



**Module Narratives  
Inclusive and Special Education**

**Year 1, Level 4, Term 1**

<b>1</b>	<b>Short Code</b>	<b>COR41</b>
<b>2</b>	<b>Title</b>	<b>Developing and enhancing academic skills</b>
<b>3</b>	<b>Level</b>	<b>4</b>
<b>4</b>	<b>Credit points</b>	<b>20 credits</b>
<b>5</b>	<b>Start term</b>	<b>September</b>
<b>6</b>	<b>Subject</b>	<b>Inclusive and Special Education</b>
<b>7</b>	<b>Module leader</b>	<b>Jenny Welton</b>
<b>8</b>	<b>Accredited by</b>	<b>Middlesex University</b>
<b>9</b>	<b>Module restrictions</b>	
	<b>(a) Pre-requisite</b>	<b>None</b>
	<b>(b) Programme restriction</b>	<b>None</b>
	<b>(c) Level restrictions</b>	<b>None</b>
	<b>(d) Other restrictions or requirements</b>	<b>None</b>
<b>10</b>	<b>Automatic deferral</b>	<b>Yes</b>
<b>11</b>	<p><b>Aims</b> This module aims to develop essential self-management, academic and organisational skills which contribute to efficient and effective study practices at foundation degree level.</p> <p>The learning material is focused on relevant, practical skills and tools required to develop reflective practice and support application of theory within the context of the student's degree subject.</p>	
<b>12</b>	<p><b>Learning outcomes</b> On completion of this module the successful students will be able to:</p> <p>LO1. Select and consider the validity of a range of research articles and concepts and their underlying theoretical frameworks and approaches.</p> <p>LO2. Demonstrate the ability to critically analyse information from different sources and formulate structured and coherent arguments.</p> <p>LO3. Develop and evaluate interpersonal and team working skills related to being a professional practitioner in their sector.</p> <p>LO4. Reflect on own practice to enhance knowledge and skills and produce a personal development plan.</p>	

13	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• The role of reflective journals and Personal Development Plans within a work and study setting;</li> <li>• An introduction to theories of learning to include Bloom’s Taxonomy and learning styles;</li> <li>• Key competences of academic reflection integrated within the course such as presentation and self-assessment techniques, personal action plans and appropriate developmental activities.</li> </ul> <p>The following skills will be developed:</p> <ul style="list-style-type: none"> <li>• Active learning.</li> <li>• Note taking.</li> <li>• Essay planning and report writing.</li> <li>• Reflective journal.</li> <li>• Formats of reports and essays.</li> <li>• Basic research skills; using internet and curriculum resources.</li> <li>• Posting comments on module forum.</li> <li>• Sending draft to tutor.</li> <li>• Planning and time management.</li> <li>• Critical thinking and argument construction.</li> <li>• Proof reading.</li> <li>• Referencing.</li> </ul>
14.	<p><b>Learning, teaching and assessment strategy</b></p> <p>A range of methods will be used including group discussions, lectures, seminars, presentations and discussion opportunities via the College’s Virtual Learning Environment (Moodle).</p> <p><b>Formative:</b> Students will submit a <b>draft</b> of the essay for comment.</p> <p><b>Summative:</b> <b>Essay:</b> Critically analyse three pieces of research on the study habits of successful learners; discuss the value of the research and the conclusions which can be drawn from it. The first piece of research for the assignment will be provided by tutors, the second will be sourced during a class session and the third will be chosen by the student. <b>(2000 words, 65%, Learning Outcomes: LO 1 &amp; 2 Summative).</b></p> <p>Completion of part 1 of the <b>learning journal and Personal Development Plan.</b> <b>(1000 words, 35%, Learning Outcomes: LO 3 &amp; 4 Summative).</b></p>
15.	<p><b>Learning materials</b></p> <p><b>Essential</b> Bedford, D. and Wilson, E. (2012) <i>Study Skills for Foundation Degrees</i>. London: Fulton.</p> <p>Bassot, B. (2013) <i>The Reflective Journal</i>. Basingstoke: Palgrave MacMillan.</p> <p>Cottrell, S. (2017) <i>Critical thinking skills: Developing effective analysis and argument</i>. Basingstoke: Palgrave MacMillan.</p>

Forsyth, P. (2008) *How to Write Reports and Proposals*. 2<sup>nd</sup> edn. London: Kogan Page Ltd.

Greetham, B. (2013) *How to write better essays*. 3<sup>rd</sup> edn. Basingstoke: Palgrave MacMillan.

Harrison, M., Jakeman, V. and Paterson, K. (2016) *Improve Your Grammar: The essential guide to accurate writing*. 2<sup>nd</sup> edn. Basingstoke: Palgrave Macmillan.

**Recommended**

Cottrell, S. (2015) *Skills for Success*, Basingstoke, Palgrave MacMillan.

Cottrell, S. (2013) *The Study Skills Handbook*. 4<sup>th</sup> edn. Basingstoke: Palgrave MacMillan.

Rumsey, D. (2010) *Statistics for dummies*. Indianapolis: Wiley Publishing.

Thomson, A. (2008) *Critical reasoning: A practical introduction*. Oxford: Routledge.

#### Year 1, Level 4, Term 1

1	<b>Short Code</b>	<b>ED54</b>
2	<b>Title</b>	<b>Introduction to Education: History and Context</b>
3	<b>Level</b>	<b>4</b>
4	<b>Credit points</b>	<b>20 credits</b>
5	<b>Start term</b>	<b>September</b>
6	<b>Subject</b>	<b>Inclusive and Special Education</b>
7	<b>Module leader</b>	<b>Emma Fletcher</b>
8	<b>Accredited by</b>	<b>Middlesex University</b>
9	<b>Module restrictions</b>	
	(e) <b>Pre-requisite</b>	<b>None</b>
	(f) <b>Programme restriction</b>	<b>None</b>
	(g) <b>Level restrictions</b>	<b>None</b>
	(h) <b>Other restrictions or requirements</b>	<b>None</b>
10	<b>Automatic deferral</b>	<b>Yes</b>
11	<b>Aims</b>	<p>This module provides students with an introduction into the wider context surrounding educational practice.</p> <p>It includes opportunities for students to reflect on the nature and purposes of education and relate this to their practice.</p> <p>Social, historical and political influences on education will be explored, alongside the evolution of educational practices and their research base.</p>
12	<b>Learning outcomes</b>	On completion of this module the successful students will be able to:

	<p>LO1. Identify the principles and contexts in which education is defined and implemented.</p> <p>LO2. Evaluate historical, social, political and ideological influences on current educational practice and policies.</p> <p>LO3. Explore and analyse the values and beliefs which underpin policy and practice.</p> <p>LO4. Reflect on their own evolving principles and practice.</p>
13	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• The nature and purposes of education.</li> <li>• Educational values.</li> <li>• The history of education.</li> <li>• Education in its social context.</li> <li>• Educational research and its impact.</li> <li>• Politics and policy in education.</li> <li>• Pedagogical and philosophical approaches to education.</li> <li>• Evolution of educational practices.</li> <li>• Globalisation and comparative education.</li> <li>• Curriculum.</li> <li>• Statutory bodies and key legislation.</li> <li>• The nature of research.</li> </ul>
14.	<p><b>Learning, teaching and assessment strategy</b> A range of methods will be used including group discussions, lectures, seminars, presentations and discussion opportunities via the College's virtual learning environment (Moodle).</p> <p><b>Formative:</b> Submit a <b>draft</b> of the essay for comment.</p> <p><b>Summative:</b> An <b>essay</b> explaining the social, historical and political influences on current educational practice. <b>(2000 words, 65%, Learning Outcomes: LO 1, 2 &amp; 3 Summative).</b></p> <p>A <b>reflective journal</b> analysing the student's own beliefs, values and philosophy of education. <b>(1500 words, 35%, Learning Outcomes: LO 3 &amp; 4 Summative).</b></p>
15.	<p><b>Learning materials</b></p> <p><b>Essential</b> 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 Introduction</i>. Oxford: Oxford University Press.</p>

<p><b>Recommended</b></p> <p>Baldock, P., Fitzgerald, D. and Kay, J. (2016) <i>Understanding Early Years Policy</i>. London: Sage Publications Ltd.</p> <p>Bates, J., Lewis, S. and Pickard, A. (2011) <i>Education Policy, Practice and the Professional</i>. London: Bloomsbury.</p> <p>Bennet, T. (2013) <i>Teacher Proof</i>. Oxford: Routledge.</p> <p>Chitty, C. (2009) <i>Education Policy in Britain</i>. Basingstoke: Palgrave MacMillan.</p> <p>Christodoulou, D. (2014) <i>Seven Myths about Education</i>. London: The Curriculum Centre.</p> <p>Cottrell, S. (2011) <i>Critical Thinking Skills</i>. Basingstoke: Palgrave Macmillan.</p> <p>Didau, D. (2014) <i>What if Everything you Knew about Education was Wrong</i>. Carmathen: Crown House Publishing.</p> <p>Hayes, D. (2010) <i>Encyclopaedia of Primary Education</i>. Oxford: Routledge.</p> <p>Nutbrown, C. and Clough, P. (2014) <i>Early Childhood Education</i>. London: Sage Publications Ltd.</p> <p>Peal, R. (2014) <i>Progressively Worse</i>. London: Civitas.</p> <p>Pugh, G. and Duffy, B. (2013) <i>Contemporary Issues in the Early Years</i>. London: Paul Chapman Publishing.</p> <p>Robinson, M. (2013) <i>Trivium 21C</i>. Carmathen: Crown House Publishing.</p> <p>Willingham, D. (2010) <i>Why Students Don't Like School</i>. Chichester: Wiley Publishing.</p>
---

**Year 1, Level 4, Term 2**

<b>1</b>	<b>Short Code</b>	<b>ED43</b>
<b>2</b>	<b>Title</b>	<b>Supporting Access to Education and Learning</b>
<b>3</b>	<b>Level</b>	<b>4</b>
<b>4</b>	<b>Credit points</b>	<b>40 credits</b>
<b>5</b>	<b>Start term</b>	<b>January</b>
<b>6</b>	<b>Subject</b>	<b>Inclusive and Special Education</b>
<b>7</b>	<b>Module leader</b>	<b>Emma Fletcher</b>
<b>8</b>	<b>Accredited by</b>	<b>Middlesex University</b>
<b>9</b>	<b>Module restrictions</b>	
	(i) Pre-requisite	None
	(j) Programme restriction	None
	(k) Level restrictions	None
	(l) Other restrictions or requirements	None
<b>10</b>	<b>Automatic deferral</b>	<b>Yes</b>

11	<p><b>Aims</b></p> <p>To develop knowledge and skills of supporting learners with Special Educational needs and disabilities.</p> <p>To evaluate and reflect up on own practice.</p> <p>To develop knowledge and critical understanding of the current legislation that surrounds and supports learners with Special Educational Needs and disabilities.</p> <p>To evaluate the role of the learner, the parents and the practitioners in supporting inclusion across a range of settings.</p>
12	<p><b>Learning outcomes</b></p> <p>On completion of this module the successful students will be able to:</p> <p>LO1. Demonstrate an in-depth knowledge of supporting learners with Special Educational Needs and Disabilities, across a range of educational settings and/or curriculum.</p> <p>LO2. Reflecting on own practice to demonstrate an understanding of how to differentiate and adapt teaching and planning to assist inclusion, enablement and accessibility.</p> <p>LO3. Explore and apply recent and relevant theories and strategies, involved in supporting learners with a range of Special Educational Needs and Disabilities.</p> <p>LO4 To develop knowledge and critical understanding of an individual practitioner's; SENCO's; and other professional's responsibilities in supporting the graduated response within the current SEND code of practice and other legislation.</p> <p>LO5. Consider ways in which children, young people and parents can participate in decisions surrounding their own care and education.</p>
13	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• Theories of Special Educational needs and disabilities.</li> <li>• Learning strategies to support Special Educational needs and disabilities.</li> <li>• Relationships between professionals and families.</li> <li>• The voice of the child and family.</li> <li>• Factors that may affect the learning process.</li> <li>• Early Years or National Curriculum and guidance.</li> </ul>
14.	<p><b>Learning, teaching and assessment strategy</b></p> <p>Through a range of individual and group tasks, students will explore how learners with Special Educational needs and disabilities can be supported to access education and learning.</p> <p><b>Formative:</b> Submit a <b>draft</b> of the essay for comment.</p> <p><b>Summative:</b></p>

	<p><b>Essay:</b> Reflect upon how students might be supported to access an appropriate educational curriculum. Considerations should include recent and relevant theories and strategies to support learning, current SEND legislation and the graduated response. In addition to this, discussions should also consider how individual practitioners can support differentiation, adaptation, enablement and accessibility for <b>all</b> learners. <b>(3000 words 65% Learning Outcomes: LO 1, 2, 4, 5 Summative).</b></p> <p><b>Group presentation:</b> Using recent and relevant theories and strategies, critically evaluate how learners with Special Educational Needs and disabilities could be supported to access an appropriate level of learning, across a range of settings and curriculums. Reference should be made to an individual practitioner's role in supporting learning in addition to other professionals and parents.</p> <p><b>(15 minutes, 35%, Learning Outcomes: LO 1, 3, &amp; 4, Summative).</b></p>
15.	<p><b>Learning materials</b></p> <p><b>Essential</b> Frederickson, N. and Cline, T. (2015) <i>Special Educational Needs, Inclusion and Diversity</i>. 3rd edn. Maidenhead: Open University Press.</p> <p>SEND Code of practice (2015). Available at: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</a>, (Accessed: 07 March 2017)</p> <p><b>Recommended</b> 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>

### Year 1, Level 4, Term 3

1	<b>Short Code</b>	<b>COR43</b>
2	<b>Title</b>	<b>Research Skills</b>
3	<b>Level</b>	<b>4</b>
4	<b>Credit points</b>	<b>20 credits</b>
5	<b>Start term</b>	<b>April</b>
6	<b>Subject</b>	<b>Inclusive and Special Education</b>
7	<b>Module leader</b>	<b>Alison Parsons</b>
8	<b>Accredited by</b>	<b>Middlesex University</b>
9	<b>Module restrictions</b>	
	<b>(m)Pre-requisite</b>	<b>None</b>

	<b>(n) Programme restriction</b>	<b>None</b>
	<b>(o) Level restrictions</b>	<b>None</b>
	<b>(p) Other restrictions or requirements</b>	<b>None</b>
<b>10</b>	<b>Automatic deferral</b>	<b>Yes</b>
<b>11</b>	<p><b>Aims</b> The module aims to equip students with a working knowledge of basic research models and an awareness of possible ethical dimensions with a view to completing a work-focused research project in Year 2. Essential research skills will be developed through the critical investigation of existing research with respect to knowledge, needs or practice within the context of the student's degree subject.</p>	
<b>12</b>	<p><b>Learning outcomes</b> On completion of this module the successful students will be able to:</p> <p>LO1 Critically evaluate the information and data gathered from different sources relevant to a chosen topic.</p> <p>LO2 Compare and contrast the impact and value of research within own and current practice.</p> <p>LO3 Reflect on skills and knowledge gained and identify possible areas for enquiry to enhance future practice.</p>	
<b>13</b>	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• Why research?</li> <li>• Thinking the Research Journey through – conceptually, critically, creatively.</li> <li>• Philosophy and stances.</li> <li>• Approaches and design.</li> <li>• Underpinning theories and methodologies.</li> <li>• Methods, techniques and procedures.</li> <li>• The research question.</li> <li>• Ethics of social research.</li> <li>• Handling, analysing and interpreting data.</li> <li>• Identifying findings, managing and discussing significance.</li> <li>• Objective academic write-up.</li> <li>• Reflective practice.</li> </ul>	
<b>14.</b>	<p><b>Learning, teaching and assessment strategy</b> A range of methods will be used including group discussions, practical workshop activities, lectures, presentations and online discussion opportunities via the College's Virtual Learning Environment (Moodle).</p> <p><b>Formative:</b> Students will produce a draft report plan of up to 460 words to include a draft literature review and methodology.</p> <p><b>Summative:</b> <b>Report:</b> A report which examines the research underpinning existing practice, including critical analysis of any limitations or generalisations identified, underpinned as appropriate, by examples from current practice. <b>(2300 words, 65%, Learning Outcomes: LO 1 &amp; 2 Summative).</b></p>	

	<p><b>Reflective journal</b> analysing the student's application of research skills learned in identifying possible areas of enquiry for a work-focused learning project. <b>(1200 words, 35%, Learning Outcomes: LO 2 &amp; 3 Summative).</b></p>
15	<p><b>Learning Resources</b></p> <p><b>Essential</b></p> <p>Bell, J. (2014) <i>Doing your research project</i>. Berkshire: Open University Press McGraw Hill.</p> <p>Clough, P. and Nutbrown, C. (2012) <i>A Student's Guide to Methodology</i>. London: Sage Publications Ltd.</p> <p>Kranster, G. and Mours, J. (2010) <i>Statistics for the terrified</i>. London: Prentice Hall.</p> <p>Lowe, M. (2007) <i>Beginning Research a guide for foundation degree students</i>. London: Routledge.</p> <p>Moon, J. (2000) <i>Reflection in learning and professional developmental theory and practice</i>. London: Kogan Page.</p> <p><b>Recommended</b></p> <p>Forsyth, P. (2016) <i>How to Write Reports &amp; Proposals</i>. 2nd edn. London: Kogan Page Ltd.</p> <p>Hopkins, D. (2014) <i>A teacher's guide to classroom research</i>. Berkshire: Open University Press McGraw Hill.</p> <p>Koshy, V. (2009) <i>Action Research for Improving Practice</i>. London: Paul Chapman Publishing.</p> <p>Kumar, R. (2014) <i>Research Methodology</i>. London,,: Sage Publications Ltd.</p> <p>Machi, L. and McEvoy, B. (2016) <i>The Literature Review</i>. 3<sup>rd</sup> edn. London: Sage Publications Ltd.</p> <p>Rossmann, G. and Rallis, S. (2013) <i>Learning in the Field</i>. 3rd edn. London: Sage Publications Ltd.</p> <p>Silverman, D. (2004) <i>Qualitative Research: Theory, Method and Practice</i>. London: Sage Publications Ltd.</p>

Year 1, Level 4, Term 3

1	<b>Short Code</b>	ED55
2	<b>Title</b>	Teaching and professionalism
3	<b>Level</b>	4
4	<b>Credit points</b>	20 credits
5	<b>Start term</b>	April
6	<b>Subject</b>	Inclusive and Special Education
7	<b>Module leader</b>	Silvia Brown
8	<b>Accredited by</b>	Middlesex University
9	<b>Module restrictions</b>	
	(g) Pre-requisite	None
	(r) Programme restriction	None
	(s) Level restrictions	None
	(t) Other restrictions or requirements	None
10	<b>Automatic deferral</b>	Yes
11	<b>Aims</b>	<p>The module aims to develop an understanding of professional practice in education.</p> <p>The module aims to develop essential teaching skills and practices.          Reflect upon own skills to inform and develop future teaching skills and practice.          Produce a reflective journal that considers current practice.          To plan and deliver a micro-teach.</p>
12	<b>Learning outcomes</b>	<p>On completion of this module the successful students will be able to:</p> <p>LO1. Reflect upon own professionalism within the education sector and plan for future self-development.</p> <p>LO2. Plan, prepare, deliver and review a micro-teach session.</p> <p>LO3. Produce a reflective journal that considers current teaching skills to inform future Practice.</p>
13	<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• To identify professional practice.</li> <li>• Plan and deliver a micro-teach.</li> <li>• Consider current teaching methods.</li> <li>• Be reflective in own practice.</li> <li>• Contemplate on self-development.</li> <li>• Objective academic write-up.</li> </ul>
14.	<b>Learning, teaching and assessment strategy</b>	<p><b>Formative:</b>          Plan of the micro-teach.</p> <p><b>Summative:</b>          A 15 minute individual micro-teach, which includes a lesson plan of the micro-teach.          (15 minutes, 500 words for the evaluation, 65%, Learning Outcomes: LO 2 Summative).</p>

	<p><b>Reflective journal and an evaluation</b> to include self-assessment of current levels of professionalism and teaching skills and plan for self-development. (750 words, 35%, Learning Outcomes: LO 1 &amp; 3 Summative).</p>
15.	<p><b>Learning materials</b></p> <p><b>Essential</b> DfE (2014) <i>Teachers TV</i>. Available at: <a href="https://www.gov.uk/government/publications/teachers-tv/teachers-tv">https://www.gov.uk/government/publications/teachers-tv/teachers-tv</a> (Accessed: 07 March 2017).</p> <p>DfE (2014) <i>National Curriculum</i>. Available at: <a href="https://www.gov.uk/government/collections/national-curriculum">https://www.gov.uk/government/collections/national-curriculum</a> (Accessed: 07 March 2017)</p> <p><b>Recommended</b></p> <p>Dunn, D. (2011) <i>How To Be An Outstanding Primary School Teacher</i>. London: Bloomsbury.</p> <p>Gershon, M. (2013) <i>How To Use Assessment for Learning in the Classroom: The Complete Guide: Volume 2</i>, Germany: Amazon.</p> <p>Kirkman, L. and Wallace, I. (2014) <i>Pimp Your Lesson</i>. London: Bloomsbury.</p> <p>Kirkman, L. and Wallace, I. (2014) <i>Talk-Less Teaching</i>. Camarthen: Crown House Publishing.</p> <p>TES (2017) <i>Times Educational Supplement</i>. Available at: <a href="http://www.tes.co.uk">www.tes.co.uk</a> (Accessed 07 March 2017).</p> <p>Walker, L. (2008) <i>The Essential Guide to Lesson Planning</i>. Harlow: Pearson.</p> <p>Zaidi, N (2015) <i>Micro-teach Masterclass</i>. Germany: Amazon.</p>

### Year 2, Level 5, Term 1

1	<b>Short Code</b>	<b>ED52</b>
2	<b>Title</b>	<b>Safeguarding, working with families and professionals</b>
3	<b>Level</b>	<b>5</b>
4	<b>Credit points</b>	<b>20 credits</b>
5	<b>Start term</b>	<b>September</b>
6	<b>Subject</b>	<b>Inclusive and Special Education</b>
7	<b>Module leader</b>	<b>Alice Knight</b>
8	<b>Accredited by</b>	<b>Middlesex University</b>
9	<b>Module restrictions</b>	
	(u) <b>Pre-requisite</b>	<b>None</b>
	(v) <b>Programme restriction</b>	<b>None</b>
	(w) <b>Level restrictions</b>	<b>None</b>

	(x) Other restrictions or requirements	None
1 0	<b>Automatic deferral</b>	<b>Yes</b>
1 1	<p><b>Aims</b></p> <p>To understand the underlying principles of legislative and regulatory frameworks and procedures relating to the rights of children and families, as well as issues relating to confidentiality.</p> <p>To review the terms used within the areas of safeguarding and child protection, examining the problematic nature of the phrase 'at risk'.</p> <p>To consider strategies for protecting children from harm, preventing impairment and ensuring setting practices are safe, efficient and consistent.</p> <p>To recognise situations that can be detrimental to the care of the child and identify strategies for supporting families.</p> <p>To understand how to provide information about suspected abuse within agreed boundaries of confidentiality, and distinguish between evidence directly observed and information gathered from other reliable sources.</p> <p>To investigate ways to promote effective relationships between children, parents/carers and professionals, understanding the importance of valuing diversity – roles, norms and cultural aspects.</p> <p>To examine a range of specialist support agencies and multi-agency working, reviewing the roles of different professionals within statutory and voluntary services.</p> <p>To consider the implications of working within a multi-agency team and to know how effective lines of communication can be made between different professionals and organisations within children's services.</p>	
1 2	<p><b>Learning outcomes</b></p> <p>On completion of this module the successful students will be able to:</p> <p>LO1. Identify and analyse legislative frameworks involved in safeguarding children.</p> <p>LO2. Demonstrate an understanding of key legislation relating to information sharing to include how information sharing procedures are handled within the workplace and how records of children are kept and managed.</p> <p>LO3. Consider the roles of other agencies working within children's services and describe the potential problems when working as part of a multi-agency team.</p> <p>LO4. Evaluate theoretical and practical problems that are likely to occur when working with children, parents and other professionals, and recognise factors that can impact on a parent or carer's capacity to look after a child.</p>	
1 3	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• Safeguarding.</li> <li>• Child protection – the rights of the child and the responsibilities of the carer.</li> <li>• Organisations to support parents and carers.</li> <li>• Relevant legislation and procedures relating to the protection and welfare of children.</li> <li>• MASH (Multi-Agency Safeguarding Hub).</li> <li>• Information sharing: current legislation and procedures.</li> <li>• Promoting effective partnerships with parents and carers.</li> <li>• Multi-agency working: understanding issues related to collaborative working in a multi-agency team.</li> </ul>	

<p><b>1</b> <b>4</b> .</p>	<p><b>Learning, teaching and assessment strategy</b></p> <p>Students will participate in a series of lectures, seminars and discussion forums. Students will be encouraged to reflect on their learning in relation to their workplace.</p> <p><b>Formative:</b> Submit a <b>draft</b> of the essay for comment.</p> <p><b>Summative:</b> <b>Group presentation:</b> Consider the role of the different agencies that work in collaboration with your setting and how they provide support and information for the benefit of children and families. Discuss the potential difficulties of working with a range of agencies and ways in which effective professional relationships can be developed. <b>(15 minutes, 35%, Learning Outcomes: LO 1, 2, 3 &amp; 4 Summative).</b></p> <p><b>Essay:</b> Evaluate how children can be supported through professionals working with families and as part of a multi-agency team. Consider organisations available to support the parent/carer and child. Explore factors that can impact on a parent/carer's capacity to look after a child; factors that lead to the assessment of children being at risk and measures supporting safeguarding and child protection. <b>(2500 words, 65%, Learning Outcomes: LO 1, 2, 3 &amp; 4 Summative).</b></p>
<p><b>1</b> <b>5</b> .</p>	<p><b>Learning materials</b></p> <p><b>Essential</b></p> <p>Blyth, M. and Solomon, E. (2012) <i>Effective Safeguarding for Children and Young People: What Next after Munro?</i> Bristol: Policy Press.</p> <p>Cheminais, R. (2009) <i>Effective Multi-Agency Partnerships: Putting Every Child Matters into Practice</i>. London: Sage Publications Ltd.</p> <p><i>Keeping children safe in education</i> (2016). Available at: <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a> (Accessed: 18 June 2018).</p> <p>Lindon, J. and Webb, J. (2016) <i>Safeguarding and Child Protection</i>. 5<sup>th</sup> Edn. London: Hodder Arnold Publications Ltd.</p> <p><i>Revised Prevent Duty Guidance: for England and Wales</i> (2015). Available at: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf</a> (Accessed: 05 June 2017).</p> <p>Robert, A. (2011) <i>Working with Children and Families: Knowledge and Contexts for Practice</i>. Basingstoke: Palgrave MacMillan.</p> <p><i>What to do if you're worried a child is being abused</i> (2015) Available at: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf</a> (Accessed: 18 June 2018)</p> <p><i>Working Together to Safeguard Children</i> (2018). Available at: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683115/Changes_to_statutory_guidance-Working_Together_to_Safeguard_Children.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683115/Changes_to_statutory_guidance-Working_Together_to_Safeguard_Children.pdf</a> (Accessed: 18 June 2018).</p>

**Recommended**

Edmund, N. and Price, M. (2012) *Integrated Working with Children and Young People Supporting Development From Birth to 19*. London: Sage Publications Ltd.

*Every Child Matters* (2003). Available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/272064/5860.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf) (Accessed: 19 June 2018)

Oliver, B. and Pitt, B. (2011) *Working with Children, Young People & Families (Creating Integrated Services)*. London: Learning Matters Sage Publications.

Powell, J. and Uppal, E. (2012) *Safeguarding Babies and Young Children: A Guide for Early Years Professionals*. Maidenhead: Open University Press.

*School inspection handbook* (2016) Available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/553942/School\\_inspection\\_handbook-section\\_5.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/553942/School_inspection_handbook-section_5.pdf) (Accessed: 05 June 2017)

The common inspection framework: education, skills and early years (2015). Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/458603/The\\_common\\_inspection\\_framework\\_education\\_skills\\_and\\_early\\_years.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458603/The_common_inspection_framework_education_skills_and_early_years.pdf) (Accessed: 18 June 2018).

Whalley, M. (2017) *Involving Parents in their Children's Learning*. 3<sup>rd</sup> edn. London: Hodder & Stoughton.

**Web Resources:**

Hampshire County Council (2020) *Safeguarding children and young people*. Available at: <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren> Accessed 05.06.20

Department of Health and Social Care (2020) *Safeguarding Children*. Available at: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children> (Accessed 05.06.20)

NSPCC (2020) Available at: <https://www.nspcc.org.uk/> (Accessed 05.06.20)

UNICEF (2020) Available at: <https://www.unicef.org/> (Accessed 05.06.20)

The Children's Society (2020) Available at: <https://www.childrensociety.org.uk/about-us> (Accessed 05.06.20)

**Year 2, Level 5, Term 1 & 2**

<b>1</b>	<b>Short Code</b>	<b>COR54</b>
<b>2</b>	<b>Title</b>	<b>Work Focused Project Inclusive</b>
<b>3</b>	<b>Level</b>	<b>5</b>
<b>4</b>	<b>Credit points</b>	<b>40 credits</b>
<b>5</b>	<b>Start term</b>	<b>September &amp; January (two terms)</b>
<b>6</b>	<b>Subject</b>	<b>Inclusive and Special Education</b>
<b>7</b>	<b>Module leader</b>	<b>Erica Levy</b>
<b>8</b>	<b>Accredited by</b>	<b>Middlesex University</b>
<b>9</b>	<b>Module restrictions</b>	
	<b>(y) Pre-requisite</b>	<b>None</b>
	<b>(z) Programme restriction</b>	<b>None</b>
	<b>(aa) Level restrictions</b>	<b>None</b>
	<b>(bb) Other restrictions or requirements</b>	<b>None</b>
<b>10</b>	<b>Automatic deferral</b>	<b>Yes</b>
<b>11</b>	<p><b>Aims</b>                      The rationale aims and objectives of this module are detailed by students in a 'project proposal'. It follows that this module will be unique in terms of its aims. The primary aim is to undertake a project which will have a useful outcome for a specific work focused activity. All students will be required to maintain a learning journal during the course of their project.</p>	
<b>12</b>	<p><b>Learning outcomes</b>                      On completion of this module the successful students will be able to:</p> <p>LO1. Produce a plan that justifies and proposes the potential usefulness of a work focused project, including ethical considerations.</p> <p>LO2. Select and critically analyse appropriate research relating to your chosen project.</p> <p>LO3. Gather and evaluate information appropriate to the project and identify key themes.</p> <p>LO4. Conclude and make recommendations to inform future practice.</p>	
<b>13</b>	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• How to plan and write a project proposal and project report.</li> <li>• Programme of supervised activities designed to fulfil the project proposal within the workplace setting to meet specific objectives agreed between the workplace, college tutor and student.</li> </ul>	
<b>14.</b>	<p><b>Learning, teaching and assessment strategy</b>                      Students will identify a mainly self-managed project with definable outcomes. Learning outcomes will be linked to assessment criteria. Students are expected to organise their studies, and other activity, to reflect the nature of their work based situation, its constraints, the goals to be addressed, and their personal learning and work styles. This will involve reading, negotiation, research and practical activities. Sign off from the employer and tutor to include ethical considerations will be required.</p> <p><b>Formative:</b>                      Submit a <b>draft of the project proposal.</b></p>	

	<p><b>Summative:</b>  <b>Project proposal (1500 words) and an ethical approval form (500 words)</b>  <b>(2000 words, 35%, Learning Outcomes: LO 1 Summative).</b></p> <p><b>Written report</b> based on the project, which integrates theory with practice, as well as assessing the value of the project undertaken in the workplace context.  <b>(4000 words, 65%, Learning Outcomes: LO 2, 3, &amp; 4 Summative).</b></p>
15.	<p><b>Learning materials</b></p> <p><b>Essential</b>  Farely, P. (2009) <i>Early Years Work-based Learning</i>. Exeter: Learning Matters Ltd.</p> <p>Helyer, R. (2010) <i>The Work-Based Learning Student Handbook</i>. Basingstoke: Palgrave Macmillan.</p> <p>Koshy, V. (2005) <i>Action Research for Improving Practice</i>. London: Paul Chapman</p> <p>Lowe, M. (2007) <i>Beginning Research a guide for foundation degree students</i>. London: Routledge.</p> <p>Roberts-Holmes (2014) <i>Doing Your Early Years Research Project</i>. 3<sup>rd</sup> edn. London: Sage Publications Ltd.</p> <p><b>Recommended</b>  Clough, P. and Nutbrown, C. (2007) <i>A Student's Guide to Methodology</i>. London: Sage Publications Ltd.</p> <p>Forsyth, P. (2008) <i>How to Write Reports &amp; Proposals</i>. 2<sup>nd</sup> edn. London: Kogan Page Ltd.</p> <p>Johnson, J. and Halocha, J. (2010) <i>Early Childhood &amp; Primary Education</i>. Berkshire: Open University Press McGraw Hill.</p> <p>Machi, L. and McEvoy, B. (2009) <i>The Literature Review</i>. London: Sage Publications Ltd.</p> <p>Nutbrown, C. and Clough, P. (2014) <i>Early Childhood Education</i>. London: Sage Publications Ltd.</p> <p>Rossmann, G. and Rallis, S. (2003) <i>Learning in the Field</i>. 2<sup>nd</sup> edn. London: Sage Publications Ltd.</p> <p>Sanders, P. and Wilkins, P. (2010) <i>First Steps in Practitioner Research</i>. Ross-on-Wye: PCCS Books.</p> <p>Silverman, D. (2004) <i>Qualitative Research: Theory, Method and Practice</i>. London: Sage Publications Ltd .</p>

**Year 2, Level 5, Term 2**

<b>1</b>	<b>Short Code</b>	<b>ED51</b>
<b>2</b>	<b>Title</b>	<b>Inclusive Education</b>
<b>3</b>	<b>Level</b>	<b>5</b>
<b>4</b>	<b>Credit points</b>	<b>20 credits</b>
<b>5</b>	<b>Start term</b>	<b>January</b>
<b>6</b>	<b>Subject</b>	<b>Inclusive and Special Education</b>
<b>7</b>	<b>Module leader</b>	<b>Alice Knight</b>
<b>8</b>	<b>Accredited by</b>	<b>Middlesex University</b>
<b>9</b>	<b>Module restrictions</b>	
	<b>(cc) Pre-requisite</b>	<b>None</b>
	<b>(dd) Programme restriction</b>	<b>None</b>
	<b>(ee) Level restrictions</b>	<b>None</b>
	<b>(ff) Other restrictions or requirements</b>	<b>None</b>
<b>10</b>	<b>Automatic deferral</b>	<b>Yes</b>
<b>11</b>	<p><b>Aims</b></p> <p>To develop an awareness of the principles underpinning inclusive education.</p> <p>To provide students with an overview of the legislation relating to the provision for Special Educational Needs provision and inclusion, and to consider policies and procedures relating to inclusion and implications of theory on practice.</p>	
<b>12</b>	<p><b>Learning outcomes</b></p> <p>On completion of this module the successful students will be able to:</p> <p>LO1. Identify the principles and concepts of inclusive education.</p> <p>LO2. Demonstrate a broad knowledge of the legislation relating to inclusion and the provision for Special Educational Needs.</p> <p>LO3. Analyse the role of supporting children within an inclusive environment, including approaches that support the individual, the practitioner, other agencies and parents/carers.</p> <p>LO4. Show effectiveness in implementing policies and practices relating to inclusion, and reflect on practices designed to overcome specific barriers</p>	
<b>13</b>	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• Definitions of inclusion, diversity and equality.</li> <li>• Theoretical perspectives related to inclusion.</li> <li>• Legislation relating to inclusion and provision for Special Educational Needs.</li> <li>• Principles, policies and procedures in relation to inclusion.</li> <li>• Team working, a multi-agency approach and parental/carer participation.</li> <li>• The range of needs and support strategies including nurturing the more able child.</li> </ul>	
<b>14.</b>	<p><b>Learning, teaching and assessment strategy</b></p> <p>Students will participate in a series of lectures, seminars and discussion forums. Students will be encouraged to reflect on their learning in relation to their workplace.</p>	

	<p><b>Formative:</b> Submit a <b>draft</b> of the essay for comment.</p> <p><b>Summative:</b> <b>Group presentation:</b> A group presentation of a plan (individual plan or Education and Health Care Plan) for a specific child and an assessment of the effectiveness of its implementation. <b>(15 minutes, 35%, Learning Outcomes: LO 1, 2, 3 &amp; 4 Summative)</b></p> <p><b>Essay:</b> Evaluate the current legislation for Special Educational Needs including more able children. <b>(2500 words, 65%, Learning Outcomes: LO 1, 2, 3 &amp; 4 Summative).</b></p>
15.	<p><b>Learning materials</b></p> <p><b>Essential:</b></p> <p>Hodkinson, A., (2015) <i>Key Issues in Special Educational Needs and Inclusion (Education Studies: Key Issues)</i>. London: Sage Publications Ltd.</p> <p>Martin-Denham, S., (2015) <i>Teaching Children and Young People with Special Educational Need.</i>, London: Sage Publications Ltd.</p> <p>Packer, N., (2017) <i>The Teachers Guide to SEN</i>. Wales: Crown House Publishing. <i>The Children and Families Act (2014)</i>. Available at <a href="http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted">http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted</a> (Accessed: 27 May 2017).</p> <p>SEND Code of Practice 0-25 (2015). Available at: <a href="http://www.gov.uk/government/publications/send-code-of-practice-0-to-25">www.gov.uk/government/publications/send-code-of-practice-0-to-25</a> (Accessed: 27 May 2017).</p> <p>Support and Aspirations: A new approach to special educational needs and disability (2011). Available at: <a href="http://www.gov.uk/government/publications/support-and-aspiration-a-new-approach-to-special-educational-needs-and-disability-consultation">www.gov.uk/government/publications/support-and-aspiration-a-new-approach-to-special-educational-needs-and-disability-consultation</a> (Accessed: 27 May 2017).</p> <p>Tunnicliffe, C., (2010) <i>Teaching Able Gifted and Talented Children: Strategies, Activities and Resource</i>. London: Sage Publications Ltd.</p> <p><b>Recommended:</b></p> <p>Cline, T. and Frederickson, N. (2009) <i>Special educational needs and diversity</i>. 2<sup>nd</sup> edn. Maidenhead: McGraw-Hill Education.</p> <p>Clough, P. and Corbett, J. (2000 reprint 2004) <i>Theories of Inclusive Education: A students' guide</i>. London: Sage Publications Ltd.</p> <p>DCSF (2009) <i>The National Strategies Gifted and Talented Education in the Classroom</i>. London: DCSF.</p> <p>Hodkinson, A. and Vickerman, P. (2009) <i>Key issues in Special Educational Needs</i>. London: Sage Publications Ltd.</p>

	<p>Nutbrown, C and Clough, P. (2006) <i>Inclusion in the Early Years</i>. London, Sage Publications Ltd.</p> <p>Spooner, W. (2010) <i>The SEN Handbook for Trainee Teachers, NQT's and Teaching Assistants</i>. 2<sup>nd</sup> edn. Abingdon: Routledge.</p> <p>Tomlinson, P. (2013) <i>Early Years Policy and Practice. A critical alliance</i>. Northwich: Critical Publishing.</p>
--	---

### Year 2, Level 5, Term 3

<b>1</b>	<b>Short Code</b>	<b>ED53</b>
<b>2</b>	<b>Title</b>	<b>Social Pedagogy</b>
<b>3</b>	<b>Level</b>	<b>5</b>
<b>4</b>	<b>Credit points</b>	<b>20 credits</b>
<b>5</b>	<b>Start term</b>	<b>April</b>
<b>6</b>	<b>Subject</b>	<b>Inclusive and Special Education</b>
<b>7</b>	<b>Module leader</b>	<b>Emma Fletcher</b>
<b>8</b>	<b>Accredited by</b>	<b>Middlesex University</b>
<b>9</b>	<b>Module restrictions</b>	
	<b>(gg) Pre-requisite</b>	<b>None</b>
	<b>(hh) Programme restriction</b>	<b>None</b>
	<b>(ii) Level restrictions</b>	<b>None</b>
	<b>(jj) Other restrictions or requirements</b>	<b>None</b>
<b>10</b>	<b>Automatic deferral</b>	<b>Yes</b>
<b>11</b>	<p><b>Aims</b></p> <p>To understand the concepts and theories of social pedagogy and its emergence and development in Europe.</p> <p>To develop knowledge of the welfare state and children's services focusing in particular on recent legislation changes surrounding the care and education of children and young people.</p> <p>To consider social pedagogical approaches to holistic development and learning.</p> <p>To discuss the relevance for social pedagogy and its implications on the education sector.</p>	
<b>12</b>	<p><b>Learning outcomes</b></p> <p>On completion of this module the successful students will be able to:</p> <p>LO1. Demonstrate knowledge of the prominent social pedagogical pioneers and explore the concepts of social pedagogy.</p> <p>LO2. Compare and contrast the role of social pedagogues in different European</p>	

	<p>contexts.</p> <p>LO3. Demonstrate understanding of relevant UK legislation concerning the education, care, health, welfare and advocacy of children and young people.</p> <p>LO4. Critically evaluate social pedagogical philosophies towards children's experiential learning, giving due consideration to relevant UK legislation within education, care, health and beyond.</p> <p>LO5. Identify and discuss established pedagogical practices within the children's workforce and reflect upon how these practices could be enhanced in the future.</p>
13	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• The roots of social pedagogy and its development in Europe.</li> <li>• The study of social pedagogy and its concepts and theories.</li> <li>• Legislation, participation and rights for children and young people.</li> <li>• Social pedagogy and its implications for the education sector.</li> <li>• Holistic development and learning.</li> <li>• Knowledge of the welfare state and integrated children's services.</li> </ul>
14.	<p><b>Learning, teaching and assessment strategy</b></p> <p>Students will have regular lectures and seminars to introduce key information, concepts and theories. Students will be encouraged to reflect on their learning in relation to their workplace.</p> <p><b>Formative:</b> Submit a <b>draft</b> of the essay for comment.</p> <p><b>Summative:</b> <b>Group presentation:</b> Examine the development and principle concepts of Social Pedagogy in Europe and compare and contrast the role of the Social Pedagogues in different European contexts. <b>(15 minutes, 35%, Learning Outcomes: LO 1 &amp; 2 Summative).</b></p> <p><b>Essay:</b> Consider the principle concepts of social pedagogy and explore potential implications for introducing the social pedagogue into the children's workforce in Europe. <b>(2500 words, 65%, Learning Outcomes: LO 3, 4, &amp; 5 Summative).</b></p>
15.	<p><b>Learning materials</b></p> <p><b>Essential:</b> Cameron, C. and Moss P. (2011) <i>Social Pedagogy and Working with Children: Theory and Practice</i>. London: Jessica Kingsley Publishers.</p> <p>Hatton, K. (2013) <i>Social pedagogy in the UK</i>. Dorset: Russell House Publishing Ltd.</p> <p>Kaska, M. (2015) <i>Social Pedagogy an Invitation Pocket Book</i>. London: Jacaranda Recruitment.</p> <p>Storo, J. (2013) <i>Practical Social Pedagogy: Theories, Values and Tools for Working with Children and Young People</i>. Bristol: The Policy Press.</p>

**Recommended:**

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

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

Christodoulou, D. (2014) *Seven Myths about Education*. London: The Curriculum Centre.

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

Expansive Education Network (n.d.) *Welcome to the Expansive Education Network*. Available at [www.expansiveeducation.net/](http://www.expansiveeducation.net/). (Accessed: 21 March 2018).

Infed (n.d) *Infed*. Available at [www.infed.org/mobi](http://www.infed.org/mobi). (Accessed: 21 March 2018).

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

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

Social Pedagogy UK (n.d.) *Social Pedagogy UK*. Available at [www.socialpedagogyuk.com/](http://www.socialpedagogyuk.com/). (Accessed: 21 March 2018).

Stephens, P. (2013) *Social Pedagogy: Heart and Head*. Bremen: Europaisher Hochschulverlag.

Thempra (n.d.) *Thempra Social Pedagogy*. Available at [www.thempra.org.uk/](http://www.thempra.org.uk/). (Accessed: 21 March 2018).

Thomas. G. (2013) *Education a Very Short Introduction*. Oxford: Open University Press.

Willingham, D. (2010) *Why Student's Don't Like School*. Chichester: Wiley Publishing.

**Year 2, Level 5, Term 3**

<b>1</b>	<b>Short Code</b>	<b>PM52</b>
<b>2</b>	<b>Title</b>	<b>Understanding and Managing Human Behaviour</b>
<b>3</b>	<b>Level</b>	<b>5</b>
<b>4</b>	<b>Credit points</b>	<b>20 credits</b>
<b>5</b>	<b>Start term</b>	<b>April</b>
<b>6</b>	<b>Subject</b>	<b>Inclusive and Special Education</b>
<b>7</b>	<b>Module leader</b>	<b>Mandy Petty</b>
<b>8</b>	<b>Accredited by</b>	<b>Middlesex University</b>
<b>9</b>	<b>Module restrictions</b>	
	(kk) Pre-requisite	None
	(ll) Programme restriction	None
	(mm) Level restrictions	None

	(nn) Other restrictions or requirements	None
10	<b>Automatic deferral</b>	<b>Yes</b>
11	<p><b>Aims</b></p> <p>The aim of this module is to provide the students with an understanding of the differences between individuals and the effect that this can have on the way in which they work and can lead within an educational setting.</p> <p>Theories of motivation and leadership as well as strategies for managing behaviour of children will be applied to professional practice within an educational setting. Information about individual differences and perception will give students a broad ranging knowledge on the issues affecting individuals and the impact they can have on that persons work.</p> <p>The module will allow the students to be able to apply relevant theoretical knowledge to a variety of situations in order to understand their own working and leadership styles and those of others, providing them with the skills to become childcare leaders in the future.</p>	
12	<p><b>Learning outcomes</b></p> <p>On completion of this module the successful students will be able to:</p> <p>LO1. Evaluate behaviour management policies and apply them to the wider policy context within education.</p> <p>LO2. Critically analyse developmental differences and environmental influences on the management of children's behaviour.</p> <p>LO3. Compare and contrast theories of behaviour management, motivation and leadership, applying this to professional practice with both adults and children.</p> <p>LO4. Critically analyse behaviour strategies and conflict management resolutions, in relation to working with children, adults, parents/carers and other professionals.</p> <p>LO5. Produce a reflective learning journal that discusses observed behaviour management strategies within the workplace (to be included within the essay appendix).</p>	
13	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• Child anger management.</li> <li>• Individual differences to include self-image, personality and personality types and conflict.</li> <li>• Leadership, definition and theories.</li> <li>• Motivation, definition, types of motivation and application to understanding why people do things.</li> <li>• Wider policy context and environmental factors which influence behaviour management.</li> </ul>	
14.	<p><b>Learning, teaching and assessment strategy</b></p> <p>The module will comprise of a variety of methods including both formal lectures and seminars. Taught sessions will be supplemented with resources to assist in the</p>	

	<p>assignment task. Independent research will be required to investigate how theories of leadership, motivation and behaviour management apply to leadership within a childcare context.</p> <p><b>Formative:</b> Submit a <b>draft</b> of the essay for comment.</p> <p><b>Summative:</b> <b>Group presentation:</b> A 15 minute presentation in which students use a hypothetical behaviour management situation, in order to evaluate strategies to support behaviour management, styles of leadership and conflict resolution. <b>(15 minutes, 35%, Learning Outcomes: LO 1, 2, 3 &amp; 4 Summative).</b></p> <p><b>Essay:</b> With reference to a reflective learning journal, apply knowledge of behaviour management, motivation and leadership theories within professional practice with both adults and children <b>(2500 words, 65%, Learning Outcomes: LO1, 2, 3 &amp; 5 Summative).</b></p>
15.	<p><b>Learning materials</b></p> <p><b>Essential Books:</b> <i>Behaviour and discipline in schools: Advice for headteachers and school staff</i> (2014). Available at: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/</a> (Accessed: 11 March 2016). Higgins, H.J. (2012) 'Educating the emotional self: the role home plays in a child's method of communicating life stories in a classroom space'. <i>Education 3-13: International Journal of Primary, Elementary and Early Years Education</i>, vol. 40:5, p.451-472. Riddall-Leech, S. (2003) <i>Managing Children's Behaviour</i>. Harlow: Pearson Education Limited.</p> <p>Robins, G. (2012) <i>Praise, Motivation and the Child</i>. Abingdon: Routledge. Rogers, B. (2007) <i>Behaviour Management- A Whole School Approach</i>. 2<sup>nd</sup> edn. London: Sage Publications Ltd. Rogers, B. and McPherson, E. (2008) <i>Behaviour Management with Young Children: Crucial First Steps with Children 3 – 7 years</i>. London: Sage Publications Ltd. Rogers, B. (2011) <i>Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support</i>. 3<sup>rd</sup> edn. London: Sage Publications Ltd.</p> <p><b>Recommended Books:</b> Bush, T. (2010) <i>Theories of Educational Leadership and Management</i>: 4th edn. London: Sage Publications Ltd. Mullins, L. J. (2016) <i>Management and Organisational Behaviour</i>. 11th edn. Harlow: Prentice Hall. Rogers, B. (2011) <i>Classroom Behaviour</i>. 3<sup>rd</sup> edn. London: Sage Publications Ltd.</p> <p>Wannacott, J. (2016) <i>Supervision for Early Years Workers: A Guide for Early Years Professionals About the Requirements of Supervision</i>. Hove: Pavilion Publishing.</p> <p><b>Web Resources:</b> Department for Education (2016) <i>Behaviour and discipline in schools</i>. Available at: <a href="https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachersv">https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachersv</a> (Accessed: 05.06.20)</p>

TES (2020) Available at: *Behaviour Classroom Management – Whole School teaching resources*. Available: <http://www.tes.co.uk/behaviour-classrom-management-whole-school-teaching-resources> (Accessed: 05.06.20)