



Module Narratives
Early Years

Year 3, Level 6, Terms 1, 2 & 3

1	Short Code	EYTL 62
2	Title	Dissertation (Final Year Research Project)
3	Level	6
4	Credit points	60 credits
5	Start term	September (across three terms)
6	Subject	Early Years
7	Module leader	Jane Joyce
8	Accredited by	Middlesex University
9	Module restrictions	
	(a) Pre-requisite	None
	(b) Programme restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
10	Automatic deferral	No
11	Aims	The research project aims to allow students to experience the research process in a systematic, supervised way and provides an opportunity for carrying out substantial, independent research in a chosen area within the field of education and care. It provides an opportunity for students to select, manage and execute a programme of investigation in an area of study of their own choice and in so doing, to deepen their learning, to develop their ability to analyse data and interpret information to draw informed conclusions and to promote ability to conduct subsequent research which will be of value in their future careers.
12	Learning outcomes	On completion of this module the successful students will be able to: LO1: Produce a proposal that justifies and critically analyses the usefulness of a potential research project, including an action plan which must be in the appendix. LO2: Complete an ethical approval form to demonstrate how ethics will be upheld for the chosen research project. LO3: Select and critically review research and literature relating to the chosen area of study. LO4: Demonstrate the ability to manage and execute a comprehensive programme of investigation in a chosen area of study.

	<p>LO5: Synthesise and critically evaluate information and data gathered to draw informed conclusions.</p> <p>LO6: Reflect critically on (a) the research process and (b) research findings identifying implications for own practice in the future.</p>
13	<p>Syllabus Teaching sessions will include the following topics:</p> <ul style="list-style-type: none"> • Introduction to research units. • Selection of a topic area and implications. • Overview of the research process. • Guidance on research process. • Writing a research proposal. • Carrying out a literature review. • Ethics. • Research methodology. • Methods. • Preparing an action plan. • Presentation of data and analysis of data
14.	<p>Learning, teaching and assessment strategy The teaching of this unit is based upon research methods lectures and regular meetings with supervisors. The research project is an independent piece of work that means that most of the learning arises from the student's own research and independent literature survey. Additional materials relating to research methods will be available via the College's VLE Moodle.</p> <p>Students will be offered regular individual tutorial sessions and have allocated time for one-to-one tutorials with their research project tutor during the year and submit drafts of work for formative feedback. Students may prefer to conduct tutorials via college emails with queries rather than attend a tutorial.</p> <p>Formative: Presentation of research proposal to peers.</p> <p>Summative: A research proposal (1500 words), and ethical approval form (500 words) (in appendix). Included in the appendix there will be a Summary of reflective journal (500 words) (Total 2000 words, 20%, Learning Outcomes; LO 1 & 2, Summative)</p> <p>Research project: The final report will be 10,500 words in length (+/- 10%) excluding the list of references and appendices. Included in the appendix there will be a. (10500 words, 80%, LO 2, 3, 4, 5 & 6 Summative)</p> <p>Assessment will include:</p> <ul style="list-style-type: none"> • Rationale, including clear research objectives. • Literature base and critical review. • Methodology and implementation of research. • Presentation of findings and analysis of data.

	<ul style="list-style-type: none"> • Critical discussion of findings. • Conclusions and recommendations. <p>Students will be required to conduct primary research and, on the basis of the data, write up the research. Core skills of logical argument and coherent reasoning, evidence of reflection on practice and the relation of principles to practice will be assessed throughout.</p>
15.	<p>Learning materials</p> <p>Essential:</p> <p>Bell, J. (2010) <i>Doing your research project</i>. Berkshire: Open University Press. Cottrell, S. (2014) <i>Dissertations and Project Reports: A Step by Step Guide</i>. Basingstoke: Palgrave MacMillan.</p> <p>Denscombe, M. (2014) <i>The Good Research Guide</i>. Buckingham: Open University.</p> <p>Musgrave, J. Savin -Baden, M. and Stobbs, N. (2017) <i>Studying for your Early Years Degree</i>. St Albans: Critical Publishing.</p> <p>Robert-Holmes, G. (2014) <i>Doing Your Early Years Research Project: A Step by Step Guide</i>. London: Sage Publications Ltd.</p> <p>Sharp, J. (2012) <i>Success with your Education Research Project</i>. 2nd edn. London: Learning Matters.</p> <p>Recommended/Indicative Reading:</p> <p>Alderson, P. and Morrow, V. (2004) <i>Ethics, Social Research and Consulting with Children and Young People</i>. Essex: Barnardo's.</p> <p>Aveyard, H. (2014) <i>Doing a Literature Review in Health and Social Care</i>. Maidenhead: McGraw Hill Education/Open University Press.</p> <p>BERA. (2018) <i>Ethical Guidelines for Educational Research</i>. 4th edn. Southwell: BERA.</p> <p>Brett-Davis, M. (2007) <i>Doing a Successful Research Project Using Qualitative or Quantitative Research Methods</i>. Basingstoke: Palgrave MacMillan.</p> <p>Coles, A. and McGrath, J. (2010) <i>The Education Research Handbook</i>. London: Longman.</p> <p>Cottrell, S. (2008) <i>The Study Skills Handbook</i>. 3rd edn. Basingstoke: Palgrave Macmillan.</p> <p>Cottrell, S. (2010) <i>Skills for Success: Personal Development and Employability</i>. 2nd edn. Basingstoke: Palgrave MacMillan.</p>

Fraser, S. Lewis, V. Ding, S. Kellett, M. and Robinson, C. (2004) *Doing Research with Children and Young People*. London: Sage Publications and Open University.
Gray, D. (2004) *Doing Research in the Real World*. London: Sage Publications Ltd.
Henn, M., Weinstein, M. and Foard, N. (2005) *A Short Introduction to Social Research*. London: Sage Publications Ltd.
Holliday, A. (2007) *Doing and Writing Qualitative Research*. 2nd edn. London: Sage Publications Ltd.
Lewis, V. Kellett, M. Robinson, C. Fraser, S. and Ding, S. (2003) *The Reality of Research with Children and Young People.*, London: Sage Publications Ltd/Open University.
Macmillan Boyatzis, R. (1998) *Thematic Analysis and Code Development: Transforming Qualitative Information*. London: Sage Publications Ltd.

Matthew, D. and Sutton, C. (2004) *Social Research: The Basics*. London: Sage Publications Ltd.
Musgrove, J; Savin-Baden, M and Stobbs, N (2017) *Studying for your Early Years Degree Skills and knowledge for becoming an effective practitioner*. St Albans: Critical Publishing.

Newby, P. (2010) *Research Methods for Education*. London: Longman.
O'Leary, Z. (2004) *The Essential Guide to Doing Research*. London: Sage Publications Ltd.
Opie, C. (2004) *Doing Educational Research*. London: Sage Publications Ltd.
Richardson, L and McBryde-Wilding, H (2009) *Information Skills for Education Students*. Exeter: Learning Matters.

Roberts, B. (2007) *Getting The Most Out Of The Research Experience: What Every Researcher Needs to Know*. London: Sage Publications Ltd.
Savin-Baden, M. and Howell Major, C . (2010) *New Approaches to Qualitative Research*. London: Routledge.
Sharp, J (2012) *Success with your Education Research Project*. 2nd edn. Exeter: Learning Matters.

Silverman, D. (2010) *Doing Qualitative Research: a practical handbook*. London: Sage Publications Ltd.
Somekh, B. and Lewin, C. (2004) *Research Methods in the Social Sciences*. London: Sage Publications Ltd.
Tilstone, C. (ed) (1998) *Observing Teaching and Learning*. London: David Fulton.
Tripp, D. (1993) *Critical Incidents in Teaching*. London: Routledge.

Journals;

Action Research:

British Education research Association. (2020) Available at: <https://www.bera.ac.uk/> (Accessed 05.06.20)

British Educational Research Journal. (2020) Available at: <https://onlinelibrary.wiley.com/journal/14693518> (Accessed: 05.06.20)

Disability & Society. (2020) Available at: <https://www.tandfonline.com/loi/cdso20> (Accessed: 05.06.20)

<p>Early Years:An International Journal of Research and Development. (2020) Available at: https://www.tandfonline.com/loi/ceye20 (Accessed: 05.06.20)</p> <p>Electronic sources: University of Leeds (2008) <i>British Education Index</i>. Available at: http://www.leeds.ac.uk/educol (Accessed 05.06.20)</p>

Year 3, Level 6, Term 1

1	Short Code	EY 63
2	Title	Leadership and Management
3	Level	6
4	Credit points	20 credits
5	Start term	January
6	Subject	Early Years
7	Module leader	Silvia Brown
8	Accredited by	Middlesex University
9	Module restrictions	
	(e) Pre-requisite	None
	(f) Programme restriction	None
	(g) Level restrictions	None
	(h) Other restrictions or requirements	None
10	Automatic deferral	No
11	<p>Aims This module provides a theoretical and practical exploration of a wide range of issues relating to leadership and management in early years. These include the management of self and others, management of change and the role of the senior practitioner in listening to children and representing the voice of the child and safeguarding. The module will enable students to recognise the most appropriate leadership strategies for a given scenario.</p>	
12	<p>Learning outcomes</p> <p>On completion of this module the successful students will be able to:</p> <p>LO1: Facilitate a simulated staff meeting to justify an appropriate change within the workplace, and consider how this might be implemented.</p> <p>LO2: Critically evaluate contemporary leadership and management theories, and the impact these can have on colleagues and implications for own practice.</p> <p>LO3: Identify and critically analyse how emotional intelligence and communication styles could impact on practice.</p>	
13	<p>Syllabus</p> <ul style="list-style-type: none"> Contemporary leadership and management theory in the early year's context. 	

	<ul style="list-style-type: none"> • Transaction versus transformational leadership. • Contingency theory. • Theories of motivation and job satisfaction. • Group dynamics and teamwork. • Maximising staff performance and managing under performance. • Exploration of the processes in the management of change. • Consider interpersonal and communication skills and management of conflict. • The role of the senior practitioner in listening to children and representing the voice of the child. • Leading good practice in equality, pedagogy, partnership working, mentoring and other key aspects. • Safe recruitment. • Safeguarding. • Managing time and prioritising. • Strategic planning.
<p>14.</p>	<p>Learning, teaching and assessment strategy A range of methods will be used including group discussion, lectures, seminars, presentations and web based resources. Learning will be facilitated through reflective analysis of own practice.</p> <p>Formative: Draft of the essay for comment (Formative).</p> <p>Summative: A 10 minute explanation in a simulated staff meeting of your strategy for implementing a given change. (10 minutes, 35%, Learning Outcomes: LO 1, Summative).</p> <p>An Essay providing a critical reflection of key aspects of leadership and management and the impact this can have on colleagues. (3000 words, 65%, Learning Outcomes: LO 2 & 3, Summative).</p>
<p>15.</p>	<p>Learning materials Essential:</p> <p>Cambell-Barr, V., (2016) <i>Quality and Leadership in the Early Years</i>. London: Sage Publications Ltd.</p> <p>Robins, A. and Callan, S. (2009) <i>Managing Early Years Settings: Supporting and Leading team.</i>, London: Sage Publications Ltd.</p> <p>Siraj-Blatchford, I. and Hallet, E. (2014) <i>Effective and Caring Leadership in the Early Years</i>. London: Sage Publications Ltd.</p> <p>Whalley, M. and Allen, S. (2011) <i>Leading Practice in Early Year</i>. Exeter: Learning Matters.</p>

	<p>Recommended:</p> <p>Gill, R. (2006) <i>Theory and Practice of Leadership</i>. London: Sage Publications Ltd.</p> <p>Johnson, S., (1999) <i>Who Moved My Cheese</i>. Reading: CPI Cox and Wyman.</p> <p>Moyles, J (2006) <i>Effective Leadership and Management in Early Year.</i>, Buckingham: Open University Press.</p> <p>Stacey, M. 2009 <i>Teamwork and Collaboration in Early Years Settings</i>. Exeter: Learning Matters.</p> <p>Rodd, J. (2006) <i>Leadership in Early Childhood</i>. 3rd edn. Maidenhead: Open University Press.</p> <p>Whalley, M. (2008) <i>Leading Practice in Early Years Settings</i>. Exeter: Learning Matters.</p>
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Year 3, Level 6 Term 2

1	Short Code	EYTL 61
2	Title	Exploring Contemporary Issues
3	Level	6
4	Credit points	20 credits
5	Start term	September
6	Subject	Early Years
7	Module leader	Emma Fletcher
8	Accredited by	Middlesex University
9	Module restrictions	
	(i) Pre-requisite	None
	(j) Programme restriction	None
	(k) Level restrictions	None
	(l) Other restrictions or requirements	None
10	Automatic deferral	No
11	<p>Aims</p> <p>To develop students' professional knowledge and professionalism for future practice. To develop and enhance skills of critical engagement and argument through an exploration of contemporary issues which affect young children. To explore and analyse the values and beliefs which underpin policy and practice, and in so doing reflect on their own evolving principles and practice.</p>	
12	<p>Learning outcomes</p> <p>On completion of this module the successful students will be able to:</p> <p>LO1: Identify and critically analyse contemporary issues of concern and interest to those working in the field of early years teaching and learning.</p> <p>LO2: Critically appraise the impact of selected contemporary issues on young children or babies.=</p>	

	LO3: Reflect on the implications for their own practice.
13	<p>Syllabus</p> <p>The content of this module will adapt as new contemporary issues emerge. The issues listed are indicative rather than exclusive.</p> <ul style="list-style-type: none"> • How education policy is formed and monitored. • Education initiatives and their effect on practice. • Analysing controversial issues in education. • Education in a sociological context. • The impact of the history of education on contemporary issues. • Education in the media. • Social media and education. • Grassroots movements in education. • Equality and diversity. • Prejudice, stereotyping and discrimination. • Minority groups based on gender, ethnicity, religion, disabilities, background, culture and socio-economic factors.
14.	<p>Learning, teaching and assessment strategy</p> <p>A range of methods will be used including group discussion, lectures, seminars, presentations and discussion opportunities via the College's VLE Moodle.</p> <p>Formative: Students will be able to submit one draft copy of their assignment for comment (Formative).</p> <p>Summative: Produce an Academic Poster investigating a contemporary issue, this will include a critical analysis of the issue and its impact on children. Students will need to place the issue in a broad social and political context. (1000 words, 35%, Learning Outcomes: LO 1 & 2, Summative)</p> <p>An Essay supporting the above presentation accompanied by reflective comments. (Essay 2500 words, reflective comments 700 words, 65%, Learning Outcomes: LO 1, 2, & 3, Summative).</p>
15.	<p>Learning materials</p> <p>Essential</p> <p>Bartlett, S and Burton, D. (2020) <i>An Introduction to Education</i>. 5th edn. London: Sage Publications Ltd.</p> <p>Thomas, G. (2013) <i>Education a Very Short Guide to Education</i>. Oxford: OUP.</p> <p>Recommended</p> <p>Baldock, P, Fitzgerald, D. and Kay, J. (2009) <i>Understanding Early Years Policy</i>. London: Sage Publications Ltd.</p> <p>Ball, S. (2013) <i>The Education Debate</i>. London: Policy Press.</p>

Bates, J. Lewis, S. Pickard, A. (2011) *Education Policy, Practice and the Professional*. London: Bloomsbury.

Bennet, T. (2013) *Teacher Proof*. Oxford: Routledge.

Chitty, C. (2009) *Education Policy in Britain*. Basingstoke: Palgrave MacMillan.

Christodoulou, D. (2013) *Seven Myths about Education*. London: The Curriculum Centre.

Curtis, W et al. (2014) *Education Studies, an Issue based Approach*. London: Sage Publications Ltd.

Cottrell, S. (2011) *Critical Thinking Skills*. Basingstoke: Palgrave Macmillan.

Didau, D. (2014) *What if Everything you Knew about Education was Wrong*. Carmathen: Crown House Publishing.

Hayes, D. (2010) *Encyclopaedia of Primary Education*. Oxford: Routledge.

Nutbrown, C and Clough, P. (2014) *Early Childhood Education*. London: Sage Publications Ltd.

Nutbrown, C., Clough, P. & Atherton, F. (2013) *Inclusion in the Early Years*. London: Sage Publications Ltd.

Peal, R. (2014) *Progressively Worse*. London: Civitas.

Pugh, G. and Duffy, B. (2010) *Contemporary Issues in the Early Years*. London: Paul Chapman Publishing.

Robinson, M. (2013) *Trivium 21C*. Carmathen: Crown House Publishing.

Willingham, D. (2009) *Why Students Don't Like School*. Chichester: Wiley.

Year 3, Level 6, Term 3

1	Short Code	EYTL 66
2	Title	Learning in the Outdoor Environment
3	Level	6
4	Credit points	20 credits
5	Start term	April
6	Subject	Early Years
7	Module leader	Jane Joyce
8	Accredited by	Middlesex University
9	Module restrictions	
	(m) Pre-requisite	None
	(n) Programme restriction	None
	(o) Level restrictions	None

	(p) Other restrictions or requirememnts	None
10	Automatic deferral	No
11	<p>Aims To develop knowledge and understanding of outdoor learning and play, reflecting on the values of outdoor experiences in meeting desired educational outcomes. To provide a theoretical and practical exploration of the wide range of issues relating to outdoor play. These include the perception of risk, well-being theories and the importance of outdoor play as a tool for sustainable development. To provide opportunities for students to actively engage and explore the outdoor learning environments and consider equality and diversity in this context.</p>	
12	<p>Learning outcomes On completion of this module the successful students will be able to:</p> <p>LO1. Identify and consider aspects of learning, child development and well-being theories and their application in practice within the outdoor environment.</p> <p>LO2. Critically analyse pioneers and models of outdoor provision and pedagogy, examining aspects of international, national and/or local policy on outdoor play and learning.</p> <p>LO3. Evaluate the systematic perception of risk and play in the outdoor learning environment.</p> <p>LO4. Discuss learning in the outdoor environment as a tool for sustainable development including self, society and the planet.</p>	
13	<p>Syllabus</p> <ul style="list-style-type: none"> • Theories, concepts and pioneers of the outdoor environment as a foundational tool to a child’s learning, play and development. • Exploration and engagement with different types of outdoor learning. For example, outdoor play spaces in settings; Forest schools; outdoor visits; adventure education and community projects. • Perceptions of risk and safeguarding within outdoor play and learning, and how these are culturally determined and managed. • International, national and local comparisons of learning and play within the outdoors environment. • Promotion of equality and diversity in the outdoor environment. • Exploration of the outdoor environments role in supporting and developing awareness of sustainable development of self, society and the planet. 	
14.	<p>Learning, teaching and assessment strategy A range of teaching methods will be used including lectures, seminars and presentations, use of learning materials and discussion opportunities via the College’s VLE Moodle. Additionally students will participate in learning and play activities in the outdoor environment facilitating reflective analysis of their own practice.</p>	

	<p>Formative: Draft of the essay for comment (Formative).</p> <p>Summative: Presentation: A 10 minute individual presentation critically analysing pioneers and models of outdoor provision and pedagogy, with reference to international, national and local policy on outdoor play and learning. (10 minutes, 35%, Learning Outcomes: LO 1, 2 & 3, Summative)</p> <p>Essay: Comparing and critically evaluating the use of the outdoor environment in supporting a child's learning and play, considering key aspects, current theories and policies, the perception of risk and sustainability. (3000 words, 65%, Learning Outcomes: LO 1, 2, 3 & 4, Summative).</p>
15.	<p>Learning materials</p> <p>Essential Knight, S. (2013) <i>Forest Schools and Outdoor learning in the Early Years</i>. 2nd edn. London: Sage Publications Ltd.</p> <p>Robinson, J (2014) <i>Dirty Teaching</i>. Wales: Independent Thinking Press.</p> <p>White, J. (2013) <i>Playing and Learning Outdoors: Making Provision for High Quality Experiences in the Outdoor Environment with Children 3-7</i>. Oxford: Routledge.</p> <p>Recommended Beames, S., Higgins, P. and Nicol, R. (2012) <i>Learning Outside the Classroom</i>. New York: Routledge</p> <p>Casey, T. (2007) <i>Environments for outdoor play: A practical guide to making space for children</i>. London: Paul Chapman.</p> <p>Constable, K. (2015) <i>The Outdoor Classroom ages 3-7</i>. Oxon: Routledge</p> <p>Gill, T. (2007) <i>No Fear. Growing up in a risk averse society</i>. London: Calouste Gulbenkian Foundation.</p> <p>Joyce, R. (2012) <i>Outdoor Learning: Past and Present</i>. Maidenhead: Open University Press.</p> <p>Knight, S. (2011) <i>Risk and Adventure in Early Years Outdoor Play</i>. London: Sage Publications Ltd.</p> <p>Knight, S (2013) <i>International Perspectives on Forest School</i>. London: Sage Publications Ltd.</p> <p>Milchem, K. & Doyle, J. (2012) <i>Developing a Forest School in Early Years Provision</i>. London: Practical Pre-School Books.</p>

Nelson, E (2012) *Cultivating Outdoor Classrooms: Designing and Implementing Child-Centred Learning Environment*. St Paul: Redleaf Press.

Tovey, H. (2013) *Playing Outdoors*. 3rd edn. Maidenhead: Open University Press.

