Module Outline	Part 1- as validated

1.	Title	**Enabling Environments**
2.	Level *	5
3.	Credits	20
4.	**Indicative Student Study Hours**	**200 hours** **Taught class sessions: 36 hours** **Independent Study: 164 hours**
5.	**Core (must take and pass), Compulsory (must take) or Optional**	**Compulsory**

6. Brief Description of Module (purpose, principal aims and objectives)
The impact of children's surroundings on their development is a well documented topic of discussion within the sector. The EYFS guidance actively promotes creating environments that enable children's opportunities to explore, observe, take part in and recreate experiences. Although the government provides guidelines for mainstream school building design and construction, there is less emphasis on the play and learning environment to be included. The layout, decoration, resources and use of school space will often be the responsibility of staff and should continue to promote active learning. This module will explore a range of play and learning environments used within settings, schools and provisions, both indoors and outdoors. Content will evaluate the impact of the environmental space, considering aspects of planning, organisation, risk, inclusivity, and health and safety. The aim of the module is to prepare students with the knowledge and understanding of how to create and plan for a safe, nurturing and responsive space to support play and learning, whilst considering behaviour management, social interactions, emotional wellbeing, motivation and stimulation. Students will investigate a range of provisions, gathering, evaluating and analysing relevant information through group work, independent study and classroom lectures, as well as utilising their experiences through work experience to plan an ideal environment of their own.

7. Learning Outcomes - On successful completion of this module a student will be able to:
(*Add more lines if required*)
1.	Evaluate clearly factors of the environmental space that impact on children's play and learning (SBS 4.3)

2.	Compare and contrast and evaluate 2 environments on their effectiveness in supporting play and learning (SBS 5.3)
3.	Create a plan for a play and learning space with justified reasons for their choices (SBS 4.4)
Generic learning outcomes	
4.	Select and use documentation additional to any reading list that is relevant to the topic
5.	Take responsibility for managing self-directed study effectively

8. Assessment

Pass on aggregate or Pass all components *(modules can only be pass all components if this is a PSRB requirement)*	

Summary of Assessment Plan

	Type	% Weighting	Annonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Academic poster	100%	Yes	Equivalent to 3000 words	1 -5	

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

The summative assessment

Task:

- The poster title will be: "Enabling Play and Learning Environments"

- Students are expected to evaluate the factors that impact this, whilst comparing and contrasting 2 settings on their effectiveness.

- Based on students' research and experience throughout the module, they will present a plan for a play space with justified reasons on their poster.

The purpose of the academic poster is to attract the attention of the audience and to inspire interest in their chosen area of research. It can use text, graphics, web links and references to convey the central message(s).

Formative support

During lectures, students will be supported to plan their posters by considering:

- The objectives,

- The main messages,

- Factual information to support the main messages

- A summary of the plan.

Links to work experience

The module will support students in organising setting environments whilst considering their professional responsibilities to the child and fellow staff.

9. Summary of Pre and / or Co Requisite Requirements

None

10. For use on following programmes

BA (Hons) Early Years and Primary Education Studies

Module Specification	Part 2- to be reviewed annually

1.	Module Leader	TBC

2.	Indicative Content
	1. Types of provision
	2. Physical environment
	3. Social environment
	4. Natural environments
	5. Outdoor activities
	6. Risky play
	7. Policy and guidelines
	8. Health and Safety

9. Planning and organising environments

10. Inclusive provision looking at learning differences and SEND

11. Managing behaviour

12. Emotional wellbeing

3. Delivery Method (*please tick appropriate box*)					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
X					

*If the Delivery Method is **Classroom Based** please complete the following table:*

	Activity (lecture, seminar, tutorial, workshop)	**Activity Duration - Hrs**	**Comments**	**Learning Outcomes**
1	Lecture	36	Taught contact time	1 - 5
2	Independent Study	164		
	Total Hours	**200**		

If delivery method is *not* classroom based state lecturer hours to support delivery	Each student receives two 20 minutes academic tutorials per module

4. Learning Resources
To include contextualised Reading List.
Highly recommended – 3 Bottril, G. (2018) *Can I Go and Play Now?: rethinking early years,* London: Sage. Gadsby, C. (2019) *Dynamically Different Classrooms: create spaces that spark learning,* Carmarthen: Independent Thinking Press. Hudson, M. and White, T. (2019) Planning Learning Spaces: a practical guide for architects, designers and school leaders, London: Laurence King Publishing. **Recommend – 3** Ephgrave, A. (2013) *The Reception Year in Action: a month by month guide to success in the classroom.* Abingdon: Routledge. Ephgrave, A. (2015) *The Nursery Year in Action: following children's interest through the year,*

Abingdon: Routledge.

Jacobs, H.H. (2017) *Bold Moves for Schools: how we create remarkable learning environments.* Alexandria, VA: ASCD.

Journals

The Early Education Journal [Online]. Available from: https://early-education.org.uk/early-education-journal [Accessed 2 April 2020].

Early Years [Online]. Available from: https://wv-colchester.olib.oclc.org/webview/?oid=346016 [Accessed 2 April 2020].

Early Years Educator [Online]. Available from: https://wv-colchester.olib.oclc.org/webview/?oid=326593 [Accessed 2 April 2020].

Websites

Community Playthings (2020) About us [Online]. Available from: https://www.communityplaythings.co.uk/utility/about [Accessed 2 April 2020].

GOV.UK (2019) School design and construction [Online]. Available from: https://www.gov.uk/government/collections/school-design-and-construction [Accessed 2 April 2020].

Memberships

TACTYC (2020) *Association for Professional Development in Early Years* [Online]. Available from: https://tactyc.org.uk/ [Accessed 2 April 2020].