

## Module specification

1. Factual information			
<b>Module title</b>	ND 2.3 Playful Learning		
<b>Module tutor</b>	Vince MacLeod	<b>Level</b>	Second year
<b>Module type</b>	Taught	<b>Credit value</b>	N/A
<b>Mode of delivery</b>	100% face to face		
<b>Notional learning hours</b>	10 hours of face-to-face teaching 10 hours of independent study		

2. Rationale for the module and its links with other modules	
<p>Every nanny needs to find the fun in everything, and learning is no exception. Building on ideas from ND 1.3 Let's Play!, students will explore the differences between true play and making learning fun and how enjoyment of learning opportunities can be facilitated. Consideration of early years curricula will also be explored along with this and how this can be applied in the home environment. Learning in this module ties in with the BA (Hons) modules NC5203 The Baby Years, NC5204 Play: Exploring and Inventing, and NC5205 Promoting Health in Practice.</p>	

3. Aims of the module	
<p>The aims of this module are to look at practical activities that promote skills in the subjects of literacy, science, mathematics, engineering, drama, art and music. Observation will be considered alongside this, using provocative learning opportunities to facilitate learning, with consideration of the barriers to learning that the environment might provide for inclusion.</p>	

4. Prerequisite modules or specified entry requirements	
None	

5. Does the module permit compensation?	
No	

6. Learning, teaching and assessment strategy for the module	
<p>Face-to-face lectures            Practical workshops            Tutor-directed study and self-directed study            Formative assessment            Peer assessment</p>	



## 7. Intended learning outcomes

*At the end of the module, learners will be expected to:*

1. Explore how practitioners can promote playful learning within the home environment.
2. Explain how early years pedagogy and curricula can be applied in the home environment.
3. Demonstrate how learning can be documented with contributions from children for parents and carers to access.

### 7a. Norland diploma programme learning outcomes met

PLO1, PLO2, PLO3, PLO4, PLO5, PLO6

## 8. Indicative content (this should provide an overview of content over the number of weeks of module delivery)

Week 1: Observation, assessment and planning inclusive home environments

Week 2: Playful literacy

Week 3: Problem-solving and play

Week 4: Incredible imaginations

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

**Assessment strategy:** This assessment asks students to plan an activity and put it into practice during placement, with a presentation explaining the justification of the activity with reference to observation, individual needs, assessment with curricula and planning for future learning, with a presentation reflecting on the practical application and changes that may be needed in future practice.

Assessment task	Weighting	Week submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
Activity plan (1,000 words equivalent)	50%	Week 8	Pass/Merit/ Distinction	All
Presentation (10 minutes) (in session)	50%	Week 12		

10. Teaching staff associated with the module
Name and contact details
Vince MacLeod, <a href="mailto:vince.macleod@norland.ac.uk">vince.macleod@norland.ac.uk</a>
Alex Morfaki, <a href="mailto:alex.morfaki@norland.ac.uk">alex.morfaki@norland.ac.uk</a>

11. Core reading list				
Author	Year	Title	Location	Publisher
King, P. and Sturrock, G.	2020	<i>The play cycle: theory, research and application</i>	Abingdon	Routledge
Longstaffe, M.	2020	<i>Provocations for learning in early years settings: a practical guide</i>	London	Routledge

**12. Other indicative text (e.g., websites)**

Early Years Coalition (2021) *Birth to 5 matters: non-statutory guidance for the early years foundation stage*. Available at: <https://birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf> (Accessed: 6 April 2023).

Department for Education (2021) *Development matters: non-statutory curriculum guidance for the early years foundation stage*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf) (Accessed: 6 April 2023).

Department for Education (2021) *Statutory framework for the early years foundation stage*. Available at: [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf) (Accessed: 6 April 2023).

**13. List of amendments since last (re)validation**

Area amended	Details	Date Central Quality informed



<b>Document Control Information</b>	
<b>Policy Title:</b>	ND 2.3 module specification
<b>Version number:</b>	V3.0/RD/04-09-23
<b>Owner:</b>	Head of Learning, Teaching & Research
<b>Approving Body:</b>	Academic Board
<b>Related Norland Documents:</b>	N/A
<b>Date of approval:</b>	4 <sup>th</sup> September 2023
<b>Date of effect:</b>	As above
<b>Frequency of review:</b>	Annually
<b>Date of next review:</b>	August 2024