

Basic Playwork Skills in Children's Work Practice (TMM1491)

Module Level:	4
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	<p>To gain a foundation of understanding of the professional disciplines of work with children and families and playwork and the relationship between them.</p> <p>To contextualise National Occupational Standards into the ministry setting.</p> <p>To develop professional skills in work with children and families and apply these in practice.</p> <p>To develop as self-aware, collaborative, theologically reflective practitioners.</p>
Content:	<p>Good practice in developing purposeful relationships with children and families.</p> <p>Relationship, communication and listening skills with children.</p> <p>Principles and practice of play.</p> <p>Creating play spaces and designing play processes.</p> <p>Learning processes and methods.</p> <p>Leadership and team theory.</p> <p>Self-management and administration skills.</p> <p>Theological reflection on practice and experience gained through this module.</p>

Learning Outcomes: By the end of this module students will be able to:

Subject Specific Knowledge [N/A]

Discuss intelligently safe practice and boundaries in building purposeful relationships with children and families.

Describe competently principles of play and learning in a range of children's and family work contexts.

Give an account of some theories of leadership and teams, and the questions to which they give rise.

Subject Specific Skills [SSS 3]

Implement safe practice and boundaries in building purposeful relationships with children and families and demonstrate implementation of this in practice.

Demonstrate effective communication, listening and negotiation skills and assist children in exploring issues relevant to them.

Recognise principles of play and learning in a range of contexts and design and facilitate effective environments and processes for children.

Work effectively both independently and within a team in children's and families' work settings.

Reflect theologically on practice relating to children's and family work.

Key Skills [KS 1, 2, 3, 4]

Identify gather and evaluate source materials for a specific purpose.

Evaluate the appropriateness of different approaches, communicating their findings sensitively and accurately.

Carry out a guided task that involves: independent inquiry; management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it.

Demonstrate effective and appropriate self-management and administration skills, recognising key issues in their own personal and professional development.

Modes of Teaching and Learning: Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

Learning Hours: Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.

Formative Assessment: Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

Summative Assessment: Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.