



Module specification

1. Factual information			
Module title	ND 1.3 Let's Play!		
Module tutor	Viki Bennett Kane	Level	First year
Module type	Taught	Credit value	N/A
Mode of delivery	100% face to face		
Notional learning hours	10 hours face to face		

2. Rationale for the module and its links with other modules
<p>Play is at the centre of learning for children, and adults taking care of them need to know when to engage and when to step back. This module will consider the practical application of a variety of observation types undertaken in sessions. Heuristic play will be explored in order to establish the benefits of natural materials and real-life objects for children, as well as how schemas can be observed, assessed and used for effective planning. In summary, the students will establish their role in play and how it can be facilitated effectively, and the types of play considered in this module will vary depending on current trends in the early years industry. Links will be made to ND 1.1 Professional Skills 1 on the Norland diploma and with learning on the BA (Hons) modules NC4204 Learning, Development and Pedagogical Theory, and NC4205 Principles of Equality, Diversity and Inclusion.</p>

3. Aims of the module
<p>This module looks at how play can be facilitated by early years professionals through an engaging environment. Students will learn observation skills and play types from cutting-edge research to support children's curiosity and engagement with the world around them.</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
Face-to-face lectures Practical workshops Group tasks



7. Intended learning outcomes

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

1. Demonstrate how observation, assessment and planning can be used to develop play skills.
2. Compare and contrast play experiences to suit individual needs and preferences.
3. Explain potential risks during play and how these can be mitigated.

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 for play
 Week 2: Practical play types
 Week 3: Provocation and play environments
 Week 4: Assessment

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

Assessment task	Weighting	Week submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
Presentation of a play environment with justification (in session) 10 minutes	100%	Week 4	Pass/fail	All

10. Teaching staff associated with the module

**Name and contact details**

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11. Core reading list

Author	Year	Title	Location	Publisher
Brooker, E., Blaise, B. and Edwards, S.	2014	<i>SAGE handbook of play and learning in early childhood</i>	Los Angeles	Sage
Owen, K. (ed.)	2021	<i>Play in the early years</i>	London	Sage

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

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
(Accessed: 6 April 2023).

Early Years Coalition (2021) *Birth to 5 matters: non-statutory guidance for the early years foundation stage*. Available at: [Birthto5Matters-download.pdf](#) (Accessed: 6 April 2023).

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Section 9	Change from assessment outcomes to pass/refer/fail to bring in line with other elements of N.D. unit	19/06/2024



Document Control Information	
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