

MODULE DIRECTORY

LEVEL 4

SCHOOL OF Childhood, Youth and Education

FACULTY OF EDUCATION, COMMUNITY AND CULTURE

2026-2027

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INTRODUCTION

This Module Directory includes all the modules for Level 4 within the School of CHILDHOOD, YOUTH AND EDUCATION in the academic year 2026-2027.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

BA2 (Hons) Early Years Education and Care

BA2 (Hons) Early Years Education and Care: Early Years Practitioner Status

BMSA4003	Developing and Supporting Physical Development in Early Childhood
ECEY4011	Early experiences and lifelong development
ECEY4012	The learning journey: Developing skills for academic success
ECEY4013	Children's play: theory and practice
ECEY4014	The professional practitioner
ECEY4015	Multilingual practice in the early years

Module Code	BMSA4003
Title	Developing and Supporting Physical Development in Early Childhood
Date	11/10/2024
Level	4
Credits	20
Pre-Requisites	N/A

AIM(S)

- To develop an understanding of the role of movement in child development and strategies to support children's motor competence.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- understand the role of movement and play in early child development;
- understand the relationship between motor competence, physical activity, perceived competence and health related exercise in relation to physical literacy and lifelong health;
- understand theories of motor development and how to apply these in practice.

INDICATIVE CONTENT

- Physical development from birth to 11 years old and developmental milestones. Early child development and sensory motor integration focussing on the work of Jean Ayres and Sally Goddard Blythe.
- Contribution of movement to wider child development, including cognitive development, social skills, language and communication.
- Fundamental movement concepts and approaches for developing these in young children to support their physical development.
- The principles of motor development and how these apply to learning and teaching motor skills. Identification of a range of strategies for developing motor competence in practice with a focus on Constraints Theory.
- Identification and assessment of the movement characteristics of fundamental motor skills using the total body approach focus on the work of Gallahue et al.
- Consideration of physical competence as an attribute of physical literacy. Developmental models of motor development and lifelong physical activity focussing on the work of Clark and Metcalf and Stodden et al.
- The role of parents and adults in supporting motor competence.

- The role of play in physical development. Children's interpretations of task and playful pedagogy.
- The role of mentoring to support staff in the delivery of appropriate tasks.
- Journal writing and reflection of theory to practice in Early Childhood settings.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	12%
Independent learning	136	68%
Placement learning	40	20%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1500 words equivalent	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical delivery	20 mins	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSA4003	
Module Title	Developing and Supporting Physical Development in Early Childhood	
Classification	Reading List entry	Electronic*
Essential	Gallahue, D.L., Ozmun, J.C. and Goodway, J.D. (2012) <i>Understanding Motor Development: Infants,</i>	☐

Module Code	BMSA4003	
Module Title	Developing and Supporting Physical Development in Early Childhood	
Classification	Reading List entry	Electronic*
	<i>Children, Adolescents and Adults</i> (7 th edition), Boston: McGraw-Hill	
Essential	Goddard Blythe, S., (2005) <i>The well balanced child</i> (2 nd edition) Gloucestershire, Hawthorn Press	☐
Essential	Gethell, N., and Hayward, K., (2014) <i>Lifespan motor development</i> (6 th Edition) Human Kinetics	☐
Essential	Stodden, D., Goodway, J., Langendorfer, S., Roberton, M., Rudisill, M., Garcia, C., and Garcia, L. (2008) ' <u>A Developmental Perspective on the Role of Motor Skill Competence in Physical Activity: An Emergent Relationship</u> ', <i>Quest</i> , 60(2), pp. 290-306.	
Further	Archer, C. and Siraj, I., (2015) <i>Encouraging physical development through movement play</i> . London: Sage	☐
Further	Macintyre, C. and McVitty K., (2004) <i>Movement and learning in the early years</i> London: Paul Chapman Publishing	☐
Further	Goodway, J.D. and Branta, C.F. (2003) 'Influence of a motor skill intervention on fundamental motor skill development of disadvantaged preschool children', <i>Research Quarterly for Exercise and Sport</i> , 74(1), pp. 36-46	☐
Further	Goodway, J.D., Savage, H. and Ward, P. (2003) 'Effects of motor skill instruction on fundamental motor skill development. <i>Adapted Physical Activity Quarterly</i> , 20, 298-314.	☐

Module Code	ECEY4011
Title	Early experiences and lifelong development
Date	04/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To explore the significance of early development and holistic approaches to growth from infancy through to adulthood, investigate factors that influence physical, cognitive and emotional development, and propose meaningful interventions to support lifelong development.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- integrate development theory by exploring key theories that support development and personal growth, including educational theories, sociological and psychological theoretical frameworks;
- develop an understanding of development, from Infancy to adulthood by exploring the concept of human development with particular emphasis on holistic perspectives; physical, cognitive, spiritual, and emotional development;
- explore sociocultural, economic and global factors that influence development and possible interventions to address current and emerging challenges.

INDICATIVE CONTENT

- An introduction to the influence and interaction of social, economic, environmental and cultural factors on child development, where students will have the opportunity to investigate and discuss key theories, theorists and pioneers related to early years education and care.
- Students will explore what the first 1000 days are and why they important in child development.
- The concept of holistic child development will be investigated with links to Maslow's model of the hierarchy of needs needed to develop and thrive.
- Explore factors that may impact development e.g. malnutrition, access to healthcare, poverty. Explain how this would impact physical, cognitive and emotional development.
- Explore and describe the effectiveness of interventions used to support growth and development.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	26	13%
Independent learning	174	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Scrapbook	Equivalent to 3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

For students on the EYPS programme, this module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

INDICATIVE READING LIST

Module Code	ECEY4011	
Module Title	Early experiences and lifelong development	
Classification	Reading List entry	Electronic*
Essential	Wilson, T. (2025) <i>Working with parents, carers and families in the early years: the essential guide</i> . Second edition. London: Routledge.	☒
Essential	Hanson, M. (2022) <i>What Makes a Person? Secrets of our first 1,000 days</i> . 1st edn. Cambridge: Cambridge University Press. Available at: https://doi.org/10.1017/9781009195249 .	☒
Essential	Thomas, A. and Lewis, A. (2023) <i>Child development from birth to 8 years: an interdisciplinary approach</i> . London: SAGE.	☒
Further	UK Gov. (2021) Early Years Healthy Development Review. Available at: The Best Start for Life - The Early Years Healthy Development Review Report	☒

Further	Aguayo, V.M. and Britto, P.R. (2024) 'The first and next 1000 days: a continuum for child development in early life', <i>The Lancet (British edition)</i> , 404(10467), pp. 2028–2030. Available at: https://doi.org/10.1016/S0140-6736(24)02439-5 .	☒
Further	Brodie, K. (2018) <i>The holistic care and development of children from birth to three: an essential guide for students and practitioners</i> . London, [England]; Routledge. https://ebookcentral.proquest.com/lib/trinity/detail.action?docID=5257704	☒
Further	Maslow. A (1943) A Theory of Human Motivation. <i>Psychological Review</i> , 50, 370-396. (Available on Moodle).	☒
Further	Newman, B.M. and Newman, P.R. (2023) <i>Theories of human development</i> . Third edition. New York, NY: Routledge.	☒
Further	Jane Calcutt (2025) 'Mindful inclusion: strategies for holistic wellbeing in schools', <i>Frontiers in education (Lausanne)</i> , 10. Available at: https://doi.org/10.3389/feduc.2025.1638482 .	☒

Module Code	ECEY4012
Title	The learning journey: developing skills for academic success
Date	04/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop students' confidence as independent learners and promote their academic skills in context of their degree study and life-long learning.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- consider critical thinking skills and digital competency in relation to academic reading, writing, and research;
- develop the skills required to communicate with different audiences and for different purposes;
- explore the skills required to be resilient independent learners.

INDICATIVE CONTENT

- Exploring study skills and personal development.
- Developing time management and planning strategies.
- Considering well-being in relation to effective academic study and meeting deadlines.
- Exploring different types of study approaches including individual and group work.
- Developing appropriate communication styles for different audiences and for diverse formats.
- Academic reading skills considering critical and evaluative reading of a range of sources.
- Referencing and academic Integrity with a focus on understanding relevant referencing styles.
- Acknowledging and citing sources, paraphrasing and quoting authors / sources.
- Considering unfair practice and avoiding plagiarism.

- Using appropriate technologies and artificial intelligence tools appropriately, effectively and critically to support informed decision-making, uphold academic integrity, and enhance creativity and problem-solving within academic contexts.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	26	13%
Independent learning	174	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements, equivalent to 3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

For students on the EYPS programme, this module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

INDICATIVE READING LIST

Module Code	ECEY4012	
Module Title	The learning journey: developing skills for academic success	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2024) <i>The study skills handbook</i> . 6th edn. London: Bloomsbury Academic.	☒
Essential	Cottrell, S. (2023) <i>Critical thinking skills: effective analysis, argument and reflection</i> . 4th edn. London: Bloomsbury Academic.	☒
Essential	Pears, R. and Shields, G. (2025) <i>Cite them right: the essential referencing guide</i> . 13th edn. London: Bloomsbury Academic.	☒

Further	Greetham, B., (2023). <i>How to Write Better Essays</i> . London: Macmillan Education.	☒
Further	Chatfield, T., (2023). <i>Critical Thinking: Your Guide to Effective Argument</i> . London: SAGE Publications.	☒
Further	Reedy, K. and Parker, J., eds., (2023). <i>Digital Literacy Unpacked</i> . London: Facet Publishing.	☒
Further	Jones, R.H. and Hafner, C.A., (2023). <i>Understanding Digital Literacies: A Practical Introduction</i> . 2nd ed. London: Routledge.	☒
Further	Clear, J., (2023). <i>Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones</i> . London: Random House.	☒
Further	Hughes, G., (2020). <i>Be Well, Learn Well: Improve Your Wellbeing and Academic Performance</i> . London: Bloomsbury Academic.	☒
Further	Aloka, P.J., (2024). <i>Student Well-Being in Higher Education Institutions</i> . Hershey, PA: IGI Global.	☒
Further	Koci, J. and Donaldson, S.I., (2024). <i>Well-being and Success for University Students: Applying PERMA+4</i> . London: Routledge.	☒

Module Code	ECEY4013
Title	Children's play: theory and practice
Date	04/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop an understanding of the significance of play in early years, with a focus on the variety of play types, the importance of child-led experiences and the role of adults in supporting holistic learning.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- identify and discuss a range of play types, referencing key developmental theories and will be able to recognise their contribution to children's holistic development;
- understand the role of adults in providing inclusive play opportunities which support children's holistic development including understanding the importance of self-directed play;
- demonstrate an understanding of observation as a tool for assessment, with further reflection on the role of play in observation and assessment.

INDICATIVE CONTENT

- Understanding play types through deconstruction of definitions and characteristics of different play types, and practical strategies to support these play types in early years settings.
- Exploration of developmental stages of play including Parten's stages.
- Self-directed play and the role of the adult with consideration of the benefits of self-directed play, a link to the Curriculum and discussion around underpinning theory.
- The purpose of observation in early years education with an overview of observation types, links to assessment and curriculum planning.
- The role of play in observation and assessment with consideration of accuracy, depth and the impact of playful pedagogy (balancing child-led and adult-led experiences).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	26	13%
Independent learning	174	87%

Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements, equivalent to 3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

For students on the EYPS programme, this module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

INDICATIVE READING LIST

Module Code	ECEY4013	
Module Title	Children's play: theory and practice	
Classification	Reading List entry	Electronic*
Essential	Bottrill, G. (2018) <i>Can I go & play now? : rethinking the early years</i> . Los Angeles :, SAGE.	☒
Essential	Webster, C. (2025). <i>Early Childhood Theorists and Approaches Explained</i> . United Kingdom: Taylor & Francis.	☒
Essential	Salcuni, S., Mazzeschi, C., Capella, C. (2017). The Role of Play in Child Assessment and Intervention. (n.p.): Frontiers Media SA.	☒
Further	Pyle, A. and Danniels, E. (2017) 'A Continuum of Play-Based Learning: The Role of the Teacher in Play-Based Pedagogy and the Fear of Hijacking Play', <i>Early education and development</i> , 28(3), pp. 274–289. Available at: https://doi.org/10.1080/10409289.2016.1220771 .	☒
Further	Bottrill, G. (2022) <i>Can I go and play now?</i> . Second edition. Thousand Oaks :, Corwin.	☒
Further	A. Brock (ed.) (2019) <i>Perspectives on play : learning for life</i> . Third Edition. New York :, Routledge.	☒
Further	Bianquin, N., Ray-Kaesler, S. & Encarnação, P. (2018) What is play? In: S. Ray-Kaesler, N. Bianquin, & P. Encarnação (eds.). <i>Guidelines for Supporting Children</i>	☒

	<i>with Disabilities' Play</i> . Germany, Walter de Gruyter GmbH. pp. 1–12. doi:10.1515/9783110613445-005.	
Further	J.R. Moyles (ed.) (2015) <i>The excellence of play</i> . 4th edition. Maidenhead, Berkshire ; New York : Maidenhead, Berkshire ; New York ; ©2015., Open University Press.	☒
Further	Howard, J. (2020) The power of play. <i>The Lancet</i> . 395 (10220), 261–262. doi:10.1016/S0140-6736(20)30101-X.	☒
Further	Aubrey, K. (2019) <i>Understanding and using educational theories</i> . 3rd edition. London : SAGE Publications.	☒

Module Code	ECEY4014
Title	The professional practitioner
Date	04/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To introduce students to the principles of professional practice in early years education and care, fostering an understanding of evidence-based approaches, core professional values, and reflective practice as a foundation for applying theoretical knowledge to real-world contexts.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- recognise and articulate the fundamental aspects of professional practice in the context of the early years. This includes the development of interagency working and effective partnerships with children, families, communities, professionals and organisations;
- recognise the significance of the observation and planning process in delivering individualised, objective and inclusive interventions;
- develop and assimilate a theoretical understanding of the reflective process and its relevance to early years practice.

INDICATIVE CONTENT

- An exploration of the role of early years professionals and their role in enhancing early years provision.
- The importance of observation and planning in developing inclusive and equitable service provision. To create an awareness of the centrality of an evidence-based approach to practice and continuing professional development.
- Practical and theoretical workshops to foster a clear understanding of reflective practice, making links with their own practice.
- An introduction to the concepts and legislation relating to safeguarding children.
- The implications of the UN Convention on the Rights of the Child and its impact as an underpinning legislation relating to children in Wales and the UK.
- The role of the Welsh Government's policies and devolution in relation to children, together with the history of the establishment of the Children's Commissioner for Wales.

- Application of theoretical knowledge to reflective and professional practice.
- Discussion of barriers to individualised and equitable service provision.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	26	13%
Independent learning	174	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements, equivalent to 3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

For students on the EYPS programme, this module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

INDICATIVE READING LIST

Module Code	ECEY4014	
Module Title	The professional practitioner	
Classification	Reading List entry	Electronic *
Essential	Johnston, J. (2018) <i>Early childhood studies: principles and practice</i> . Second edition. London: Routledge.	☒
Essential	Schön, D.A. (2016) <i>The reflective practitioner: [electronic resource] how professionals think in action</i> . Abingdon, Routledge.	☒

Further	Solvason, C. & Webb, R. (eds.) (2023) <i>Exploring and celebrating the early childhood practitioner: an interrogation of pedagogy, professionalism and practice</i> . London, Routledge.	☒
Further	Whitters, H.G. (2020) <i>Adverse childhood experiences, attachment, and the early years learning environment : research and inclusive practice</i> . 1st ed. Abingdon, Oxon :, Routledge.	☒
Further	Wilson, T. (2025) <i>Working with parents, carers and families in the early years: the essential guide</i> . Second edition. London: Routledge.	☒

Module Code	ECEY4015
Title	Multilingual practice in the early years
Date	04/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop students' awareness of multilingualism in early years settings and enhance their spoken language skills for communicating with young children.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate increased confidence in command of spoken English/Welsh suitable for early years settings, acquiring an extended knowledge of English/Welsh pronunciation and phrases;
- understand the importance of positive attitudes towards multilingualism, divergent thinking and providing a variety of language experiences to encourage children's early bilingualism;
- develop and demonstrate increasing skills in planning activities for young children relating to language and culture, with links to relevant frameworks and programmes.

INDICATIVE CONTENT

- Discussion of the benefits of bilingualism and multilingualism, including the effects on brain development and divergent thinking.
- Language workshops, at different levels which will include practical opportunities for further development and implementation of language for young children in early years' settings.
- Exploration of the importance of attitudes, bilingualism, multilingualism, language sustainability and cultural diversity.
- An appreciation of English or Welsh traditions and cultural experiences, for example, stories adapted appropriately from folk tales and legends, folk dancing, songs and rhymes.
- Consideration of ways in which cultural heritage can be integrated into the environment, ethos and planning for learning in early years settings.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	26	13%
Independent learning	174	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements, equivalent to 3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

For students on the EYPS programme, this module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

INDICATIVE READING LIST

Module Code	ECEY4015	
Module Title	Multilingual practice in the early years	
Classification	Reading List entry	Electronic*
Essential	Wright, W. E. and Baker, C. (2025) <i>Foundations of bilingual education and bilingualism</i> . (8 th ed.). Multilingual Matters.	☒
Essential	Llywodraeth Cymru (dim dyddiad) <i>Addysg Cymraeg a dwyieithog</i> . [ar-lein]. Ar gael o: https://www.llyw.cymru/addysg-cymraeg-a-dwyieithog	☒
Essential	Welsh Government (no date) <i>Welsh medium and bilingual education</i> . [on-line]. Available at: https://www.gov.wales/welsh-medium-and-bilingual-education	☒

Further	Kohl, K., Dudrah, R., Gosler, A., Graham, S., Maiden, M. and Ouyang, W. (2020) <i>Creative multilingualism: A manifesto</i> . Open Book Publishers.	☒
Further	Krompak, E., Meyer, S. and Makarova, E. (2025) <i>Advocacy in translanguaging education</i> . Multilingual Matters.	☒
Further	Murphy, L. A. (2023) <i>Supporting the wellbeing of young children with EAL</i> . Routledge.	☒
Further	Powell, G. and Armstrong, D. (2022) <i>Learning language through movement: Practical games, exercises and activities</i> . (2 nd ed.). Amba Press.	☐
Further	Ruiz, N. T. and Garcia, A. (2026) <i>Enhancing multilingual development: A guide for professionals</i> . Routledge.	☒

BA Young People, Communities and Youth Work

Module Code	ECGE4007
Title	Developing Successful Academic Skills
Date	23/11/2023
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop students' skills for independent study, group work and life-long learning, which will form the foundations for successful completion of their degree programme and support future employment opportunities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- recognise the importance of academic reading, writing, and referencing;
- develop confidence in digital competency including for communication and presenting to different audiences and for different purposes;
- demonstrate the skills required to be a resilient independent learner;
- organise their knowledge and learning using a range of information resources and present their work at an appropriate level.

INDICATIVE CONTENT

- Reading skills and strategies appropriate to academic study e.g., critical and evaluative reading, effective use of electronic resources, primary and secondary resources.
- Understanding the importance of referencing and referencing styles in relation to students' programme of study; the importance of acknowledging the work of others, recognise the difference between paraphrasing and quoting and how to avoid plagiarism.
- Writing and communication skills for a range of assessment modes, including blogs, vlogs, video, presentations, posters and written coursework.
- Digital literacy: using appropriate technology; staying safe online, cyber security, digital identity.
- Fostering a positive attitude to study and strategies for future success e.g.:
 - time management
 - effective and sufficient planning
 - motivation
 - working to deadlines
 - working as part of a group
 - well-being

- o professionalism
- o communication skills

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	27	13%
Independent learning	173	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio	4 elements (equivalent to 3000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

Professional, Statutory and regulatory Body (PSRB), explanatory statements:

- **Youth Work and Social Education:** This module evidences aspects of the Youth Work National Occupational Standards and is part of a degree programme which is professionally endorsed by ETS Cymru.
- **Inclusive Education:** The Welsh Government's five Professional Standards for Assisting Teaching (Teaching Assistants) of Pedagogy, Professional Learning, Innovation, Leadership and Collaboration are embedded in this module. Students will be actively engaged in professional learning with the purpose of developing individual and collective expertise to make a collaborative, coherent, innovative and sustainable research-led impact on all learners.
- **Early Years Education and Care:** This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies, the National Occupational Standards contributing towards Early Years Practitioner Status approved by Social Care Wales and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2022.

INDICATIVE READING LIST

Module Code	ECGE4007	
Module Title	Developing Successful Academic Skills	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Macmillan International Higher Education.	☒
Essential	Pears, R. and Shields, G.J. (2022) <i>Cite Them Right: the essential referencing guide</i> . 12th edn. London: Macmillan International Higher Education.	☒
Essential	Library Info Skills Sessions	☒
Further	Cottrell, S. (2021) <i>Skills for Success: Personal Development and Employability</i> 4th edn. Hampshire: Palgrave MacMillan.	☒
Further	Bedford, & Wilson, E. (2020). <i>Study skills for foundation degrees</i> 3 rd edn. Routledge.	☒
Further	Godfrey, J. (2018) <i>How to use your reading in your essays</i> 3 rd edn. Basingstoke: Palgrave MacMillan	☒
Further	Osmond, A., (2016). <i>Academic Writing and Grammar for Students</i> 2 nd edn. London: SAGE.	☒
Further	Van Emden, J. & Becker, L. (2016) <i>Presentation Skills for Students</i> 3 rd edn. Basingstoke: Palgrave Macmillan.	☒

Module Code	ECYW4011
Title	Creating Inclusive Environments
Date	09/05/2025
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To enable students to develop an understanding of the principles and values of inclusive practice.
- To explore approaches and strategies for developing effective inclusive environments in a range of Youth Work settings.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- understand the role of the practitioner in implementing strategies to support inclusive practice, including in advocacy and participatory approaches;
- promote an understanding of neurodiversity, implementing reasonable adjustments, fostering communication, and promoting diversity and inclusion in Youth Work;
- demonstrate the knowledge and skills needed to create inclusive environments for young people with neurodiverse conditions such as autism, ADHD, and dyslexia;
- demonstrate an understanding of the principles of Anti-Oppressive Practice and how to apply them to promote inclusion and equity for all young people, regardless of ethnic background, gender, identity, sexual orientation, or other characteristics;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- Inclusion and Youth Work policy and practice: the importance of understanding and responding to the needs of the individual.
- Ethnicity, culture and faith and social exclusion.

- Principles of Anti-Oppressive Practice.
- Factors influencing the risk of exclusion for children and young people with Additional Learning Needs.
- The reality of poverty in childhood, adolescence, and early adulthood through a social exclusion lens.
- Gender and inclusive practice.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 components (equivalent to 3000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

Professional, Statutory and regulatory Body (PSRB), explanatory statements:

Young People, Communities and Youth Work: This module evidences aspects of the Youth Work National Occupational Standards and is part of a degree programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW4011	
Module Title	Creating Inclusive Environments	
Classification	Reading List entry	Electronic*
Essential	Bhatia, G., Davy, U. and Flüchter, A. (2022) <i>Imagining unequals, imagining equals : concepts of</i>	☐

	<i>equality in history and law</i> . Bielefeld: Bielefeld University Press.	
Essential	Dalrymple, J., & Burke, B. (2006) <i>Anti-oppressive practice : social care and the law</i> (2nd ed.). Open University Press.	☐
Essential	Thompson, N., British Association of Social Workers, issuing body, & British Association of Social Workers, issuing body. (2021) <i>Anti-discriminatory practice : equality, diversity and social justice</i> (Seventh edition.). Red Globe Press.	☐
Essential	Youth Work in Wales Review Group. (2022) <i>Youth Work in Wales: Principles and Purposes</i> . Youth Work in Wales Review Group, Cardiff.	☐
Further	Beckett, L. (ed.) (2023) <i>Child poverty in Wales : exploring the challenges for schooling future generations</i> . Cardiff, Wales: University of Wales Press.	☐
Further	Cross, M. and Wallace, C. (eds) (2018) <i>Youth in Transition : The Sociology of Youth and Youth Policy</i> . First edition.	☒
Further	Hazel, N. <i>et al.</i> (2024) <i>Desistance and Children : Critical Reflections from Theory, Research and Practice</i> . 1st ed. Bristol: Policy Press. Available at: https://doi.org/10.56687/9781447369127 .	☐
Further	Hermann, J.P. and Hermann, J.P. (2023) <i>Minorities - New Studies and Perspectives</i> . Edited by J.P. Hermann. London: IntechOpen.	☐
Further	Kranke, D. <i>et al.</i> (2023) “‘We all bleed the same’: module development in diversity education to facilitate empathy and connection”, <i>Social work education</i> , 42(5), pp. 620–628. Available at: https://doi.org/10.1080/02615479.2022.2057467 .	☒
Further	London: Taylor and Francis. Available at: https://doi.org/10.4324/9781351043649 .	☒
Further	Macdonald, S.J. and Deacon, L. (2019) ‘Twice upon a time: Examining the effect socio-economic status has on the experience of dyslexia in the United Kingdom’, <i>Dyslexia (Chichester, England)</i> , 25(1), pp. 3–19. Available at: https://doi.org/10.1002/dys.1606 .	☒
Further	Millam, R. (2002)- <i>Anti-discriminatory practice</i> (2nd ed.). London: Continuum.	☐
Further	Morgaine, K. (2022)- <i>Anti-oppressive social work practice : putting theory into action</i> (Revised second edition). San Diego: Cognella Academic Publishing.	☐
Further	ORD, J. <i>et al.</i> (2022) ‘European Youth Work Policy and Young People’s Experience of Open Access Youth Work’, <i>Journal of social policy</i> , 51(2), pp. 303–323. Available at: https://doi.org/10.1017/S0047279421000143 .	☒

Further	Rix, J. (2010) <i>Equality, participation and inclusion 1 : diverse perspectives</i> . 2nd ed. London: Routledge.	☐
Further	Tait, A. and Dunn, B. (2018) <i>Conversation starters for direct work with children and young people : guidance and activities for talking about difficult subjects</i> . London: Jessica Kingsley Publishers.	☐
Further	Unt, M. (2021) <i>Social Exclusion of Youth in Europe The Multifaceted Consequences of Labour Market Insecurity</i> . 1st ed. Edited by D. Hofäcker et al. Bristol: Policy Press. Available at: https://doi.org/10.56687/9781447358756 .	☒

Module Code	ECYW4012
Title	Exploring the Adolescent Experience
Date	09/05/2025
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To provide students with an understanding of adolescent development including both psychological and sociological perspectives.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate an understanding of the transitions that occur during adolescence;
- examine the psychological nature of changes in relationships that occur within families, and the changing influence of the peer group;
- discuss social change and social pressures within society, such as employment patterns and poverty, and their impact on young people and their communities;
- demonstrate the role of youth workers in supporting young people's psychological wellbeing and adolescent transitions;
- organise their knowledge and learning through the use of a range of information resources and present their work appropriately.

INDICATIVE CONTENT

- Examination of the biological, cognitive and social transitions that young people undergo during adolescence, and their impact on young people.
- Examination of the family from a sociological and psychological perspective, in terms of changing family units, parental style, the so-called generation gap, relationships with others, particularly peer groups – their changing influence in young people's lives.
- Investigation of social pressures within contemporary society, and how poverty and unemployment affect young people in society.
- Discussion on the role of youth workers in supporting young people's psychological wellbeing and adolescent transitions.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Observational report	1500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Seminar Presentation	10 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

Professional, Statutory and regulatory Body (PSRB), explanatory statements:

Young People, Communities and Youth Work: This module evidences aspects of the Youth Work National Occupational Standards and is part of a degree programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW4012	
Module Title	Exploring the Adolescent Experience	
Classification	Reading List entry	Electronic*
Essential	Adams, G.R. (2006) <i>Blackwell handbook of adolescence</i> , Oxford: Blackwell Publishing Ltd.	☐
Essential	Arnett, J.J. (2014) <i>Adolescence and emerging adulthood</i> , 5th edn. Harlow: Pearson.	☐
Essential	Batsleer, J. and Davies, B. (eds.) (2010) <i>What is youth work?</i> Exeter: Learning Matters.	☒
Essential	Blakemore, S.J. (2018) <i>Inventing ourselves: The secret life of the teenage brain</i> , London: Doubleday.	☐
Essential	Boyd, D. and Bee, H. (2013) <i>Lifespan development</i> , 6th edn. Harlow: Pearson.	☐
Essential	Steinberg, L. (2020) <i>Adolescence</i> , 12th edn. New York: McGraw-Hill Education.	☐
Further	Arnett, J.J. (ed.) (2011) <i>Adolescent psychology around the world</i> , New York: Psychology Press.	☐
Further	Arnett, J.J. (2014) <i>Adolescence and emerging adulthood</i> , 5th edn. Harlow: Pearson.	☐
Further	Bukowski, W.A., Newcomb, A.F. and Hartup, W.W. (eds.) (1998) <i>The company they keep: friendship in childhood and adolescence</i> , Cambridge: Cambridge University Press.	☐
Further	Crone, E.A. (2017) <i>The adolescent brain: Changes in learning, decision-making and social relations</i> , London: Routledge.	☐
Further	Galván, A. (2017) <i>The neuroscience of adolescence</i> , Cambridge: Cambridge University Press.	☐
Further	Geldard, G. and Geldard, D. (2010) <i>Counselling adolescents: the proactive approach to young people</i> , 3rd edn. London: Sage Publications Ltd.	☐
Further	Hendry, L. and Kloep, M. (2012) <i>Adolescence and adulthood: transitions and transformations</i> , Basingstoke: Palgrave Macmillan.	☐
Further	Jeffer, T. and Smith, M. (2010) <i>Youth work practice</i> , Houndmills: Palgrave Macmillan.	☐
Further	Jensen, F.E. and Nutt, A.E. (2015) <i>The teenage brain: A neuroscientist's survival guide to raising adolescents and young adults</i> , New York: Harper Collins.	☐
Further	Kehily, M.J. (ed.) (2007) <i>Understanding youth: Perspectives, identities and practices</i> , London: SAGE Publications.	☐
Further	Kroger, J. (2007) <i>Identity development: Adolescence through adulthood</i> , 2nd edn. London: Sage Publications.	☐
Further	Kuther, T.L. (2020) <i>Adolescence in context</i> , London: Sage Publications Ltd.	☐

Further	Kuther, T.L. (2020) <i>Child and adolescent development in context international student edition</i> , London: Sage Publications Ltd.	☐
Further	Lerner, M.R. (2009) <i>The good teen: rescuing adolescence from the myths of the storm and stress years</i> , New York: Three Rivers Press.	☐
Further	Santrock, J.W. (2022) <i>Adolescence</i> , 18th edn. New York: McGraw-Hill Education.	☐
Further	Sapin, K. (2013) <i>Essential skills for youth work practice</i> , 2nd edn. London: SAGE Publications.	☐
Further	Wood, J. and Hine, J. (eds.) (2009) <i>Work with young people: Theory and policy for practice</i> , London: SAGE Publications.	☐

Module Code	ECYW4013
Title	Foundations of Youth Work Practice
Date	09/05/2025
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To provide students with a comprehensive understanding of the core principles, values, and practices that underpin effective Youth Work.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to

- demonstrate knowledge of the core principles, values and characteristics of Youth Work practice;
- demonstrate knowledge and understanding of the various contexts and settings for Youth Work, including the roles and responsibilities of the youth worker;
- show understanding of concepts of informal and non-formal education in Youth Work practice;
- exhibit an understanding of how key historical milestones in Youth Work has shaped current practice and policy;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- The module will provide an exploration of youth work practice and theory, and will provide students with the opportunity to explore the definitions, purposes, contexts, roles, objectives and values of Youth Work.
- Students will discuss and evaluate non-formal approaches to education, and will also explore education in its widest sense – including formal and informal education, and community education.
- The module will also provide a historical summary of youth work's development, and an exploration of key policy milestones, and will encourage students to consider why youth workers do what they do, and how they do what they do.

- There will be an experiential learning focus to this module, with students involved in practical activities, putting into practice the theoretical approaches discussed elsewhere in this module.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	1500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

Professional, Statutory and regulatory Body (PSRB), explanatory statements:

Young People, Communities and Youth Work: This module evidences aspects of the Youth Work National Occupational Standards and is part of a degree programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW4013	
Module Title	Foundations of Youth Work Practice	
Classification	Reading List entry	Electronic*
Essential	Banks, S. (ed.) (2010) <i>Ethics and the Youth Worker in Banks, S. Ethical Issues in Youth Work</i> , (2nd ed.), London: Routledge.	☒
Essential	Batsleer, J. & Davies, B. (eds.) (2010) <i>What is Youth Work?</i> Exeter: Learning Matters.	☒
Essential	Curran, S. & Harrison, R (eds). (2013) <i>Working with Young People</i> , Open University Press: Buckingham.	☐
Further	Jeffs, T. & Smith, M. (eds). (2010) <i>Youth Work Practice</i> , Basingstoke: Palgrave Macmillan.	☒
Essential	Welsh Government, (2019). <i>Youth work strategy for Wales</i> . [online] Available at: https://www.gov.wales/sites/default/files/publications/2019-06/youth-work-strategy-for-wales.pdf	☒
Essential	<i>Youth Work in Wales: Principles and Purposes</i> , (2022). [online] Available at: https://educators.wales/sites/default/files/2023-02/YOUTH%20WORK%20IN%20WALES%20PRINCIPLES%20AND%20PURPOSES%202022.pdf	☒
Further	Interim Youth Work Board for Wales (2021) <i>Time to deliver for young people in Wales: Achieving a sustainable delivery model for youth work services in Wales</i> . [online] Available at: WG43243	☒
Further	Jeffs, T. & Smith, M. (2005) <i>Informal Education</i> , Nottingham: Education Heritics Press.	☐
Further	Richardson, L. D. & Wolfe, M. (eds). (2001) <i>Principles and practice of informal education: learning through life</i> , London: Routledge.	☐
Further	Rogers, A. & Smith, M. (eds). (2010) <i>Journeying Together</i> , Dorset: Russell House Publishing.	☐
Further	Sapin, K. (2009) <i>Essential Skills for Youth Work Practice</i> , London: Sage Publications.	☐
Further	Sercombe, H. (2010) <i>Youth Work Ethics</i> , London: Sage Publications.	☒
Further	Young, K. (1999) <i>The Art of Youth work</i> , Lyme Regis: Russell House.	☐
Further	Children & Young People Now	☒
Further	http://www.youthworkwales.co.uk	☒
Further	http://www.infed.org	☒

Module Code	ECYW4014
Title	Placement 1: The Cornerstones of Youth Work
Date	09/05/2025
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To equip students with practical Youth Work experience and professional competencies through immersive placement experiences, critical reflection, and guided learning, enabling them to effectively apply theoretical knowledge in real-world settings and begin to develop essential skills for working with young people and communities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate the successful completion of 250 hours on placement in accordance with the principles, values, and purposes of Youth Work and engaging proactively in supervision;
- understand their professional identity, through recognising their professional role within Youth Work, including values, ethics, safeguarding and reflective practice;
- understand the role of Youth Workers as informal and non-formal educators, including various models and methods of practice including examples of good Youth Work practice;
- begin to identify the development needs of young people in communities and responses associated with youth work in voluntary and maintained organisations within the sector;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level, and reflect upon sustainable literacy skills developed.

INDICATIVE CONTENT

- How to prepare for Youth Work placements including identifying sources of support, the importance of working within existing policies and procedures (safeguarding and child protection and health and safety at work for example). This module prepares students for understanding the mechanics of all 3 Youth Work placements.

- The importance of demonstrating appropriate principles and values within Youth and Community Work.
- Understanding forms of supervision, including formal and informal supervision, and the importance of engaging in supervision for learning and improving practice.
- Understanding reflective practice and the process of professional development planning.
- Identifying, establishing and managing one's boundaries with young people.
- Understanding the importance of safeguarding.
- How to encourage youth work activities which enable creativity and innovation in the voluntary and maintained Youth Work sector.
- Understanding the purpose of the placement organisation and the role of the practitioner in contributing to delivering that purpose.
- Understanding and working within one's existing knowledge and expertise and understanding limitations and when and how to pass on appropriate information.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
TOTAL	200	100%
Placement learning	Placement 1: 250 hours	

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Professional Portfolio	3000 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Learning Mentor Report	End of practice report on the completion of Placement 1	10%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Supervisor Report	End of practice report on the completion of Placement 1	10%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	80%
Practical	20%
TOTAL	100%

Professional, Statutory and regulatory Body (PSRB), explanatory statements:

Young People, Communities and Youth Work: This module evidences aspects of the Youth Work National Occupational Standards and is part of a degree programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW4014	
Module Title	Placement 1: The Cornerstones of Youth Work	
Classification	Reading List entry	Electronic*
Essential	Community Learning and Development Scotland. (2019) <i>National Occupational Standards for Youth Work</i> .	☒
Essential	Council for Wales of Voluntary Youth Services (2022) <i>Youth Work in Wales, Principles and Purposes</i> [Online]. Available at: BOOKLET (Accessed 12.11.24).	☒
Essential	Education and Training Standards Wales (2012) <i>Code of Occupational Ethics for Youth Service in Wales</i> . Cardiff: ETS.	☒
Essential	Young, K. (1999) <i>The Art of Youth Work (2nd ed.)</i> . Dorset: Russell House Publishing.	☐
Further	Cooper, T. <i>Becoming a Youth Worker: Contested approaches to education and training</i>	☐
Further	Griffin, C. Representations of the Young, in Roche, J. Tucker, S. Thomson, R. and Flynn, R. (2006) <i>Youth I Society</i> . London, Sage.	☐
Further	Groundwater-Smith, S. Dockett, S. and Bottrell, D. (2015) <i>Participatory Research with Children and Young People</i> . London: SAGE.	☐

Further	Ingram, G. and Harris, J. (2001) <i>Delivering Good Youth Work: A Working Guide to Surviving and Thriving</i> . Lyme Regis, Russell House.	☐
Further	Williams, R. (2005) <i>Formation: Who's bringing up our children?</i> Citizen organising Foundation lecture, Queen Mary University of London, Mile End. [Online]. Available at http://anglicancommunion.org/acns/digest (Accessed 21 March 2012).	☒
Further	Wylie, T. (2016) <i>Developing Youth Work in Wales</i> . Cardiff: Welsh Government.	☒
Further	Zubulake, D.M. (2017) 'Building Blocks of Professionalism: Values, Principles, and Ethics in Youth Work', <i>Journal of Youth Development</i> . Vol 12(1) 9-17.	☒

Module Code	ECYW4015
Title	Youth Work Interventions and Therapeutic Practice
Date	09/05/2025
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To introduce students to the essential knowledge, skills and tools required to build positive relationships with young people and to demonstrate effective Youth Work practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- illustrate an integrated understanding of practice, theory and skills as a means of improving practice with young people;
- demonstrate an ability to build meaningful relationships with young people using Youth Work interventions and therapeutic methods;
- demonstrate the skills and knowledge required to be able to work with young people in groups, and also on a one-to-one basis;
- illustrate the significance of 'Association' for young people, and Youth Work's role in facilitating this;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- Students will be introduced to how youth workers work with young people in specific contexts, and will explore group work skills as well as interpersonal and counselling skills.
- Students will explore, through interactive sessions, how activities can be used as a tool to build positive relationships with young people.
- There will be an experiential learning focus to this module, with students involved in weekly practical activities to integrate with the theoretical approaches which also form part of this module.

- Students will explore the significance of 'Association' for young people, and Youth Work's role in facilitating this.
- The content will also consider the various tools and methods used in youth work and other professions with young people, for example outdoor education, sport, creative arts, music and drama.
- The module will explore the role of person-centred planning, mindfulness and the importance of self-care amongst practitioners.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Toolkit	3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

Professional, Statutory and regulatory Body (PSRB), explanatory statements:

Young People, Communities and Youth Work: This module evidences aspects of the Youth Work National Occupational Standards and is part of a degree programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW4015	
Module Title	Youth Work Interventions and Therapeutic Practice	
Classification	Reading List entry	Electronic*
Essential	Curran, S., Harrison, R., MacKinnon, D., & Open University, publisher. (2013). <i>Working with young people</i> . London, Sage.	☐

Essential	Geldard, K., Geldard, D. and Yin Foo, R. (2016) <i>Counselling Adolescents: The proactive approach for young people</i> . London: Sage.	☐
Essential	Harris, J. and Ingram, G., (2001). <i>Delivering good youth work: a working guide to surviving and thriving</i> . 1st ed. Dorset: Russell House Publishing.	☐
Essential	Ord, J., 2016. <i>Youth work process, product and practice: creating an authentic curriculum in work with young people</i> . 2nd ed. London: Routledge.	☐
Essential	Nelson-Jones, R. (2012) <i>Basic Counselling Skills</i> . London: Sage.	☐
Essential	Rogers, A. & Smith, M. (eds). (2010) <i>Journeying Together</i> , Dorset: Russell House Publishing.	☐
Essential	Sapin, K. (2009) <i>Essential Skills for Youth Work Practice</i> , London: Sage Publications.	☐
Further	Sercombe, H. (2010) <i>Youth Work Ethics</i> , London: Sage Publications.	☒
Further	Tilsen, J., (2018). <i>Narrative approaches to youth work: conversational skills for a critical practice</i> . 1st ed. Abingdon: Routledge.	☐
Further	Young, K. (1999) <i>The Art of Youth work</i> , Lyme Regis: Russell House.	☐

FdA Inclusive Education

Module Code	ECIE4013
Title	Lifelong Learning in the Digital Era
Date	04/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop students' skills for independent study, group work and life-long learning, which will form the foundations for successful completion of their degree programme and support future employment and learning opportunities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- recognise the importance of academic reading, writing, and referencing;
- develop confidence in their digital competency particularly in communication and presentation skills to different audiences and for different purposes;
- demonstrate the skills required to be a resilient independent learner.

INDICATIVE CONTENT

- Reading skills and strategies appropriate to academic study e.g., critical and evaluative reading, effective use of electronic resources, primary and secondary resources.
- Understanding the importance of referencing and referencing styles in relation to students' programme of study; the importance of acknowledging the work of others, recognise the difference between paraphrasing and quoting and how to avoid unfair practice.
- Writing and communication skills for a range of assessment modes.
- Digital literacy: using appropriate technology; staying safe online, cyber security, digital identity.
- Fostering a positive attitude to study and strategies for future success e.g. time management, motivation, working as part of a group, well-being, professionalism.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	27	13%
Independent learning	173	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements, equivalent to 3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

The Welsh Government's five Professional Standards for Assisting Teaching (Teaching Assistants) of Pedagogy, Professional Learning, Innovation, Leadership and Collaboration are embedded in this module. Students will be actively engaged in professional learning with the purpose of developing individual and collective expertise to make a collaborative, coherent, innovative and sustainable research-led impact on all learners.

INDICATIVE READING LIST

Module Code	ECIE4013	
Module Title	Lifelong Learning in the Digital Era	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Macmillan International Higher Education.	☒
Essential	Dweck, C. S. (2012). <i>Mindset: How you can fulfill your potential</i> . New York: Random House	☒
Essential	Library Info Skills Sessions, Digi Skills Sessions	☒
Essential	Mukuni, J. & Tlou, J. (Eds.). (2021). <i>Understanding Ubuntu for Enhancing Intercultural Communications</i> . IGI Global Scientific Publishing. https://doi-org.ezproxy.uwtsd.ac.uk/10.4018/978-1-7998-7947-3	☒
Essential	Pears, R. and Shields, G.J. (2022) <i>Cite Them Right: the essential referencing guide</i> . 12th edn. London: Macmillan International Higher Education.	☒
Essential	Miller, H (2022). <i>Self-Limiting Beliefs: A Guide for Overcoming Limitations</i> . Available at:	☒

	https://leaders.com/articles/personal-growth/limiting-beliefs/#:~:text=Essentially%2C%20this%20boils%20down%20to,they%20can%20positively%20affect%20others	
Essential	Garrat, S. (2020). <i>Eat the frog: why it's good to do the difficult thing first. The creative life</i> . Available at: https://thecreativelife.net/eat-the-frog/	☒
Further	Cottrell, S. (2021) <i>Skills for Success: Personal Development and Employability</i> 4th edn. Hampshire: Palgrave MacMillan.	☒
Further	Bedford, & Wilson, E. (2020). <i>Study skills for foundation degrees</i> 3 rd edn. Routledge.	☒
Further	Godfrey, J. (2018) <i>How to use your reading in your essays</i> 3 rd edn. Basingstoke: Palgrave MacMillan	☒
Further	Osmond, A., (2016). <i>Academic Writing and Grammar for Students</i> 2 nd edn. London: SAGE.	☒
Further	Van Emden, J. & Becker, L. (2016) <i>Presentation Skills for Students</i> 3 rd edn. Basingstoke: Palgrave Macmillan.	☒

Module Code	ECIE4014
Title	Supporting the Learner
Date	04/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce students to theories and practical principles which underpin the values of helping and support and to explore the role of the Teaching Assistant.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate knowledge of major theories of support and apply these in their work with learners;
- recognise the importance of building relationships of trust with learners, and the necessity for expertise in responding to learner needs;
- demonstrate academic reading, writing and referencing skills.

INDICATIVE CONTENT

- Reflection on the similarities and differences between different models of helping and supporting.
- Discussion of the different relationships learners have with different professionals.
- Definitions and contextualisation of terms including empathy, congruence, unconditional positive regard.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	27	13%
Independent learning	173	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	10 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

The Welsh Government's five Professional Standards for Assisting Teaching (Teaching Assistants) of Pedagogy, Professional Learning, Innovation, Leadership and Collaboration are embedded in this module. Students will be actively engaged in professional learning with the purpose of developing individual and collective expertise to make a collaborative, coherent, innovative and sustainable research-led impact on all learners.

INDICATIVE READING LIST

Module Code	ECIE4014	
Module Title	Supporting the Learner	
Classification	Reading List entry	Electronic*
Essential	Bates, B. (2023) <i>Learning theories simplified : ...and how to apply them to teaching, 130+ theories and models from great thinkers</i> . 3rd edition. London ; Thousand Oaks, California: SAGE.	☒
Essential	Feigenbaum, K.D. (2024) A Critique of Abraham Maslow and Carl Rogers as Educators. <i>The Journal of humanistic psychology</i> . 64 (1), 44–63. doi:10.1177/00221678231154819.	☒
Essential	Joseph, S., Murphy, D. & Holford, J. (2020) Positive education: A new look at Freedom to Learn. <i>Oxford review of education</i> . 46 (5), 549–562. doi:10.1080/03054985.2020.1726310.	☒
Essential	Reimers, F.M. (2021) <i>Primary and Secondary Education During Covid-19 : Disruptions to Educational Opportunity</i>	☒

	<i>During a Pandemic</i> . Cham: Springer International Publishing AG.	
Essential	Himley, M. (2022) Valuing Children--Each and All: Pat Carini's Call for a Humane Education. <i>Schools (Chicago, Ill.)</i> . 19 (1), 18–39. doi:10.1086/719218.	☒
Essential	Nabors, L.A. (2020) <i>Anxiety management in children with mental and physical health problems</i> . 1st ed. 2020. Cham :, Springer International Publishing ; Imprint Springer. doi:10.1007/978-3-030-35606-4.	☒
Further	Rogers, C. (1994) <i>Freedom to Learn</i> . (3rd edition). Upper Saddle River, N.J: Merrill.	☒
Further	Lane, S. (2020) <i>Beyond Wiping Noses: Building an informed approach to pastoral leadership in schools</i> . Carmarthen: Crown House Publishing Ltd.	☒
Further	Pattison, S. & Robson, M. (eds.) (2018) <i>The handbook of counselling children and young people</i> . 2nd edition. London: SAGE Publications.	☒

Module Code	ECIE4015
Title	Exploring Behaviours and Interventions in the Learning Environment
Date	04/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce students to the factors that influence children's behaviour in learning environments.
- To familiarise students with a range of practical interventions that support positive interpersonal relationships and behaviours within the learning environment.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate an understanding of the factors that influence children's behaviour in learning environments;
- demonstrate knowledge of the personal characteristics that influence children's behaviour in the learning environment;
- evaluate a range of practical interventions devised to promote positive behaviours.

INDICATIVE CONTENT

- Examination of the complex array of factors that influence children's behaviour in learning environments e.g. classroom management, diversity, disruptive behaviour, motivation, parental involvement etc.
- Examination of the personal characteristics that influence children's behaviour i.e. learning disabilities, gender differences, learning styles, intelligence etc.
- Analysis of a range of practical interventions devised to promote positive behaviours e.g. token economy, reinforcement, circle time, timeout etc.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	27	13%
Independent learning	173	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Blog	Equivalent to 1500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	10 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

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INDICATIVE READING LIST

Module Code	ECIE4015	
Module Title	Exploring Behaviours and Interventions in the Learning Environment	
Classification	Reading List entry	Electronic*
Essential	Chaplain, R. (2021). <i>Managing Behaviour in the Primary Classroom</i> . London: Routledge.	☒
Essential	Ellis, S., & Tod, J. (2018). <i>Promoting Behaviour for Learning in the Classroom: Effective Strategies</i> ,	☒

	<i>Personal Style and Professionalism</i> . 2 nd edn. London: Routledge.	
Essential	Frederickson, N. & Cline, T. (2015). <i>Special Educational Needs, Inclusion and Diversity</i> . Maidenhead: OU Press	☒
Essential	Delale-O'Connor, L. (n.d.) <i>Cultural Influences on Behavior</i> . Vanderbilt University: IRIS Center. Available at Cultural Influences on Behavior	☒
Further	National Foundation for Educational Research (NFER) (2024) <i>Factors influencing primary and secondary pupils' educational outcomes</i> . Available at: Factors influencing primary and secondary pupils' educational outcomes - NFER	☒
Further	Holliman, A., 2014. <i>The Routledge international companion to educational psychology</i> , Oxfordshire: Routledge.	☒

Module Code	ECIE4016
Title	Contemporary Challenges: Making a Difference
Date	04/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop students' awareness and appreciation of contemporary challenges relevant to the discipline facing individuals, organisations, communities and society, from a local, national and global perspective and to develop creative problem-solvers through the application of knowledge to real-world problems.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- identify and evaluate historical and contemporary issues and their impact on today's global society and the student's local community;
- implement Design Thinking techniques to investigate problems to generate and evaluate solutions;
- apply collaborative and reflective working practices.

INDICATIVE CONTENT

- Contemporary global issues, e.g. responsible stewardship, diversity, inclusion, ethics, culture and intercultural awareness.
- 'Wicked problems': the challenge of difficult or impossible problems where the affecting variables are not known or quantifiable.
- Design Thinking to investigate, define, propose and evaluate problem solutions.
- Recognising and overcoming cognitive bias.
- Recognising individual differences and the role of emotional intelligence in the management of conflict.
- The role of diplomacy, persuasion and negotiation in effective collaboration.
- The significance of interdisciplinary thinking in finding effective solutions to problems.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	27	13%
Independent learning	173	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation with supporting materials (notes for visuals)	Each individual in the group to contribute 5 minutes to the presentation (max 4 in a group)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflection	1500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

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INDICATIVE READING LIST

Module Code	ECIE4016	
Module Title	Contemporary Challenges: Making a Difference	
Classification	Reading List entry	Electronic*
Essential	Siebel, T.M. (2019) <i>Digital transformation: survive and thrive in an era of mass extinction</i> . New York: RosettaBooks.	☒

Essential	Gilliani, N., Eynon, R., Chiabaut, C. and Finkel, K., 2023. Unpacking the “Black Box” of AI in Education. <i>Journal of Educational Technology & Society</i> , 26 (1),.	☒
Essential	Echavarria, M. (2015). <i>Enabling Collaboration</i> . New York: LID Editorial.	☒
Essential	Dev, N. (2024). <i>Knowledge and Global Inequality Since 1800: Interrogating the Present as History</i> , Cambridge University Press	☒
Essential	Mukuni, J. B. Tlou, Josiah S. (2021). <i>Understanding Ubuntu for enhancing intercultural communications</i> . Hershey, Pennsylvania. IGI Global	☒
Essential	Brown, T., Katz, B.(2019). <i>Change by design : how design thinking transforms organizations and inspires innovation. Change by design : how design thinking transforms organizations and inspires innovation</i> . New York : Harper Collins Publishers	☒
Essential	Dorling, D. (2019). <i>Inequality and the 1%</i> . London ; New York: Verso.	☒
Essential	<i>Well-being of Future Generations (Wales) Act 2015</i> Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Philips, J. (2020). <i>Actualizing Human Rights: Global Inequality, Future People, and Motivation</i> (1st ed.). Routledge. https://doi.org/10.4324/9781003011569	☒
Further	Fisher, R., Ury, W.L. and Patton, B. (2011) <i>Getting to yes: Negotiating agreement without giving in</i> . 3 rd edn. New York: Penguin.	☐
Further	Harari, Y. N. (2018) <i>21 Lessons for the 21st Century</i> . London: Jonathan Cape	☐

Module Code	ECIE4017
Title	Additional Needs in Context
Date	04/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To understand the nature of additional needs and the principles of early identification and intervention.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- discuss the range of additional needs;
- identify the role of the practitioner in meeting the needs of each learner;
- demonstrate links between theory and practice.

INDICATIVE CONTENT

- An overview of the social model of disability and a discussion of the current and evolving legislative framework.
- An introduction to issues relating to additional needs in the learning context with an overview of the principles of inclusive policy and practice.
- An overview of the role of practitioners within a multi-agency context, including a focus on integrated planning and provision for children and young people.
- A broad study of good practice for inclusion, for example, person-centred planning methodologies.
- An exploration of Children's Rights in the context of inclusion.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	27	13%
Independent learning	173	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements, equivalent to 3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

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INDICATIVE READING LIST

Module Code	ECIE4017	
Module Title	Additional Needs in Context	
Classification	Reading List entry	Electronic*
Essential	Griffin, P. and Woods, K. (2020) <i>Understanding Students with Additional Needs as Learners</i> . London: Springer	☒
Essential	Richards, G. and Armstrong, F. (2015) <i>Teaching and Learning in Diverse and Inclusive Classrooms</i> . 2 nd edn. London: Routledge	☒
Essential	Conn, C. and Hutt, M. (2020), 'Successful futures for all? Additional learning needs in Wales in the light of curriculum reform'. <i>British Journal of Special Education</i> , 47: 152-169	☒
Essential	<i>The Equality Act 2010 (Disabled School Pupils) (Wales) Regulations 2021</i> Available at The Equality Act 2010 (Disabled School Pupils) (Wales) Regulations 2021 GOV.WALES	☒
Essential	<i>A Child's Rights Approach to Additional Learning Needs (2024)</i> Available at A Children's Rights Approach to Additional Learning Needs - Children's Commissioner for Wales	☒
Further	Jardinez, M.J. and Natividad, L.R. (2024) <i>The Advantages and Challenges of Inclusive Education: Striving for Equity in the Classroom</i> . New York:	☒

	Springer. Available at https://files.eric.ed.gov/fulltext/EJ1421555.pdf	
Further	Frederickson, N. and Cline T. (2015) <i>Special Educational Needs, Inclusion & Diversity</i> . Berkshire: Open University Press	☒

Module Code	ECIE4018
Title	Principles of Learning and Teaching in Practice
Date	04/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop knowledge and understanding of some of the key theories of learning which underpin education and children's social and emotional development.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- apply knowledge of learning theories to learning and teaching;
- identify resources and strategies that can support child-centred and inclusive practice.

INDICATIVE CONTENT

- Theories of learning – to include Piaget, Vygotsky, Froebel, Dewey, Skinner and Bruner.
- Social and emotional aspects of learning in the context of the theoretical approaches.
- An overview of current curriculum documentation and future directions.
- Classroom observation with a focus on children's learning, based on strategies and interventions used within educational settings.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	27	13%
Independent learning	173	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Pupil Profile	1000 words	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	70%

Assessment Summary

Activity type	Percentage
Written	
Coursework	100%
Practical	
TOTAL	100%

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INDICATIVE READING LIST

Module Code	ECIE4018	
Module Title	Principles of Learning and Teaching in Practice	
Classification	Reading List entry	Electronic*
Essential	Aubrey, K. and Riley, A. (2019) <i>Understanding and Using Educational Theories</i> . Thousand Oaks, CA: Sage Publications.	☒
Essential	Bates, B. (2019) <i>Learning Theories Simplified</i> . 2 nd Edn. London: Sage.	☒
Essential	Pound, L. (2006) <i>How Children Learn</i> . London. Practical Pre-School Books	☒
Essential	Pritchard, A. (2018) <i>Ways of Learning: Learning Theories for the Classroom</i> . Oxon: Routledge.	☒
Further	Delgado, R. and Stefancic, J. (2017) <i>Critical Race Theory: An Introduction</i> . 3rd edn. New York: New York University Press	☐
Further	Thompson, C. and Spenceley, L. (2020) <i>Learning Theories for Everyday Teaching</i> . London: Sage.	☒

Further	Bosanquet, P., Radford, J. and Webster, R. (2021) <i>The teaching assistant's guide to effective interaction : how to maximise your practice</i> . Second edition. Abingdon, Oxon ; Routledge.	☒
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