



**Module Narratives
Inclusive and Special Education**

Year 3, Level 6, Terms 1 & 2

1	Short Code	EYTL 62
2	Title	Dissertation (Final Year Research Project)
3	Level	6
4	Credit points	40 credits
5	Start term	September & January (two terms)
6	Subject	Inclusive and Special Education
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	<p>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.</p>	
12	<p>Learning outcomes On completion of this module the successful students will be able to:</p> <p>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.</p> <p>LO2: Complete an ethical approval form to demonstrate how ethics will be upheld for the chosen research project.</p> <p>LO3: Select and critically review research and literature relating to the chosen area of study.</p> <p>LO4: Demonstrate the ability to manage and execute a comprehensive programme of investigation in a chosen area of study.</p>	

	<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>
<p>13</p>	<p>Syllabus</p> <p>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
<p>14.</p>	<p>Learning, teaching and assessment strategy</p> <p>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). (2,000 words, 20%, Learning Outcomes; LO 1 & 2 Summative)</p> <p>Research project: The final report will be 7,500 words in length (+/- 10%) excluding the list of references and appendices. (7,500 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. • 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> <p>Fraser, S. Lewis, V. Ding, S. Kellett, M. and Robinson, C. (2004) <i>Doing Research with Children and Young People</i>. London: Sage Publications and Open University. Gray, D. (2004) <i>Doing Research in the Real World</i>. London: Sage Publications Ltd. Henn, M., Weinstein, M. and Foard, N. (2005) <i>A Short Introduction to Social Research</i>. London: Sage Publications Ltd.</p>

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

BERA (British Education research Association)

British Educational Research Journal

Disability & Society.

Early Years : An International Journal of Research and Development

Electronic sources:

Education-line: <http://www.leeds.ac.uk/educol>

Year 3, Level 6, Term 1

1	Short Code	TL 63
2	Title	Managing Social and Emotional Aspects of Learning
3	Level	6
4	Credit points	20 credits
5	Start term	September
6	Subject	Inclusive and Special Education
7	Module leader	Lynne Frost
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 To explore what is meant by social and emotional learning and understand its importance in underpinning effective learning. To consider how an ethos and climate promoting social and emotional skills can be developed, and to reflect on what is good practice. To investigate a range of social and emotional learning programmes and understand the theoretical frameworks they are based on, and to facilitate critical analysis of key issues in research and practice.</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 that presents the case for developing social and emotional learning in schools. Justification should apply knowledge of research to determine how strategies could enhance practice.</p> <p>LO2: Compare and critically evaluate selected neurological, psychological and social theories and concept.</p> <p>LO3: Critically analyse different types of social and emotional learning resources and how they link to the wider curriculum, other aspects of school life and whether they facilitate monitoring and evaluation.</p>	
13	<p>Syllabus</p> <ul style="list-style-type: none"> • Definition and exploration of the importance of the social and emotional aspects of learning. • Theoretical background; neurological, psychological and social theories and concepts underpinning self-awareness, managing feelings, empathy, motivation, social skills, 'typical' social and emotional development. • The emotional link to learning; emotional intelligence, social and emotional competence, social, emotional and behavioural skills. • Role of the environment in determining behaviour and performance; relationships, the causes and consequences of neglect, trauma and loss, issues 	

	<p>of family stability and emotional attachment; adult modelling, establishing a safe social and environmental environment.</p> <ul style="list-style-type: none"> • Social and emotional aspects of learning (SEAL) five social and emotional skills, self-awareness, self-regulation (managing feelings), motivation, empathy and social skills. • Other social and emotional learning programmes and resources. • Social and emotional learning and the curriculum. • Teaching and learning styles to support social and emotional aspects of learning. • Creating an ethos and a climate where social and emotional learning are promoted, policies and environment, involvement of parents/wider community, strategies for monitoring and evaluating success.
<p>14.</p>	<p>Learning, teaching and assessment strategy Lectures will be used to disseminate current development in theory, policy and practice. Seminars will provide opportunities to consolidate and extend learning, and to explore relevance to student’s own practice. Supported self study will include critical reading and use of the internet to explore theory and practice and use of learning materials and discussion opportunities via the College’s VLE Moodle.</p> <p>Formative: Draft of the essay for comment (formative).</p> <p>Summative: A 10 mins simulated staff meeting which argues the case for developing social and emotional learning in schools, and utilises research to propose strategies for enhancement in practice. (10 minutes, 35%, Learning Outcomes: LO 1 & 3 Summative)</p> <p>An essay comparing and critically evaluating selected neurological, psychological and social theories and concepts in terms of their impact on child social and emotional development. (3,000 words, 65%, Learning Outcomes: LO 2 & 3 Summative)</p>
<p>15.</p>	<p>Learning materials</p> <p>Essential</p> <p>Bomber, L. M. (2008) <i>Inside I’m hurting. Practical strategies for supporting children with attachment difficulties in schools</i>. London: Worth Publishing.</p> <p>Dowling, M. (2014) <i>Young Children’s Personal, Social and Emotional Development</i>. 4th edn. London. Sage Publications Ltd.</p> <p>Geddes, H. (2008) <i>Attachment in the classroom: The links between children’s early experience, emotional well-being and performance in school: A Practical Guide for School</i>. London: Worth Publishing.</p> <p>Hooper, J. (2012) <i>What Children Need to Be Happy, Confident and Successful. Step by Step Positive Psychology to Help Children Flourish</i>. London: Jessica Kingsley.</p>

Sharp, P. (2003) *Nurturing Emotional Literacy: A Practical guide for Teachers, Parents and those in the Caring Professions*. London: David Fulton Publishers.

Robins, G. (2012) *Praise, Motivation and the Child*. London: David Fulton Publishers.

Recommended Books

Holmes, J. (1993) *John Bowlby and Attachment Theory*. London: Routledge.

Boxhall, M. (2002) *Nurture groups in Schools: Principles and Practice*. London: Sage Publications Ltd.

Colverd, S. and Hodgkin, B. (2011) *Developing Emotional Intelligence in the Primary School*. London: David Fulton.

Delany, M. (2009) *Teaching the unteachable. Practical ideas to give teachers hopes and help when behaviour management strategies fail*. London: Worth Publishing.

Goleman, D. (1995) *Emotional Intelligence: Why it can matter more than IQ*. London: Bloomsbury.

Humphreys, N. (2013) *Social and Emotional Learning a critical Approach*. London: Sage Publications Ltd.

Whalley, M., (2017) *Involving Parents in their Children's Learning*. 3rd edn. London: Sage Publications Ltd.

Journals

Education 3-13

Early Years Educator

Web-based Resources:

<http://www.casel.org>

www.emotional-literacy.net

www.downsed.org

<http://www.firstandbest.co.uk/T1679%sample%20pages.pdf>

www.educational-psychologist.co.uk

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009>

<http://greatergood.berkeley.edu>

Year 3, Level 6 Term 2

1	Short Code	EYTL 65
2	Title	Equality & Diversity
3	Level	6
4	Credit points	20 credits
5	Start term	January
6	Subject	Inclusive and Special Education
7	Module leader	Silvia Brown
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 People who work with children need to be committed to the principles of equality of opportunity and diversity, and to the promotion of human rights. This module gives students the opportunity to consider and explore direct and indirect discrimination against individuals and groups of people, and how this can limit experiences, opportunities, choices and wellbeing and life changes. Students will also have the opportunity to consider an international perspective regarding children's and young people's rights to childhood well-being.</p>	
12	<p>Learning outcomes On completion of this module the successful students will be able to:</p> <p>LO1: Critically analyse data relating to key areas of inequality and discrimination, including language, gender, disability, ethnicity, culture, faith and socio-economic status.</p> <p>LO2: Evaluate the effects that inequality can have in identify, belonging, and emotional wellbeing and educational outcomes.</p> <p>LO3: Critically analyse the impact of equality law, guidance and social policy including the UN Conventions on the Rights of the Child.</p> <p>LO4: Reflect on the principles and values of anti-discriminatory and anti-biased practice when working with children, young people and their parents/carers, and evaluate practices which can be implemented in educational settings.</p>	
13	<p>Syllabus</p> <ul style="list-style-type: none"> • Diversity • How to be fair • What prejudice, stereotyping and discrimination mean • The importance of reflective thinking and reflective practice • The role of language • Ethnicity and gender • Poverty • Groups that may experience inequality and/or discrimination 	

	<ul style="list-style-type: none"> • Minority and majority groups • Key legislation to guard against discrimination
<p>14.</p>	<p>Learning, teaching and assessment strategy This module will consist of a mixture of face-to-face lectures and seminars, with additional support materials provided via the College's VLE Moodle.</p> <p>Formative: Students will be able to submit one draft copy of their assignment for comment.</p> <p>Summative: Individual Presentation or Academic Poster with accompanying handout. Using data from the Fischer Family Trust (of DfE) identify a 'group' (could be gender, race, socio-economic class) whose results appear to demonstrate they are lagging behind the rest of the cohort. With reference to literature explain why this could be the case. NB: this data will be provided to students. (10 minutes, 30%, Learning Outcomes: LO1 Summative)</p> <p>Essay explaining how different social groupings affect educational outcomes and how this could be overcome. Reference should be made to government documentation such as UNCRC and other supporting documentation. It should also explain different practices which can be integrated in educational settings. (3,200 words, 70% Learning Outcomes: LO2, 3 & 4 Summative).</p>
<p>15.</p>	<p>Learning materials</p> <p>Essential</p> <p>Clements, P. & Spinks, T. (2009) <i>Equal Opportunities Handbook</i>. London: Kogan Page.</p> <p>Griffin, S. (2008) <i>Equality and Diversity in Working with Children (Professional Development)</i>. Essex: Heinemann.</p> <p>Recommended</p> <p>Anning, A. & Ball, M. (2008) <i>Improving Services for Young Children: from Sure Start to Children's Centres</i>. London: Sage Publications Ltd.</p> <p>Archard, D. (2004) <i>Children Rights and Childhood</i>. London: Routledge Taylor & Francis.</p> <p>Baldock, P. (2010) <i>Understanding Cultural Diversity in the Early Years</i>. London: Sage Publications Ltd.</p> <p>Cole, M. (2006) <i>Education, Equality and Human Rights</i>. Oxford: Routledge.</p> <p>Hill, H. & Kenyon, R. (2007) <i>Promoting Equality and Diversity: A Practitioner's Guide</i>. Oxford: Open University Press.</p> <p>Hirsch, D. (2006) <i>What will it take to end child poverty?</i> York: Joseph Rowntree Trust.</p> <p>Jones, P., Moss, D., Tomlinson, P., & Welse, S. (eds) (2008) <i>Childhood: Services and Provision for Children</i>. London: Pearson Educational Limited.</p>

Lindon, J. (2006) *Equality in Early Childhood: Linking Theory to Practice*. Abingdon: Hodder Arnold.

O'Hanlon, C. & Holmes, P. (2004) *The Education of Gypsy and Traveller Children: towards inclusion and educational achievement*. Staffordshire: Trentham Books.

Read, J. (2000) *Disability, the family and social: Listening to mothers*. Buckingham: Open University Press.

Robinson, K., & Jones Diaz, C. (2006) *Diversity and Difference in Early Childhood Education, Issues for Theory and Practice*. Berkshire: Open University Press.

Rutter, J. (2003) *Supporting refugee children in 21st century Britain: a compendium of essential information*. Stoke-on-Trent: Trentham Books.

Siraj-Blatchford, I & Clarke, P, (2000) *Supporting Identify, Diversity and Language in the Early Years*. Berkshire: Open University Press.

Tyler, C. (2005) *Traveller Education, Accounts of Good Practice*. Stoke-on-Trent: Trentham Books.

UNICEF (2007) *Child poverty in perspective: An overview of child well-being in rich countries*. UNICEF.

Wall, K. (2009) *Special Needs and Early Years*. London: Paul Chapman Publishing.

Waller, T. (2009) *An introduction to Early Childhood: A Multidisciplinary Approach*. London: Sage Publications Ltd.

Wilkinson, R. & Pickett, K. (2009) *The Spirit Level: Why more equal societies almost always do better*. London: Penguin Books.

Year 3, Level 6, Term 3

1	Short Code	EYTL 67
2	Title	Exploring the philosophical dimensions of SEND within education and beyond
3	Level	6
4	Credit points	20 credits
5	Start term	April
6	Subject	Inclusive and Special Education
7	Module leader	Alison Parsons
8	Accredited by	Middlesex University
9	Module restrictions	
	(m) Pre-requisite	None
	(n) Programme restriction	None
	(o) Level restrictions	None
	(p) Other restrictions or requirements	None
10	Automatic deferral	No

11	<p>Aims</p> <p>To extend learner knowledge when supporting learners with Special Educational Needs and Disabilities.</p> <p>To critically evaluate philosophical dimensions of SEND within education and beyond</p> <p>To evaluate and reflect upon own practice</p> <p>To make recommendations to inform future practice.</p>
12	<p>Learning outcomes</p> <p>On completion of this module the successful students will be able to:</p> <p>LO1. To demonstrate an in-depth knowledge of the historical context and philosophical dimensions of supporting learners with a range of special educational needs and disabilities.</p> <p>LO2. Critically analyse how learners with SEND can be supported to access ALL four areas of need: Communication and Interaction, Cognition and learning, Social, Emotional and Mental Health and Sensory and/or Physical.</p> <p>LO3. Evaluate how different pedagogical approaches and theories can affect attitudes to lifelong learning and how children, young people and parents/carers can participate in decisions surrounding their own care and education.</p> <p>LO4. Discuss and examine how current legislation, policy and provision can impact inclusion, enablement and accessibility.</p> <p>LO5. Make recommendations to inform future practice.</p>
13	<p>Syllabus</p> <ul style="list-style-type: none"> • Theories, historical context and philosophical dimensions of supporting learners with SEND. • Legislation relating to inclusion, equality and diversity. • Principles, policies and procedures in relation to inclusion. • Team working, a multi-agency approach, individual and parental/carer participation. • The theoretical perspectives in relation to supporting lifelong learning. • Multi-disciplinary Working. • Inclusion and exclusion – an individual perspective. • UK Model compared to other countries. • Inclusion versus exclusion, an institutional perspective.
14.	<p>Learning, teaching and assessment strategy</p> <p>Summative:</p> <p>Case Study: Produce a hypothetical case study outlining an individual practitioner, or school's effectiveness, of supporting differentiation, adaptation, enablement and accessibility for an individual, or a group of learners. The study should include how children, young people and parents/carers can participate in decisions surrounding their own care and education, and consider how historical beliefs and perspectives can affect attitudes towards lifelong learning. Recommendations should take into consideration</p>

	<p>how current legislation, organisational policies and/or philosophical perspectives might affect implementation. (3,500 words, 100%, Learning Outcomes: LO 1, 2, 3, 4 & 5 Summative)</p>	
15.	<p>Learning materials</p> <p>Essential Frederickson, N. & Cline, T. 2015 <i>Special Educational Needs, Inclusion and Diversity</i>. 3rd edn. Maidenhead: Open University.</p> <p>Department for Education (2015) SEND Code of Practice. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf. (Accessed: 7 March 2017)</p> <p>Recommended</p> <p>Florian, L. (ed) (2013) <i>The SAGE handbook of special education: Two volume set</i>. London: Sage Publications Ltd.</p> <p>Hodkinson, A. and Vickerman, P. (2009) <i>Key issues in special educational needs</i>. London: Sage Publications Ltd.</p> <p>Smith, T.E., Polloway, E.A., Patton, J.R., Dowdy, C.A. and Doughty, T.T. (2015) <i>Teaching students with special needs in inclusive settings</i>. London: Pearson.</p> <p>Tassoni, P. (2015) <i>Supporting children with special needs</i>. London: Hodder Education.</p> <p>The Journal of Special Education</p>	
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	Inclusive and Special Education
7	Module leader	Jane Joyce
8	Accredited by	Middlesex University
9	Module restrictions	
	(q) Pre-requisite	None
	(r) Programme restriction	None
	(s) Level restrictions	None
	(t) Other restrictions or requirements	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>	

<p>12</p>	<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>
<p>13</p>	<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.
<p>14.</p>	<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. (3,000 words, 65%, Learning Outcomes: LO 1, 2, 3 & 4 Summative).</p>

15. Learning materials

Essential

Knight, S. (2013) *Forest Schools and Outdoor learning in the Early Years*. 2nd edn. London: Sage Publications Ltd.

Robinson, J (2014) *Dirty Teaching*. Wales: Independent Thinking Press.

White, J. (2013) *Playing and Learning Outdoors: Making Provision for High Quality Experiences in the Outdoor Environment with Children 3-7*. Oxford: Routledge.

Recommended

Beames, S., Higgins, P. and Nicol, R. (2012) *Learning Outside the Classroom*. New York: Routledge

Casey, T. (2007) *Environments for outdoor play: A practical guide to making space for children*. London: Paul Chapman.

Constable, K. (2015). *The Outdoor Classroom ages 3-7*. Oxon: Routledge.

Gill, T. (2007) *No Fear. Growing up in a risk averse society*. London: Calouste Gulbenkian Foundation.

Joyce, R. (2012) *Outdoor Learning: Past and Present*. Maidenhead: Open University Press.

Knight, S. (2011) *Risk and Adventure in Early Years Outdoor Play*. London: Sage Publications Ltd.

Knight, S (2013) *International Perspectives on Forest School*. London: Sage Publications Ltd.

Milchem, K. & Doyle, J. (2012) *Developing a Forest School in Early Years Provision*. London: Practical Pre-School Books.

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

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