

MODULE SPECIFICATION PROFORMA

Module Title:	Play and the Environment	Level:	7	Credit Value:	30
----------------------	--------------------------	---------------	---	----------------------	----

Module code:	EDM717	Is this a new module?	Yes	Code of module being replaced:	N/A
---------------------	--------	------------------------------	-----	---------------------------------------	-----

Cost Centre(s):	GAPE	JACS3 code:	X370
------------------------	------	--------------------	------

With effect from:	September 17
--------------------------	--------------

School:	Social & Life Sciences	Module Leader:	Alison Woolf
----------------	------------------------	-----------------------	--------------

Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Play, Policy and Practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: August 17

APSC approval of modification: *Enter date of approval* Version: 1

Module Aims

The module aims are:

- To engage students in a critical debate on the frames of reference that may inform or dictate the existing discourses on how environments support or inhibit play, with particular reference to the experience of children and young people.
- To engage the students in the task of critically examining some of the contemporary perspectives on the understanding of cultural and political practices and beliefs that impact on the development and use of environments and the impact of this on play.
- To engage students in the task of critically examining contemporary, diverse theories of space and how these may inform policy and practice for supporting development and wellbeing
- To engage students in the task of critically examining the responsibility of those in various professional roles for designing shared spaces and community places with consideration of potentials for play and playfulness.
- To engage students in personal reflection on their own use of places and spaces for recreation and leisure and for solitary and social play.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Engage in a critical analysis of the understanding of the terms space and place from a variety of theoretical perspectives, and consider the impact of dominant political and cultural theories and structures on the built and the natural environment.	KS1	KS7
		KS3	
		KS4	
2	Discuss and critically evaluate the relationship between spaces and places that support playing and/or playfulness, and the resilience and wellbeing of communities and wider society	KS1	KS6
		KS4	KS7
		KS5	KS10
3		KS2	KS8

	Demonstrate a comprehensive understanding of how your own frame of reference informs how you develop existing and new environments to afford for increased and enriched opportunities for play.	KS3	KS9
		KS7	
4	Demonstrate a comprehensive understanding of the practices and policies in the workplace and the wider context that impact on the emergence or development of environments that support or constrain play.	KS2	KS8
		KS3	
		KS7	
Transferable skills and other attributes			
<ul style="list-style-type: none"> • Anti-discriminatory practice base; • Communication skills; • Presentation skills; • Critical evaluation of approaches and debates; • Academic writing skills and study skills; • Development of reflexivity. 			

Derogations

Not applicable

Assessment:

Indicative assessments:

1. An individual presentation that demonstrates knowledge and understanding of how your own relationship to play impacts on how you experience places and spaces that enable or inhibit your tendency to play and playfulness, and how this may impact on your working practices.
2. A creative exploration and reflective account of a personal experience of play in relation to place or space.
3. An essay that demonstrates a breadth of knowledge of how play supports social engagement and wellbeing and how the impact of current policies, practices and legislation on spaces and places may support or exclude the emergence of play.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	3	Presentation	25%	20 mins	2,000
2	4	Reflective Practice	25%		1,500 equivalent
3	1, 2	Essay	50%		2,500

Learning and Teaching Strategies:

Teaching & learning will consist of a variety of face to face lectures, whole class and small group seminars, demonstrations, workshops, guided study and workplace learning.

The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants. Peer learning and peer review are important aspects of this module. The use of the Virtual Learning Environment (VLE) is also encouraged through activities, forums and discussion groups. This is a work-based learning module during which learners will be engaging with an extensive range of appropriate literature in order to critically evaluate practice during their research project.

Syllabus outline:

- Examination of National and International play policy- to include UNCRC Article 17; Welsh Government Play Sufficiency Duty and Reports and Processes responding to the Duty.
- Introduction to ideas of space, place and lines from various theoretical perspectives, to include theories of space as co-produced.
- Critical reflection on theories of spaces, to include relational, psychological and physical environments as well as virtual & cyber space, and how they relate to play opportunities.
- Introduction to the latest knowledge and understanding of conditions which support the emergence of play and playfulness, and allow them to flourish.
- Examination of national and local initiatives in play with particular consideration of the role of space and place.
- Exploration of places and spaces where play appears to flourish and any links to contemporary theories of well-being
- Consideration of the role of play in space and in place in addressing some of the key issues of development in adolescence
- Reflection on play in shared spaces and how it impacts on inclusion and wellbeing, from theoretical and experiential perspectives.
- An examination of literature on how play outdoors affects physical development, social inclusion and emotional states.
- Examination of ways the responses of society and culture to the emergence and habituation of play in shared spaces impacts on individuals and on wider communities.
- An examination of ways in which the provision of dedicated spaces for play has a role in some of the current health issues evident in contemporary government agendas
- An examination of ways in which the provision of dedicated play spaces has a role in some of the current social issues evident in contemporary government agendas
- Experiential opportunities to engage with a variety of play spaces.

Bibliography:

Essential reading

Bryson, S. (2009), *How to Involve Children and Young People in Designing and Developing Play Spaces*. London: NCB, Participation Works and Play England.

Goodridge, C. and Douch, P. (2008), *Inclusion by Design*. London: KIDS.

Hubbard, P. and Kitchin, R. (2011), *Key Thinkers on Space and Place (2nd Edition)*. London: Sage Publications Ltd.

Russell, W, Lester, S. and Smith, H. (2017) *Practice-Based Research in Children's Play*. Bristol: Policy Press.

UNICEF (2004), *Building Child Friendly Cities: A Framework for Action* Florence: Innocenti Research Centre.

Other indicative reading

Brabazon, T. (2016), *Play: A theory of learning and change*. Cham: Springer International Publishing.

Casey, T. (2007), *Environments for Outdoor Play: A practical guide to making space for children*. London: SAGE Publications Ltd.

Frost, J. (2009), *A History of Children's Play and Play Environments: Toward a contemporary child-saving movement*. London: Routledge.

Ganis, M. (2015), *Planning Urban Places: Self-organising places with people in mind*. London: Routledge.

Gammon, S. and Elkington, S. (Eds.) (2015), *Landscapes of Leisure: space, place and identities*. Basingstoke: Palgrave Macmillan.

Gill, T. (2007), *No Fear: Growing up in a risk averse society*. London: Calouste Gulbenkian Foundation.

Guldberg, H. (2009), . London: Routledge.

Ingold, T. (2015,) *The Life of Lines*. London: Routledge

Louv, R. (2010), *Last Child in the Woods: Saving our children from nature-deficit disorder*. New York: Workman Publishing.

Massey, D (2005), *For Space*. London: SAGE Publications Ltd.

Massey, D. (2005), *For Hope*. London: SAGE Publications Ltd.

McCormack, D. (2013), *Refrain for Moving Bodies*. Durham: Duke University Press.

Murdoch, J. (2006), *Post-Structuralist Geography: A guide to relational space*. London: SAGE Publications Ltd.

Shackell, A., Butler, N., Doyle, P. and Ball, D. (2008), *Design for Play: A guide to creating successful play spaces*. London: NCB.

Thrift, N. (2008), *Non-Representational Theory*. Abingdon: Routledge.

Zieleniec, A. (2007), *Space and Social Theory (BSA New Horizons in Sociology)*. London: Sage Publications Ltd.

Relevant Journals

International Journal of Play.

American Journal of Play.

Environment, Space and Place

Space, Place and Environment

Children's Geographies

Web based resources:

<http://www.aesop-planning.eu>

<http://www.icevirtuallibrary.com>

<http://www.journals.elsevier.com/landscape-and-urban-planning>

<http://www.theplayethic.com>

<http://www.museumofplay.org>

<http://www.nifplay.org>

<http://peopleplacespace.org>