



Module Specification

Exploring Play

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Part 1: Information

Module title: Exploring Play

Module code: UTTGU4-30-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: By the end of this module students will have explored definitions and perceptions of play and considered the role of play as a vehicle for children's learning and development.

Features: Not applicable

Educational aims: Explore definitions and perceptions of play and consider the role of play as a vehicle for children's learning and development.

Examine key theories underpinning play, the place of play in curricula and different approaches to learning including alternative, global approaches such as Reggio Emilia.

Consider the role of the adult in facilitating play with a focus on inclusive practice.

Evaluate play spaces and reflect on the influence of the social and physical environment on children's experience of play.

Outline syllabus: What is play? Analysing theories, concepts and ideas.

Exploring environments for play.

Considering the role of the adult in supporting children's play.

Part 3: Teaching and learning methods

Teaching and learning methods: This module will employ lectures, seminars and independent study. Pre-tasks and sessions will include use of current technology. Learning is structured so that students clearly understand the requirements of UK HE learning, and develop good assessment literacy. Academic writing support will be embedded throughout.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Compare, contrast and analyse definitions, concepts and theories of play and relate these, where appropriate, to current early childhood practice.

MO2 Explore the role of the physical and social environment in enhancing children's play experiences.

MO3 Consider the implications of play for children's physical, social, emotional and cognitive development with reference to inclusive practice.

MO4 Examine the role of the adult in facilitating play and reflect on the contextual factors that might impact upon pedagogy and practice in early childhood.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgu4-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uttgu4-30-1.html>

Part 4: Assessment

Assessment strategy: An individual presentation of 6 minutes plus a maximum of 2 minutes for questions on the affordances of an environment for children's self-directed play.

Why is this assessment being used?

The assessment will reflect the aims and syllabus of the module. Students will be required to submit assessments that demonstrate engagement within each of these areas.

The presentation will be students' first individual presentation on the programme and skills leading to this will have been developed and practised in teaching sessions. Prior to the written assessments, students will have undertaken a professional conversation regarding the role of the adult in supporting children's play-based learning and development.

How will students be supported to meet the assessment requirements?

The pedagogical approach for this module will include groupwork, informal presentation activities and practical activity. Ongoing formative feedback during sessions and summative feedback will support students' assessment literacy and

academic skills. Workshop sessions, tutorials and online activities will provide students with further opportunities for assessment support.

Assessment support will link across this and other Year 1 modules to provide a cohesive student experience.

Assessment tasks:**Presentation (First Sit)**

Description: An individual presentation of 6 minutes plus a maximum of 2 minutes for questions on the affordances of an environment for children's self-directed play.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Written Assignment (First Sit)

Description: A 2500 word written assignment which analyses the role of the adult in supporting children's play-based learning and development.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

Presentation (Resit)

Description: An individual presentation of 6 minutes plus a maximum of 2 minutes for questions on the affordances of an environment for children's self-directed play.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Written Assignment (Resit)

Description: A 2500 word written assignment which analyses the role of the adult in supporting children's play-based learning and development.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Early Childhood {Foundation}[Frenchay] BA (Hons) 2024-25

Early Childhood [Frenchay] BA (Hons) 2025-26