

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	EDY406
Module Title	Play and Outdoor Learning
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100463
Cost Code	GAEC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Early Childhood Studies	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	21/8/23
With effect from date	1/9/24

For office use only	
Date and details of revision	
Version number	1

Module aims

This module aims to introduce students to the importance of play in children's lives, learning and development. It considers the value of moving learning outdoors and how this is represented in the early years curriculum. Finally it considers the value of linking play and outdoor learning and how early years practitioners can support the needs of children holistically.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Explore the meaning of play and the value of outdoor spaces in the contemporary lives of young children.
2	Describe the ways in which play and outdoor learning can be used to promote child development.
3	Identify the representation of play and outdoor learning within early childhood curricula.
4	Explain the role of the practitioner in supporting the holistic needs of the child through play and outdoor learning.

Assessment

Indicative Assessment Tasks:

Coursework:

1. Written Task – Discuss the role of play and outdoor spaces in relation to the contemporary lives of young children. (1000 words)
2. Poster – Design an outdoor learning area to promote young children's play demonstrating links to early years curriculum and child development. (1 side A3)
3. Audio Reflection – Reflect on the role of the practitioner in supporting children's holistic needs through play and/or outdoor learning (Audio recording or Vlog). (5 minutes)

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Coursework	100%

Derogations

Derogations for progression apply to part-time students only, please refer to the programme specification.

Learning and Teaching Strategies

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning.

This module is designed for both blended (classroom/online) and online only delivery.

Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Part-time students will experience this module as a blend (as described above) or as a combination of synchronous and asynchronous online delivery.

Opportunities will be provided in this module for students to experience play and learning in the outdoor environment, making use of the campus grounds both at Wrexham and Northop.

Indicative Syllabus Outline

This module will explore:

- The meaning and characteristics of play
- The role of play and being outdoors in contemporary childhood
- Using play and the outdoor environment to support child development
- The role of play in the early years curriculum
- The place of outdoor learning in early years curriculum
- Meeting the holistic needs of children through play and outdoor learning
- The role of the practitioner in supporting play and outdoor learning.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Knight, S. (2011), *Risk and Adventure in Early Years Outdoor Play: Learning from Forest Schools*. London: Sage

Owen, K. (2021), *Play in the Early Years*. London: Sage

Other indicative reading

Moyles, J. (2014) *The Excellence of Play*. 4th Ed. Maidenhead: Open University Press

Sakr, M. (2020), *Digital Play in Early Childhood*. London: Sage

Welsh Government (2023) Curriculum for Wales. Available from <https://hwb.gov.wales/curriculum-for-wales> [Accessed 16/05/23]

Employability– the University Skills Framework

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Creative

Key Attitudes

Confidence

Practical Skillsets

Digital Fluency

Organisation

Emotional Intelligence

Communication