 2024

<b>Title of Module: Play and Pedagogy 0-16</b>			
<b>Code: EDUC10035</b>	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	Lorraine Gilmour		
<b>Summary of Module</b>			
<p>This module aims to expand the student's understanding of <b>the impact of playful pedagogies on the child</b> 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.</p> <p>Students will have the opportunity to explore contemporary research and theories in relation to <b>the importance of play in the development of cognitive and emotional functions</b> thus improving potential for learning later in life.</p> <p>The importance of <b>play and the child's right to play</b> 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.</p> <p>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.</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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Campus(es) for Module Delivery</b>
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 checked="" 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 type="checkbox"/>	Term 2	<input checked="" 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 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**

<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)	<b>SCQF Level 10</b> Demonstrate knowledge of different contexts and environments for play and learning •A critical understanding of integrated pedagogical approaches to play and the impact of these on children's learning. •Knowledge and understanding of how research methodology informs current sector initiatives.
Practice: Applied Knowledge and Understanding	<b>SCQF Level 10</b> 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	<b>SCQF Level 10</b>

	Offer professional insights, interpretations and solutions to problems and issues. •Make judgements where information comes from a range of sources
Communication, ICT and Numeracy Skills	<b>SCQF Level 10</b> Convey, formally and informally, information about a specific topic. •Communicate with peers and supervisors. •Use a range of ICT applications to support and enhance written work Click or tap here to enter text.
Autonomy, Accountability and Working with others	<b>SCQF Level 10</b> Exercise autonomy and initiative in professional activities. •Work with others to bring about change, development and new thinking.
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:
	<b>Module Code: n/a</b> <b>Module Title: n/a</b>
	<b>Other: n/a</b>
<b>Co-requisites</b>	<b>Module Code: n/a</b> <b>Module Title: n/a</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>This module will include independent and group research and investigation, (collecting, presenting and analysing data), problem solving; presentations by University lecturers and visiting lecturers, presentations to peers and seminars. Elements of the course will include focussed reading, tasks and discussion. Students will undertake group work tasks and will receive feedback and support from peers. Learning and teaching will take the form of a series of lectures, seminars/group tutorials and independent research and investigation. Visiting lecturers, presentations to peers and group discussion will be used to develop learning and teaching in this module. Lecturers will provide students with detailed information regarding reading materials and online journals to enhance student knowledge of the subject area.. 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.</p>	
<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	50
Independent Study	114
Choose an item.	200 Hours total

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

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

Scottish Government (2013b) Play Strategy for Scotland: Our Plan. Edinburgh: Scottish Government

Perry, E. (2009) The value of Play. London. Bloomsbury.

Waters-Davies, J (2023) Introduction to Play. London. Sage

Journals

Children's Geographies. Routledge [e-journal] available at [www.tandfonline.com](http://www.tandfonline.com)

International Journal of Play. Routledge [e-journal] available at [www.tandfonline.com](http://www.tandfonline.com)

International Journal of Early years Education Routledge [e-journal] available at [www.tandfonline.com](http://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.

### **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>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Childhood Studies/Practice
<b>Moderator</b>	Joyce Leslie
<b>External Examiner</b>	C.Counihan
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1.03

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>Formative assessment</p> <p>Formative assessment will consist of group tutorials considering the significance of play, the complexity of children's lives and current approaches to playful pedagogies. Students will have the opportunity to submit a written task, critiquing an initiative in relation to play, and receive feedback on this prior to the completion of their essay/case study.</p> <p>Summative assessment will consist of two parts.</p> <p>Part A will be a 3000 word essay critically examining how current approaches to playful pedagogies are influenced by the complex nature of children's geographies. A central focus will be the role of play in children's learning. (75%)</p> <p>Part B will be a Case Study of 1000 words which critically reflects on a specific element of play (25%)</p> <p>Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment tasks and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for summative assessment.</p>
Assessment 1 -3000-word written assignment (75%)
Assessment 2 - 1000-word Case study (25%)
Assessment 3 -n/a
(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 **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

### Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Part A-3000 word essay	X	X	X	n/a	n/a	75%	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Part B-1000 Case Study	n/a	n/a	n/a	X	n/a	25%	0

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

Version Number: 1.05