

## MODULE SPECIFICATION FORM

Module Title: Playworking	Level: 5	Credit Value: 20
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Module code: ECS512	Cost Centre: GAEC	JACS2 code: X310
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Semester(s) in which to be offered: 2	With effect from: September 2013
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<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2013
	Date revised: -
	Version no: 1

Existing/New: New	Title of module being replaced (if any):
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Originating Academic area: Childhood and Family Studies	Module Leader: Ben Tawil
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Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate):  Core
Scheduled learning & teaching hours	30	
Work-based Learning	30	
Independent study	140	

Percentage taught by Subjects other than originating Subject (please name other Subjects):
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Programme(s) in which to be offered:  FdA Childhood Studies: Play	Pre-requisites per programme (between levels): None
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**Module Aims:**

This module aims to explore and examine the foundations of playworking practice and its role within society. To enable practitioners to identify appropriate techniques of intervention and evaluate their outcome.

**Expected Learning Outcomes**

At the end of this module, students should be able to:

**Knowledge and Understanding:**

- 1) Examine the concept of playworking and analyse its role and position within society.
- 2) Analyse the impact of non-directive intervention in children's play.
- 3) Reflect on the impact of direct intervention on children's play.
- 4) Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

**Key Academic skills:**

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

**Transferable/Key Skills and other attributes:**

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection to enhance practice
- Independent learning
- Observation
- Evaluation
- Critical thinking
- Analyse concepts, theories and issues of policy in relation to practice.

**Assessment:**

- 1) Critical analysis and reflection – Critically analyse and reflect on the role of the playworker, the position of playwork and its application to practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Essay	100%		4,000

### **Learning and Teaching Strategies:**

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

### **Syllabus outline:**

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

- 1) What is playworking?
- 2) What is the role of playwork within society?
- 3) What is effective indirect intervention in playwork?
- 4) What is effective direct intervention in playwork?

In exploring these questions the module will consider:

- The origins of playworking.
- Intervention styles and modes.
- Curricula for playworking.
- Environmental modification.
- Reflective analytic practice

### **Bibliography**

Books marked with an \* are currently available for students to access via Athens

### **Essential reading:**

Brown, F. and Taylor, C. (2008), *Foundations of Playwork*. Maidenhead: OUP/McGrawHill

Brown, F. (2003), *Playwork-Theory and Practise*. Buckingham: Open University Press

Else, P. (2009), *The Value of Play*. London: Continuum\*

Kilvington, J. and Wood, A. (2010), *Reflective Playwork For All Who Work With Children*. London: Continuum International Publishing Group.

**Other indicative reading:**

Axline, V.M. (1989), *Play Therapy*. Oxford: Churchill Livingstone.

Beunderman, J. (2010,) *People Make Play: The impact of staffed play provision on children, families and communities*, London: National Children's Bureau\*

Clark, A. and Moss, P. (2005), *Spaces to Play: More Listening to young children using the Mosaic approach*. London: National Children's Bureau.

Cattanach, A. (2003), *Introduction to Play Therapy*. Hove: Routledge\*

Cole-Hamilton, I. and Gill, T. (2002), *Making the Case for Play*, London: National Children's Bureau

Featherstone, S. and Bailey, R. (2005), *Boys and Girls Come Out to Play*. Leicestershire: Education Ltd.

First Claim - Desirable Processes: A Framework for Advanced Quality Assessment. Cardiff: Play Wales.

Holloway, S. and Valentine, G. (2000), *Children's Geographies*. London: Routledge.

Hughes, B. (2001), *Evolutionary Playwork and Reflective Analytic Practice*. London: Routledge

Kalliali, M. (2005), *Play Culture in a Changing World*. Maidenhead: McGraw-Hill Education.

Landreth, G.L. (2002), *Play Therapy: The Art of the Relationship*. Hove: Routledge\*

Lester.S. and Russell.W. (2008), *Play for a change. play, policy and practice: A review of Contemporary Perspectives*. London: National Children's Bureau\*

Mayall, B. (2002), *Towards a Sociology for Childhood, thinking from children's lives*. Buckingham: Open University Press.

McMahon, L. (2009), *The Handbook of Play Therapy and Therapeutic Play*. London: Routledge.

Nicholson, S. (1971), *How Not To Cheat Children: The Theory of Loose Parts*. Landscape Architecture, 62, (1): 30-34.

Opie, I. and Opie, P. (1977), *The Lore and Language of Schoolchildren*. St Albans: Paladin.

Sutton-Smith, B. (1997), *The Ambiguity of Play*. London: Harvard University Press

Sturrock, B. and Else, P. (1998), *The Colorado Paper: The Playground as Therapeutic Space : Playwork as Healing*. Play in a Changing Society : Research Design Application. IPA/USA : Triennial National Conference.

**Journals:**

Childhood – A journal of Global Child Research  
European Early Childhood Education Research Journal  
Educational Research  
Early Years - An International Research Journal  
Education 3-13  
Journal of Early Childhood Research

**Websites:**

National Children's Bureau

<http://www.ncb.org.uk>

International Play Association

<http://www.ipaworld.org>

American Journal of Play

<http://www.journalofplay.org>

UNICEF

<http://www.unicef.org/crc/>

UK Play organisations

<http://www.playwales.org.uk>

<http://www.playengland.org.uk>

<http://www.playboard.org>

<http://www.playscotland.org>

Play Link

<http://www.playlink.org>

British Association of Play Therapists

<http://www.bapt.info/>

Play Therapy Uk

[www.playtherapy.org.uk](http://www.playtherapy.org.uk)