Module Specification

Module Summary Information

<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Reflecting on Play, Learning and Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Module Credits</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Module Level</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Module Code</td>
<td>EDU5140</td>
</tr>
</tbody>
</table>

5 Module Overview

This module builds on the skills and knowledge introduced at Level 4, making connections with child development, assessment and observation to develop your understanding of the central importance of play in young children’s development and learning.

The module is designed to support and extend your professional reflection so that you are able to articulate your own philosophy of learning in early childhood and promote the inclusion of play provision in all settings.

The module will explore the following:
- Why does play matter?
- How do I use play to support children’s social development and well-being?
- What are the links between play, creativity and problem solving?
- How can play support literacy and numeracy learning?
- Why should children play outdoors and learn to take risks?
- How can I use reflection for my own professional development?

The module aligns with the Programme Aims and Philosophy by:
- Supporting you to become a confident and reflective professional in a range of contexts relevant to babies and young children;
- Critically analysing the role of play in young children’s learning and development;
- Enabling you to articulate a clear understanding of early years pedagogy and the ways in which young children learn;
- Developing practitioners who are sensitive to the needs of babies and young children and are able to act as advocates for them when seeking positive social change.

You will learn through lectures, workshops and seminars on campus. You will also engage with information and discussion forums on Moodle and develop the use of technology through the creation of a Mahara portfolio.

There will be key opportunities to develop knowledge, understanding and skills during placements in an early years setting. Here you will be supported to make important links between research, theory and practice.

Successful completion of this module and the linked placement will enable you to meet the criteria for Early Years Educator (EYE). EYE Standards have been highlighted at module level. The Programme
as a whole is matched to QAA Benchmarks Statements for Early Childhood Studies, this together with
the required GCSE in English and Maths (already a requirement for entry the programme) meets the
criteria for Early Years Educator as determined by DfE.

http://www.education.gov.uk/eypqd/level6.shtml

### 6 Indicative Content

You will explore:

- the pioneers of early education and their influence today.
- the complexity, definitions and characteristics of children’s play
- practical sessions to support use of Mahara
- the Characteristics of Effective Learning
- creative pedagogies
- the role of continuous provision in early childhood settings.
- the role of the adult in supporting play, learning and development.
- child-centred approaches to pedagogy and children’s voice.
- individual needs and the promotion well-being through play-based learning.
- planning to support learning across areas of learning.
- models of reflection

### 7 Module Learning Outcomes

On successful completion of the module, students will be able to:

1. Demonstrate a critical understanding of how and why children learn through play, giving examples from practice.
2. Evaluate the role of the practitioner in supporting learning through play, giving examples from practice.
3. Evaluate relevant research drawing on appropriate theoretical models and making links to practice.
4. Evaluate relevant research drawing on appropriate theoretical models and making links to practice. Demonstrate independent professional application to academic study.

### 8 Module Assessment

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Coursework</th>
<th>Exam</th>
<th>In-Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BCU Module Specification V1.01 2018/19 13/09/18
<table>
<thead>
<tr>
<th>Breakdown Learning and Teaching Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Activities</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td><strong>Scheduled Learning (SL)</strong></td>
<td>96</td>
</tr>
<tr>
<td>includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable</td>
<td></td>
</tr>
<tr>
<td><strong>Directed Learning (DL)</strong></td>
<td>96</td>
</tr>
<tr>
<td>includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE</td>
<td></td>
</tr>
<tr>
<td><strong>Private Study (PS)</strong></td>
<td>208</td>
</tr>
<tr>
<td>includes preparation for exams</td>
<td></td>
</tr>
<tr>
<td><strong>Total Study Hours:</strong></td>
<td>400</td>
</tr>
</tbody>
</table>