






MODULE SPECIFICATION

Part 1: Information			
Module Title	Exploring Play		
Module Code	UTTGU4-30-1	Level	1
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA (Hons) Early Childhood		
Module type:	Standard		
Pre-requisites	N/A		
Excluded Combinations	N/A		
Co- requisites	N/A		
Module Entry requirements	N/A		

Part 2: Description		
<p>By the end of this module students will have explored definitions and perceptions of play and explored the role of play as a vehicle for children's learning and development. The module will examine key theories underpinning play, the place of play in curricula and different approaches to learning including alternative, global approaches such as Reggio Emilia. It will also consider the role of the adult in facilitating play with a focus on inclusive practice. Students will have opportunity to evaluate play spaces and reflect on the influence of the social and physical environment on children's experience of play.</p>		
Part 3: Assessment		
<p>The presentation will draw upon experience in practice to embed theoretical learning in a professional context. An introduction to ethical considerations will be assessed thus supporting future study and practice as part of the programmatic spiral curriculum. The portfolio is comprised of a number of tasks which offers opportunities for students to develop their work following formative assessment. This will give students ownership over the assessment process. This will include tasks relating to the roles of adults, reflection on play environments and links to learning. Assessment support will link across this and other Year 1 modules to provide a cohesive student experience.</p>		
Identify final timetabled piece of assessment (component and element)	B	
% weighting between components A and B (Standard modules only)	A: 25	B: 75
First Sit		

Component A (controlled conditions) Description of each element		Element weighting (as % of component)																															
1. Presentation		100%																															
Component B Description of each element		Element weighting (as % of component)																															
1. Portfolio		100%																															
Resit (further attendance at taught classes is not required)																																	
Component A (controlled conditions) Description of each element		Element weighting (as % of component)																															
1. Presentation		100%																															
Component B Description of each element		Element weighting (as % of component)																															
1. Portfolio		100%																															
Part 4: Learning Outcomes & KIS Data																																	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Compare, contrast and analyse definitions, concepts and theories of play and relate these, where appropriate, to current early years practice. A&B 2. Consider the implications of play for children's physical, social and emotional and cognitive development with reference to inclusive practice. A&B 3. Examine the role of the adult in facilitating play and reflect on the contextual factors that might impact upon the quality and nature of the role. A&B 4. Explore the changing position of play in curricula, and pedagogical approaches for children 0-8. B 5. Explore the role of the physical and social environment in enhancing children's experience of play. A&B 																																
Key Information Sets Information (KIS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;">Key Information Set - Module data</th> </tr> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center; color: red;">30</td> </tr> <tr> <td style="background-color: #e0e0e0;">Hours to be allocated</td> <td style="background-color: #e0e0e0;">Scheduled learning and teaching study hours</td> <td style="background-color: #e0e0e0;">Independent study hours</td> <td style="background-color: #e0e0e0;">Placement study hours</td> <td style="background-color: #e0e0e0;">Allocated Hours</td> </tr> <tr> <td style="text-align: center; color: red;">300</td> <td style="text-align: center; color: red;">72</td> <td style="text-align: center; color: red;">228</td> <td style="text-align: center; color: red;">0</td> <td style="text-align: center; color: red;">300</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;"></td> </tr> </tbody> </table>			Key Information Set - Module data										<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300					
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																																

Total Assessment	Total assessment of the module:			
	Written exam assessment percentage	0%		
	Coursework assessment percentage	75%		
	Practical exam assessment percentage	25%		
				100%
Reading List	<ul style="list-style-type: none"> • Bruce, T. (2005) <i>Early Childhood Education</i> (3rd edition) Abingdon:Hodder Arnold • Clark, A. (2010) <i>Transforming children's spaces; children's and adult's participation in designing learning environments</i>, Routledge • Louv, R. (2010) <i>Last child in the woods ; saving our children from nature-deficit disorder</i>, Algonquin Books of Chapel Hill • Moyles, J. (2005) <i>The Excellence of Play</i> (2nd edition) Maidenhead:OU Press • Moyles, J. (2010) <i>Thinking about play : developing a reflective approach</i>, McGraw-Hill Open University Press <p>Electronic reading list can be found here</p>			

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First Approval Date (and panel type)	27 th March 2019			
Revision ASQC Approval Date		Version	1	Link to Workspace