

MODULE SPECIFICATION PROFORMA

Module Title:	Play: The question of power and permission within the relationship	Level:	7	Credit Value:	30
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Module code:	EDM718	Is this a new module?	Yes	Code of module being replaced:	N/A
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Cost Centre(s):	GAPE	JACS3 code:	X370
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With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Alison Woolf
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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 the task of critically examining some of the contemporary understanding of the role of play in personal and social integration.
- To engage students in the task of critical reflection and evaluation of contemporary understandings of ways in which play maintains cognitive, emotional, physical and social well-being and how that may influence attitudes and perceptions in key services;
- To engage students in the task of critically analysing the responsibility of those in various professional roles to consider and enable play affordances;
- To engage students in a critical reflection of their own relationship to play, both in individual and social activity.

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

At the end of this module, students will be able to		Key Skills	
1	Discuss and critically evaluate the current knowledge base of the role of play in child development and the possible implications for individuals and society	KS1	KS9
		KS4	
		KS6	
2	Discuss and critically evaluate the current research and knowledge-base of the importance of play and playful relationships in developing and maintaining holistic health and well-being.	KS1	KS6
		KS4	KS7
		KS5	KS10
3	Demonstrate a comprehensive understanding of the practices and policies in the workplace that support or constrain engagement in play and the development of playful relationships.	KS1	KS7
		KS2	KS8
		KS3	

4	Demonstrate an ability to reflect on their own relationship with play and develop awareness of how to this informs their professional consideration for, and personal responses to, play	KS1	KS7
		KS2	KS8
		KS3	KS9
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:
<ol style="list-style-type: none"> 1. An individual presentation that demonstrates knowledge and a critical understanding of how your own relationship to play impacts on your consideration of the potentials for play when carrying out your professional role. 2. A critical case study of a work place policy or culture in relation to supporting or constraining play, demonstrating skills and ability to make links to current knowledge and a critical understanding in the field of play theory 3. An essay that demonstrates a breadth of critical knowledge on the benefits of play for lifelong well-being, with particular reference to relationships and social inclusion.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	4	Presentation	25%	20 minutes	2,000
2	3	Case Study	25%		1,500
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:

- Exploring the challenges of a definition of play
- Examining shared understandings of play across theoretical orientations, and exploring the conflicting terminologies and attendant beliefs.
- Introduction to contemporary discourses informed by the latest knowledge and understanding of play theory from a variety of professional fields.
- Reflecting on definitions of well-being and the use of this term in contemporary international and national agendas
- Considering the link between theories of play and theories of well-being
- Exploring theoretical and political perspectives on childhood and links to our personal frames of reference
- Exploring the contemporary discourse of child development, to include a critical examination of the paradigms of Childhood Studies and the Social Construct of Childhood.
- Consideration of contemporary understanding of how play in relationships affects neural development and emotional states.
- Exploring how the responses of society and culture to play opportunities impacts on individuals and on wider communities.
- An examination of how is play recognized as having a role in some of the current health issues evident in contemporary government agendas
- An examination of how is play recognized as having a role in some of the current social issues evident in contemporary government agendas
- Examining national and local responses to international play agendas
- Considering how our own relationship with play continues to impact on development and health.
- Experiential opportunities to engage with a variety of play resources and activities.

Bibliography:

Essential reading

Harford, T. (2016), *Messy: How to Be Creative and Resilient in a Tidy-Minded World*. London: Little, Brown.

Henricks, T. (2015), *Play and the Human Condition*. Chicago: University of Illinois.

Lester, S. and Russell, W. (2008), *Play for a Change Play, Policy and Practice: A Review of Contemporary Perspectives*. London: National Children's Bureau.

Sutton-Smith, B. (2001), *The Ambiguity of Play*. Cambridge, MA: Harvard University Press.

Other indicative reading

Bogost, I. (2016), *Play Anything: The Pleasure of Limits, the Uses of Boredom, and the Secret of Games*. New York: Basic Books.

Cohen, L. (2001), *Playful Parenting*. New York: Ballentine Books.

Elkind, D. (2007), *The Power of Play*. Philadelphia: De Capo Lifelong Books.

Fromberg, D. and Bergen, D. (2015), *Play from Birth to Twelve: Contexts, Perspectives and Meanings*. Third Edition. London: Routledge.

Hughes, B. (2012), *Evolutionary Playwork*. Second Edition. London: Routledge.

Kane, P. (2005), *The Play Ethic. A manifesto for a Different Way of Living*. London: Pan Books.

Kestly, T. (2014), *The Interpersonal Neurobiology of Play: Brain building interventions for emotional well-being*. New York: W. W. Norton & Company.

Mears, R. (2005), *The Metaphor of Play: Origin and Breakdown of Personal Being*. London: Routledge.

Morgan, N. (2005), *Blame My Brain. The amazing teenage brain revealed*. London: Walker Books.

Pellis, S. and Pellis, V. (2009), *The Playful Brain: Venturing to the Limits of Neuroscience*. Oxford: One World.

Perry, A. (Ed) (2009), *Teenagers and Attachment*. London: Worth Publishing.

Sicart, M. (2014), *Play Matters (Playful Thinking Series)*. Cambridge MA: MIT Press.

Woolf, A. (2016), *Better Play: Practical strategies for supporting play in schools for children of all ages*. Duffield: Worth Publishing.

Relevant Journals

International Journal of Play.
American Journal of Play.

Web based resources:

<http://www.theplayethic.com>
<http://www.museumofplay.org>
<http://www.nifplay.org>
<http://www.kompan.co.uk>