

MODULE DIRECTORY

ACADEMIC DISCIPLINE OF CHILDHOOD, YOUTH AND EDUCATION

LEVEL 7

INSTITUTE OF EDUCATION AND HUMANITIES

2023-2024

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the Academic Discipline Childhood, Youth and Education in the academic year 2023-2024.

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 Academic Discipline/Institute. 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 Institute 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

MA Youth Work and Social Education (ETS Endorsed)

ECYW7001	Professional Practice 1: Theory, Policy and Practice of Youth Work and Social Education
ECYW7002	Professional Practice 2: Young People and Society in Focus
ECGE7005Q	The Philosophy and Practice of Social Research
ECYW7003	Supervision, Leadership and Management for Professionals
ECYW7004	Applying Theatre Approaches in Youth Work and Social Education
ECGE7003Q	Sustainable Communities
ECGE7006Q	Dissertation: Childhood, Youth and Education

MA Children's, Young People's and Community's Services

ECCP7001	Critical Reflections of Academic and Professional Practice
ECGE7005Q	The Philosophy and Practice of Social Research
ECGE7006Q	Dissertation: Childhood, Youth and Education
BMPF7110	Prior Learning Assessment and Recognition

Professional Doctorate Children's, Young People's and Community's Services

ECCP7001	Critical Reflections of Academic and Professional Practice
ECGE7005Q	The Philosophy and Practice of Social Research
BMPF7110	Prior Learning Assessment and Recognition

Module Code	ECYW7001
Title	Professional Practice 1: Theory, Policy and Practice of Youth Work and Social Education
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with an in-depth understanding of the key approaches and practices linking the theory, policy and practice of Youth Work and social education.
- To provide students with an opportunity to extensively develop their youth work skills, knowledge and understanding within an appropriate 200 hour placement.

LEARNING OUTCOMES

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

- Successfully complete a 200 hour supervised professional practice placement, in accordance with the principles and values of youth work, 50% of which to be face to face with young people.
- Critically engage in reflection and supervised practice, and critically reflect upon their own professional development needs.
- Be aware of the nature and scope of Youth Work in different sectors and critically analyse, interpret and evaluate relevant information, concepts and ideas.
- Identify the development needs of young people and communities, and through youth work practice provide responses to these needs.
- Use relevant research or developments in Youth Work to analyse and inform actions.
- Take responsibility for planning and developing programmes of work with young people.
- Organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- Critical exploration of the role of the Youth Worker as an educator who is interested in the learning and lives of young people.
- Critical exploration of the application of Youth Work as a particular form of work with young people.
- An in-depth examination of how a critical personal and social education approach underpins the development of a programme of activities for young people in contact with youth work. Explore the principles, values and practices that underpin this work: including emphasising greater social awareness across

broader/global issues and the political dimension of working with young people and social transformation.

- In-depth exploration and critical understanding of group work as a form of intervention and the educative possibilities. Critical review of the dilemmas of working with groups and the need for a strong value base and practice ethics. In-depth evaluation of the connections between group work, pragmatic aspects of youth and community work, and the role of collective working in challenging oppression and utilising group facilitation for empowerment.
- Critical examination of the links between the outcomes of youth work's non-formal and informal educational approach and the agendas of Government; in depth analysis of contemporary policies and practices in relation to youth work in Wales, UK and Europe and beyond.
- Exploration of the potential role of the Youth Worker in influencing the policy context, and the impact of political agendas on the role of the youth worker.
- Identifying skills, knowledge and understanding of young people.
- Critical exploration of formal, informal and non-formal learning.
- An exploration of the key components required when developing a project with young people that reflects the purpose, principles and values of youth work.
- The role of Youth and Community Work and how it can prepare young people for life in the 21st Century.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
Mode of assessment		Volume			Weighting
Professional Journal		5000 words			80%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
Mode of assessment		Volume			Weighting
A Learning Mentor Report making clear reference to examples from the student's practice and conduct while on placement. The report will include the requirement for the Learning Mentor to		n/a			10%

observe and comment upon a specific piece of the student's practice.		
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Assessment Component 3

☐	Written exam	☐	Coursework	☒	Practical
Mode of assessment		Volume			Weighting
A report from the Fieldwork Supervisor reflecting on the student's engagement with group supervision and reflective practice.		n/a			10%

Assessment Summary

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

This module is part of a PGDip/MA programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW7001	
Module Title	Professional Practice 1: Theory, Policy and Practice of Youth Work and Social Education	
Classification	Reading List entry	Electronic *
Essential	Banks, S. (2010) <i>Ethical Issues in Youth work</i> (2 nd ed.), Abingdon, Oxon: Routledge.	☐
Essential	Batsleer, J. and Davies, B. (2010) <i>What is Youth work? (Empowering Youth and Community Work Practice)</i> , Exeter: Learning Matters.	☐
Essential	Jeffs, T. and Smith, M. (Eds.) (2010) <i>Youth work Practice</i> . Hampshire: Palgrave.	☐
Essential	National Council for the Social Studies. (1973-) <i>Theory and Research in Social Education</i> (Journal). Philadelphia, Pa. Taylor & Francis Group.	☒
Essential	Tait, A. and Dunn, B. (2018) <i>Conversation Starters for Direct Work with Children and Young People</i> . London: Jessica Kingsley.	☒
Essential	Wood, J. Westwood, S. and Thompson, G. (2015) <i>Youth work: preparation for practice</i> . London: Routledge.	☐
Further	Batsleer, J. (2008) <i>Informal Learning in Youth work</i> . London: SAGE.	☐

Further	Arad Research (2015) <i>Youth work in in schools in Wales: Full report</i> . Cardiff: Arad Research.	☐
Further	CLD Standards Council Scotland. (2019) <i>Youth Work National Occupational Standards</i> , CLD Standards Council Scotland: Glasgow.	☐
Further	Batsleer, J. (2013) <i>Youth working with Girls and Women in Community Settings</i> , (2 nd ed.) Ashgate.	☐
Further	Behtoui, A. 'Social Capital and the Educational Expectations of Young People. <i>European Educational Research Journal</i> ', 2017, Vol.16(4), pp. 487-503.	☐
Further	Cooper, T. 'Models of youth work: a framework for positive sceptical reflection', <i>Youth and Policy</i> , No. 109, September 2012, 98-117.	☐
Further	Council for Wales of Voluntary Services (No date) <i>Youth Work Reference Group Key Messages July 2018</i> .	☒
Further	Dalrymple, J. and Burke, B. (2006) <i>Anti-oppressive Practice, Social Care and the Law</i> . Maidenhead: McGraw-Hill.	☐
Further	Davies, B. (2011) 'Youth work stories: in search of qualitative evidence on process and impact', in <i>Youth and Policy</i> (106) 23-42.	☐
Further	Factor, F. Chauhan, V. and Pitts, J. (Eds.) (2001) <i>The RHC companion to Working with Young People</i> . Dorset: RHP.	☐
Further	Hawtin, M. and Percy-Smith, J. (2007) <i>Community Profiling a practical guide</i> (2 nd Ed.). Maidenhead, McGraw Hill.	☐
Further	Ledwith, M. and Springett, J. (2010) <i>Participatory practice, Community-based action for transformative change</i> , Bristol: Policy Press.	☐
Further	Packham, C. (2008) <i>Active Citizenship and Community Learning</i> . Exeter: Learning Matters.	☐
Further	Principal Youth Officers Group (2015) <i>The role and value of youth work in current and emerging agendas in Wales</i> , Autumn 2015.	☒
Further	Rose, J. (2018) <i>Challenges and opportunities for Youth Workers in Wales?</i> [Online] Available at: http://www.youthworkwales.org.uk/wp-content/uploads/2018/03/Challenges-and-opportunities-for-Youth-Workers-in-Wales-3.pdf	☒
Further	Sapin, K. (2013) <i>Essential Skills for Youth work Practice</i> (2 nd Ed.) London: SAGE.	
Further	Smith, M.K. (1994) <i>Local Education community, conversation, praxis</i> . Buckingham, OU Press.	☐
Further	Taylor, M. (2003) <i>Public Policy in the Community</i> (2 nd Ed.). Hampshire: Palgrave Macmillan.	☐
Further	Thompson, S. and Thompson, N. (2008) <i>The Critically Reflective Practitioner</i> (2 nd Ed.), Hampshire: Palgrave Macmillan.	☐

Further	Welsh Assembly Government. (2007) <i>Young people, youth work, Youth Service National Youth Service Strategy for Wales</i> , Cardiff: WAG.	☐
Further	Welsh Government. (2014) <i>The National Youth Work Strategy for Wales 2014-2018 Supporting young people to reach their potential and live fulfilled lives</i> , Cardiff: Welsh Government.	☐
Further	Welsh Government (2015) <i>Well-being of Future Generations (Wales) Act, 2015</i> . Cardiff: Welsh Government.	☐
Further	Welsh Government (2018) <i>Youth Work</i> , [Online] Available at: https://gov.wales/statistics-and-research/youth-services/?lang=en	☒
Further	Welsh Government, (2019) <i>Youth Work Strategy for Wales</i> .	☒
Further	Westergaard, J. (2009) <i>Effective Group Work with Young People</i> . Maidenhead: OU Press.	☐
Further	Youth Work in Wales Review Group. (2018) <i>Youth Work in Wales: Principles and Purposes</i> , Cardiff: Youth Work in Wales Review Group.	☐

Module Code	ECYW7002
Title	Professional Practice 2: Young People and Society in Focus
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To critically build on the theory and philosophy of Youth Work practice developed in previous modules, in line with the National Occupational Standards for Youth Work.
- To enable students to further develop a critical knowledge and understanding of Youth Work, demonstrating sound practice in leading and managing youth work practice whilst taking into consideration current themes and priorities which impact upon the lives of young people in contemporary society.

LEARNING OUTCOMES

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

- Successfully complete a 200 hour supervised professional practice placement, in accordance with the principles and values of youth work, 50% of which to be face to face with young people.
- Demonstrate an in-depth critical understanding of the relationship between the theory and philosophy of Youth Work and elements of its practice.
- Demonstrate an in-depth critical understanding of the social factors which impact upon young people in contemporary society, and the consequent impact upon youth work practice.
- Critically evaluate their own professional development needs and the approaches required to address these during their practice placement, and critically examine the role of the practitioner in the Youth Work practice setting specifically the extent to which the student has demonstrated evidence of leading and managing an area of youth work practice.
- Critically analyse the principles of leadership, management and partnership working with a range of associated organisations.
- Organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- Critical examination of the theory and philosophy of Youth and Community Work, the voluntary and maintained sectors and their link to students' chosen practice area.
- Critical reflection and analysis of the process of pedagogy within a student's Youth Work practice setting.
- Evaluation of the role of the professionally qualified worker within Youth and Community Work practice.

- An in-depth exploration of a range of issues which affect young people in contemporary society, which include Child Sexual Exploitation, homelessness, addiction, mental health, poverty, obesity, toxic childhood, and County Lines.
- Understanding how trauma can affect young people's future life chances.
- Understanding society, the how this shapes and impacts upon both young people and the services that support them.
- Understanding organisations – tools for analysis and future proofing.
- Critical examination of the concept of partnership working and its effect on students' youth and community work practice.
- A consideration of radical youth work and the potential of youth and community work for social change.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
Mode of assessment		Volume			Weighting
Professional Journal		5000 words			80%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
Mode of assessment		Volume			Weighting
A Learning Mentor Report making clear reference to examples from the student's practice and conduct while on placement. The report will include the requirement for the Learning Mentor to observe and comment upon a specific piece of the student's practice.		n/a			10%

Assessment Component 3

☐	Written exam	☐	Coursework	☒	Practical
Mode of assessment		Volume			Weighting
A report from the Fieldwork Supervisor reflecting on the student's engagement with group supervision and reflective practice.		n/a			10%

Assessment Summary

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

This module is part of a PGDip/MA programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW7002	
Module Title	Professional Practice 2: Young People and Society in Focus	
Classification	Reading List entry	Electronic*
Essential	Banks, S. (2010) <i>Ethical Issues in Youth work</i> (2 nd ed.), Abingdon, Oxon: Routledge.	☐
Essential	Batsleer, J. and Davies, B. (2010) <i>What is Youth work? (Empowering Youth and Community Work Practice)</i> , Exeter: Learning Matters.	☐
Essential	Buchroth, I. and Parkin, C. (Eds.) (2010) <i>Using Theory in Youth and Community Work Practice</i> , Exeter: Learning Matters.	☐
Essential	CLD Standards Council Scotland. (2019) <i>Youth Work National Occupational Standards</i> , CLD Standards Council Scotland: Glasgow.	☒
Essential	Journal of Social Work Education (1980-). Oxfordshire: Routledge.	☐
Essential	Wood, J. Westwood, S. and Thompson, G. (2015) <i>Youth work: preparation for practice</i> . London: Routledge.	☐
Further	Batsleer, J. (2008) <i>Informal Learning in Youth work</i> . London: SAGE.	☐
Further	Arad Research (2015) <i>Youth work in in schools in Wales: Full report</i> . Cardiff: Arad Research.	☐
Further	Batsleer, J. (2013) <i>Youth working with Girls and Women in Community Settings</i> , (2 nd ed.) Ashgate.	☐
Further	Behtoui, A. 'Social Capital and the Educational Expectations of Young People. European	☐

	Educational Research Journal', 2017, Vol.16(4), pp. 487-503.	
Further	Cooper, T. 'Models of youth work: a framework for positive sceptical reflection', <i>Youth and Policy</i> , No. 109, September 2012, 98-117.	☐
Further	Council for Wales of Voluntary Services (No date) <i>Youth Work Reference Group Key Messages July 2018</i> .	☒
Further	Dalrymple, J. and Burke, B. (2006) <i>Anti-oppressive Practice, Social Care and the Law</i> . Maidenhead: McGraw-Hill.	☐
Further	Davies, B. (2011) 'Youth work stories: in search of qualitative evidence on process and impact', in <i>Youth and Policy</i> (106) 23-42.	☐
Further	Factor, F. Chauhan, V. and Pitts, J. (Eds.) (2001) <i>The RHC companion to Working with Young People</i> . Dorset: RHP.	☐
Further	Hawtin, M. and Percy-Smith, J. (2007) <i>Community Profiling a practical guide (2nd Ed.)</i> . Maidenhead, McGraw Hill.	☐
Further	Ledwith, M. and Springett, J. (2010) <i>Participatory practice, Community-based action for transformative change</i> , Bristol: Policy Press.	☐
Further	Munro, E. (2019) <i>Effective Child Protection</i> . (3 rd Ed.) London: Sage.	☒
Further	Packham, C. (2008) <i>Active Citizenship and Community Learning</i> . Exeter: Learning Matters.	☐
Further	Principal Youth Officers Group (2015) The role and value of youth work in current and emerging agendas in Wales, Autumn 2015.	☒
Further	Rose, J. (2018) <i>Challenges and opportunities for Youth Workers in Wales?</i> [Online] Available at: http://www.youthworkwales.org.uk/wp-content/uploads/2018/03/Challenges-and-opportunities-for-Youth-Workers-in-Wales-3.pdf	☒
Further	Sapin, K. (2013) <i>Essential Skills for Youth work Practice (2nd Ed.)</i> London: SAGE.	
Further	Smith, M.K. (1994) <i>Local Education community, conversation, praxis</i> . Buckingham, OU Press.	☐
Further	Taylor, M. (2003) <i>Public Policy in the Community (2nd Ed.)</i> . Hampshire: Palgrave Macmillan.	☐
Further	Thompson, S. and Thompson, N. (2008) <i>The Critically Reflective Practitioner (2nd Ed.)</i> , Hampshire: Palgrave Macmillan.	☐
Further	Welsh Assembly Government. (2007) <i>Young people, youth work, Youth Service National Youth Service Strategy for Wales</i> , Cardiff: WAG.	☐
Further	Welsh Government. (2014) <i>The National Youth Work Strategy for Wales 2014-2018 Supporting young people to reach their potential and live fulfilled lives</i> , Cardiff: Welsh Government.	☐

Further	Welsh Government (2015) <i>Well-being of Future Generations (Wales) Act, 2015</i> . Cardiff: Welsh Government.	☐
Further	Welsh Government (2018) <i>Youth Work</i> , [Online] Available at: https://gov.wales/statistics-and-research/youth-services/?lang=en	☒
Further	Welsh Government, (2019) <i>Youth Work Strategy for Wales</i> .	☒
Further	Westergaard, J. (2009) <i>Effective Group Work with Young People</i> . Maidenhead: OU Press.	☐
Further	Youth Work in Wales Review Group. (2018) <i>Youth Work in Wales: Principles and Purposes</i> , Cardiff: Youth Work in Wales Review Group.	☐

Module Code	ECGE7005Q
Title	The Philosophy and Practice of Social Research
Date	25/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To develop in-depth knowledge, understanding and skills of social research methodologies and research methods appropriate to research with and for young children, children, young people, adults and groups who are at risk of exclusion and within wider community settings or educational contexts.

LEARNING OUTCOMES

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

- critically evaluate the nature of philosophical concepts in qualitative research and how they differ from concepts of quantitative research;
- undertake critical analysis and evaluation of research methodology, identifying implications for practice and/or their applications in policies and contexts;
- critically reflect on the complex ethical frameworks and legal implications which underpin all research and analyse specific ethical implications of research for and with young children, children, young people, adults and, for example, groups who are at risk of exclusion, within wider community settings or educational contexts;
- consider at a higher level the role of reflection within the research process through presenting their work appropriately, within ethical and research frameworks, and with an understanding of the requirements of critical thinking.

INDICATIVE CONTENT

- An in-depth evaluation of the paradigm debates of qualitative, quantitative and mixed methodologies.
- Analysis of research designs from both traditions e.g. grounded theory, ethnography, phenomenology, case study, emancipatory participatory research, survey research, experimental research and pragmatic research.
- An exploration of how research is carried forward by a variety of methods which may, for the purpose of classification, be divided into those of qualitative and quantitative emphasis e.g. ethnographical participant observation, interviews, focus groups, participatory methods, surveys and control groups. Consideration of mixed methodological approaches.
- An analytic exploration of the challenges of reading primary and original research data; students will be offered opportunities to discuss and analyse original research e.g. research papers, peer reviewed journal articles, and their own planning processes and formulation of research questions.

- An investigation of critique research, including ownership, impact and purpose of research. An evaluation of the difference between critical discussion and descriptive comprehension within academic work and social policy.
- The moral and ethical challenges of research, particularly research with children, young people and those excluded will be discussed in detail and set within legal and good practice frameworks. Critical consideration will be given to ethical and legal issues relating to confidentiality, anonymity, access, deception and informed consent. The requirement to comply with official guidelines of organisations such as the British Educational Research Association (BERA), British Sociological Association (BSA), will be emphasised. Current legal requirements will be considered in relation to data protection and safeguarding.
- Critical exploration of the principles and practices of adopting participatory research methodologies that allow children's, young people's, excluded voices and communities to be heard in the research process.
- An exploration of sampling methods, including opportunity samples, random samples and stratified samples. Sampling methods will be critically evaluated in regard to the implications in terms of practicality, triangulation, validity and reliability. The advantages and disadvantages of various methods of data presentation will be critiqued including both quantitative and qualitative results.
- To deconstruct the role of the researcher in relation to participants. The power relationship between researcher and researched community. Particular attention will be given to the concept of a 'person as participant' as well as 'hearing the voice of the individual' together with their contribution to reflexivity.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECGE7005Q	
Module Title	The Philosophy and Practice of Social Research	
Classification	Reading List entry	Electronic*
Essential	Bolton, G. E. J. (2014) <i>Reflective Practice: Writing and Professional Development</i> (4th ed). London: Sage Publications.	☐
Essential	Cohen, L. and Manion, L. (2011) <i>Research Methods in Education</i> (7th ed). London: Routledge.	☒
Essential	Creswell, J. W. (2013) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed). London: Sage Publications Ltd.	☐
Essential	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (eds) (2012) <i>Ethics in Qualitative Research</i> . London: Sage Publications Ltd.	☒
Essential	Punch, K. F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> (3rd ed). London: Sage Publications Ltd.	☐
Essential	Welsh Government. (2015) <i>Effective Use of Data and Research Evidence</i> . Cardiff: Welsh Government. http://learning.gov.wales/docs/learningwales/publications/150814-effective-use-of-data-en.pdf	☒
Further	Alderson, P. & Morrow, V. (2011) <i>The ethics of research with children and young people : a practical handbook</i> (2nd ed). London: SAGE.	☒
Further	Bell, J. (2014) <i>Doing your research project: a guide for first time researchers in education and social science</i> (6th ed). Milton Keynes: Open University Press.	☐
Further	British Educational Research Association https://www.bera.ac.uk/	☒

Further	Bryman, A. (2016) <i>Social Research Methods</i> (5th ed). Oxford: Oxford University Press.	☐
Further	Clough, P. & Nutbrown, C. A. (2012) <i>Students' Guide to Methodology</i> (3rd ed). London: Sage.	☐
Further	Denscombe, M. (2014). <i>The good research guide: for small-scale social research projects</i> (5th ed). Maidenhead: McGraw-Hill/Open University Press.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2011) <i>The Sage Handbook of Qualitative Research</i> (4th ed). London: Sage Publications Ltd.	☐
Further	Flick, U. (2015) <i>Introducing Research Methodology</i> . London: Sage.	☐
Further	Kara, H. (2015) <i>Creative Research Methods in the Social Sciences: A Practical Guide</i> . Bristol: Policy Press.	☐
Further	Punch, K. F. & Oancea, A. (2014) <i>Introduction to Research Methods in Education</i> . (2nd ed). London: Sage.	☐
Further	Salkind, N. J. (2016) <i>Statistics for People Who (Think They) Hate Statistics</i> . (4th ed) London: Sage.	☐

Module Code	ECYW7003
Title	Supervision, Leadership and Management for Professionals
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with appropriate skills, values and knowledge of supervising and supporting individuals undertaking professional practice placements.
- To equip students with the in-depth skills, knowledge and understanding to develop approaches to leadership, management and project development.

LEARNING OUTCOMES

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

- Demonstrate in-depth applied planning and management of the role of effective supervision in the youth work workplace and in wider services for young people, and critically evaluate the role and function of effective supervision.
- Locate theories of leadership and management within youth work and their application to practice.
- Demonstrate in-depth understanding of the challenges associated with managing a public service within an increasingly challenging financial climate.
- Organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- An outline of three key functions of supervision: formative, normative and restorative
- Exploration of important supervisory skills and a critical analysis of their impact on practice:
 - non-verbal communication skills
 - active listening
 - verbal communication skills.
- In-depth exploration of the importance of creating an appropriate supervision environment and working within the core values of youth and community work.
- Detailed consideration of inclusive practice in supervision, confidentiality and record keeping; equal opportunities and anti-discriminatory practice.
- Experiential learning opportunities with an emphasis on experiential learning and practice of skills and the sharing of experiences.
- Opportunities to undertake one to one and group supervision sessions, to evaluate the supervision session and critically reflect on performance.
- An exploration of management and leadership theory including case study examples.

- Understanding the wider context of the services for young people, including the Youth Service.
- Funding for funding's sake? Identifying appropriate sources of funding for youth work and wider services.
- How to manage oneself within the organisational culture using the McKinsey 7'S' framework.
- Resource management, people, projects, programmes, resources.
- Understanding and linking research, theory, strategy and practice using Quinn's competing values framework.
- Youth work within an increasingly complex range of services for young people.
- Proactive or reactive work with young people – the role of the project leader in anticipating emerging issues.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
Mode of assessment		Volume		Weighting	
Supervision and Management Portfolio		7500 words		100%	

Assessment Summary

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

This module is part of a PGDip/MA programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW7003	
Module Title	Supervision, Leadership and Management for Professionals	
Classification	Reading List entry	Electronic*
Essential	Armstrong, M. (2012) Armstrong's handbook of management and leadership: developing effective people skills for better leadership and management. (Online) London; Philadelphia: Kogan Page.	☐
Essential	Belton, B. Hill, J. Salter, T. Peaper, J. (2011) Supervision: Praxis and Purpose, Dorset, Russell House Publishing.	☐
Essential	CLD Standards Council Scotland. (2019) Youth Work National Occupational Standards, CLD Standards Council Scotland: Glasgow.	☐
Essential	Hawkins, P. and Schohet, R. (2007) Supervision in the helping professions, Buckingham: Open University Press.	☐
Essential	Hoggarth, E.A. Merton, B. and Tyler, M. (2009) Managing Modern Youth work. Exeter: Learning Matters.	☐
Essential	Ord, J. (2012) Critical Issues in Youth work Management. Abingdon, Oxon: Routledge.	☐
Further	Adair, J. E. (1989). The Action Centred Leader. Industrial Society.	☐
Further	Alvesson, M. and Willmott, H. (1996) Making sense of management: A critical introduction, London: Sage.	☐
Further	Banks, S., Butcher, H., Henderson, P. and Robertson, J. (2003) Managing Community Practice, Principles, policies and programmes. Great Britain: The Policy Press.	☐
Further	Batsleer, J. and Davies, B. (Eds.) (2010) What is Youth work? Essex: Learning Matters.	☐
Further	Bennis, W. (2009) On Becoming a Leader, New York, Basic Books.	☐
Further	Cole, G.A. (2011) Management: Theory and Practice, 7th ed. London: Letts.	☐
Further	Handy, C. (1988) Understanding Voluntary Organisations. London Penguin Books.	☐
Further	Handy, C. (1993) Understanding Organisations, 4th Ed. London: Penguin Books.	☐
Further	Herman, M. Reflective Practice Meets Youth work Supervision, Youth and Policy, 109, September 2013, 107-118.	☐
Further	Hill, J. (1997) Managing performance: goals, feedback, coaching, recognition. Aldershot: Gower.	☐
Further	Jeffer, T. and Smith, M. (2010) Youth work Practice. Palgrave Macmillan.	☐

Further	Jenkinson, H. (2010) The Importance and Benefits of Supervision in Youth work Practice. Child & Youth Services, 31 (3): 157-169.	☐
Further	Maguire, M. (2009) Law and Youth work, Exeter: Learning Matters.	☐
Further	Nelson-Jones, R. (2005) Practical counselling and helping skills, 5th ed. London: Sage Publications.	☐
Further	Nelson-Jones, R. (2006) Human relationship skills, 4th ed. London: Continuum.	☐
Further	Nicholls, D. (2002) Employment practice and policies in Youth and Community Work, 2nd ed. Dorset: Russell House Publishing LTD.	☐
Further	Nicholls, D. (2012) For Youth workers and Youth work: Speaking Out for a Better Future. Bristol: Policy Press.	☐
Further	Pease, A. (1981) The definitive book of Body language, London: Orion.	☐
Further	Posner, B.Z. (2008) The Leadership Challenge: 4th Edition, Jossey-Bass.	☐
Further	Schon, D. (1983) The reflective practitioner, New York: Basic Books.	☐
Further	Tyler, M. Hoggarth, L, Merton, B. (Eds) (2009) Managing Modern Youth work, Essex: Learning Matters.	☐

Module Code	ECYW7004
Title	Applying Theatre Approaches in Youth Work and Social Education
Date	22/02/2023
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with an in-depth knowledge and understanding of the role, value and application of applied theatre practice in youth work and social education settings, and to enable students to develop new facilitation skills at a high level in applied theatre practices with young people and critically evaluate the application of this practice.

LEARNING OUTCOMES

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

- Demonstrate a systematic and extensive knowledge and understanding of current applied theatre practice as a pedagogical and emancipatory approach to working with young people in educational, Youth Work and community settings.
- Demonstrate a conceptual understanding of the role of applied theatre methodologies within a Youth Work and social education context to critically evaluate their impact and efficacy.
- Demonstrate high level facilitation skills in the practical application of applied theatre practice with young people at a professional level.
- Effectively manage the complex issues that arise within the application of this practice with creativity, personal responsibility and autonomy.
- Evidence the ability to work as a reflexive and reflective facilitator of applied theatre with young people.

INDICATIVE CONTENT

- Students will learn about the development of theatre for social change in the UK. How the practice has grown through the 20th and 21st century from theatre-in-education practices through to the wide range of applied theatre practices today. They will explore theatre as a pedagogical approach to working with young people, theatre as intervention, theatre to facilitate representation and the role of applied theatre in social and individual change and transformation. This will lead into exploring the current discourses around using theatre with young people and encouraging students to explore the potential and possibilities it offers.
- Key applied theatre practices that will be explored practically and theoretically. These could include: theatre games and exercises from a range of sources, Augusto Boal's Theatre of the Oppressed and the work of Geese Theatre with young people at risk.

- Students will examine the role of participation within the arts and explore ways to work co-intentionally with young people in order to provide creative spaces of inclusion, equality and equity, with an emphasis on co-creation. This will involve exploring the power dynamics within the applied theatre space, contracting and the consideration of safe and brave creative spaces.
- The ethics of applied theatre with young people will be explored throughout delivery with an in-depth focus on The Drama Spiral (Clark Baim), as an ethical framework for applying theatre in socially engaged practices. Students will be challenged to develop their own self-awareness as facilitators and reflective practitioners.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	15%
Independent learning	255	85%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Applied Theatre Workshop	45 minutes	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Praxis Portfolio	4000 words	50%

Assessment Summary

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

This module is part of a PgDip/MA programme which is professionally endorsed by ETS Cymru Wales.

INDICATIVE READING LIST

Module Code	ECYW7004	
Module Title	Applying Theatre Approaches in Youth Work and Social Education	
Classification	Reading List entry	Electronic*
Essential	Baim, C. (2020) <i>The Drama Spiral: Staging the Personal</i> . London: Palgrave Macmillan	☒
Essential	Baim, C., Brookes, S. & Mountford, A. (2002) (*Eds.) <i>The Geese Theatre Handbook: Drama with Offenders and People at Risk</i> . Hampshire: Waterside Press.	☒
Essential	Prentiki, T. & Abraham, N. (Eds.) (2021) <i>The Applied Theatre Reader</i> . 2 nd Ed. London: Routledge	☒
Further	Busby, S (2021) <i>Applied Theatre: A Pedagogy of Utopia</i> , London Methuen	☐
Further	Boal, A. <i>Games for Actors and Non-Actors</i> (2nd Ed) London: Routledge 2002	☒
Further	Friere, P. (2021) <i>Pedagogy of Hope: Reliving Pedagogy of the Oppressed</i> . London: Bloomsbury Academic	☐
Further	Johnston, C. (2005). <i>House of Games : Making Theatre from Everyday Life</i> (2nd ed.). Nick Hern	☒
Further	Johnston, C. & Livingstone, K. (2010). <i>Drama Games for Those Who Like to Say “No.”</i> Nick Hern.	☐
Further	Preston, S. (2016) <i>Applied Theatre: Facilitation: Pedagogies, Practices, Resilience</i> . London: Bloomsbury	☒
Further	Robinson, K. & Aronica, L. (2009). <i>The Element : How Finding Your Passion Changes Everything</i> . Penguin Group USA.	☐
Further	Thompson, S. & Thompson, N. (2018) <i>The Critically Reflective Practitioner</i> . London: Palgrave Macmillan	☒
Further	Walker, C. (2014) <i>From Contempt to Curiosity: Creating the Conditions for Groups to Collaborate Using Clean Language and Systemic Modelling</i> . Clean Publishing	☐
Further	Journal: <i>Research in Drama Education: The Journal of Applied Theatre and Performance (RiDE)</i> . Abingdon: Taylor & Francis	☒
Further	<i>Journal of Applied Arts and Health</i> Bristol: Intellect	☒

Module Code	ECGE7003Q
Title	Sustainable Communities
Date	08/12/2021
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To critically explore the debates around sustainability for community policy and practice and the promotion of social and environmental justice.
- To provide students with the opportunity to explore their pathway and how this promotes sustainable communities.

LEARNING OUTCOMES

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

- Engage in a critical analysis of the impact of climate change, urbanization, economic growth and globalization on communities and the implications for social and environmental justice.
- Critically analyse the contested nature of sustainable development and to differentiate, and critically evaluate, different interpretations of the discourse and theories of society-environment relationships.
- Explore in depth definitions of sustainable communities and critically analyse it as a concept to promote and advocate for an inclusive approach to sustainability.
- Critically evaluate strategies and policies for promoting sustainable communities within ESD/global, international, national and local context; through applying this to their pathway either inclusionary practice or youth work.

INDICATIVE CONTENT

- A critical examination of the main debates around the desirability and possibilities of sustainable communities - which will be explored through four linked phenomenon: climate change; urbanization; economic growth and globalization. The implications for social and environmental justice will be explored in depth.
- An evaluation of the origins of sustainability, environmentalism and the new environmental movement. The evolution of the sustainability discourse which includes an analysis of the role of education and social and environmental justice. Consideration of Green philosophies, different theories of environment - society relationships: techno-centric and eco-centric approaches (social ecology, eco- feminism, eco-socialism, deep ecology), to engender critical discussion on the role of social and environmental justice within environmental / sustainability debates.
- Consideration of definitions of sustainable communities and their relationship to place. An exploration of greener, and more inclusive approach to

sustainability e.g sustainable communities look to the environment, economics, social relationships and social justice. Consideration of how such an approach to sustainability can contribute to education and community development.

- An exploration of current strategies and policies relating to Sustainable Communities, e.g.: the “Sustainable Communities Act 2007”; Local Authority Sustainable Communities Strategies; Education For Sustainability Guidance and other relevant frameworks that may be adopted when working with communities to promote sustainability. An analysis of social enterprise as one method of engendering behaviour change and the role that transformative community education can play in promoting sustainable communities will also be critically examined.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written Assessment: 5 x online reflective accounts 1000 words each	5000 words in total	60%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Seminar Presentation	20 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	60%
Practical	40%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECGE7003Q	
Module Title	Sustainable Communities	
Classification	Reading List entry	Electronic*
Essential	Agyeman, J. (2005) <i>Sustainable Communities and the Challenge of Environmental Justice</i> . New York: New York University Press.	☐
Essential	Clarke, P. (2012) <i>Education for Sustainability: Becoming Naturally Smart</i> . London: Routledge.	☐
Essential	Dresner, S. (2008) <i>The Principles of Sustainability</i> , Earthscan, London.	☒
Essential	Manzi , T (2010) <i>Social Sustainability in Urban Areas: Communities, Connectivity and the Urban Fabric</i> . London ; Washington, DC : Earthscan, 2010	☒
Further	Adams, W. M. (2001) <i>Green Development</i> . (2nd Ed). London: Routledge. Available at http://www.communities.gov.uk/documents/communities/pdf/152086.pdf	☒
Further	Barton, H. (2000) <i>Sustainable Communities. The Potential for Eco-Neighbourhoods</i> . London: Earthscan.	☒
Further	Bookman, A. (2004) <i>Starting in our Own Backyards. How Working Families Can Build Community And Survive The New Economy</i> , New York: Routledge.	☒
Further	Cudworth, E. (2003) <i>Environment and Society</i> . London: Routledge.	☐
Further	Kleiner, A. (2011). <i>From vulnerability to resiliency: Achieving sustainable communities through social science</i> . Journal of Rural Social Sciences, 2011, Vol.26(2), pp.137-143	☒
Further	Marta, B. (2017) Temporal Dimensions of Social Change in Sustainable Communities <i>World Futures Review</i> , 2017, Vol.9(1), pp.44-58	☒
Further	Maczulak, A. E. (2010) <i>Sustainability: Building Eco-Friendly Communities</i> New York : Facts On File	☒
Further	Newton, J ; Franklin, A, Middleton, J ; Marsden, T. (2012) Re-negotiating access: The politics of researching skills and knowledge for 'Sustainable Communities' <i>Geoforum</i> , May 2012, Vol.43(3), pp.585-594	☒
Further	O'Riordan , T and Stoll-Kleemann (2002) <i>Biodiversity, Sustainability, And Human Communities: Protecting Beyond The Protected</i> . Cambridge, UK: Cambridge University Press	☒
Further	O'Riordan , T (2001) <i>Globalism, Localism, and Identity: Fresh Perspectives on the Transition to Sustainability</i> London, UK: Earthscan Publications,	☒

Further	Partnership for Sustainable Communities (Online Journal)	☒
Further	Batsleer, J; Beck, D; Popple, K; Purcell, R.(2010) <i>Popular education practice for youth and community development work Exeter</i> : Learning Matters	☒
Further	Smith, A. (2010) The Third Sector, regeneration and Sustainable Communities <i>The International Journal of Sociology and Social Policy</i> , 2010, Vol.30(1/2), pp.48-	☒
Further	Skinner, S. and Wolson, M. (2002) <i>Assessing Community Strengths: A Practical Handbook for Planning Capacity Building</i> , London: Community Development Foundation.	☐
Further	Sterling, S. (2001) <i>Sustainable Education</i> . Dartington: Green Books.	☐
Further	Welsh Government (2015) <i>Well-Being of Future Generations (Wales) 2015 Bill</i> . Cardiff: Welsh Government	☒
Further	Welsh Government (2009) <i>One Wales: One Planet, a New Sustainable Development Scheme for Wales</i> . Cardiff : Welsh Government	☒
Further	Welsh Government (2008) Education for Sustainable Development and Global Citizenship (ESDGC)- A Strategy for Action – Updates (April 2008) . Cardiff: Welsh Government	☒
Further	William M. L. (2001) <i>Sustainable Communities in Europe</i> London ; Sterling, Va. : Earthscan	☒
Further	Wulfhorst , J.D; Haugestad, Anne K. J; Wulfhorst, D. (2006) <i>Building Sustainable Communities: Environmental Justice & global citizenship</i> Amsterdam; New York : Rodopi	☒

Module Code	ECGE7006Q
Title	Dissertation: Childhood, Youth and Education
Date	22/02/2023
Level	7
Credits	60
Pre-Requisites	

AIM(S)

- To enable students to plan and conduct an in-depth investigation of a topic that is relevant to the student's degree scheme / professional practice context.
- To provide the opportunity to apply an understanding of research methodology and methods to the investigation and allow students to demonstrate their ability to work with relative autonomy in undertaking a sustained, in-depth piece of independent learning

LEARNING OUTCOMES

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

- complete a significant research project reflecting appropriate skills of assimilation, synthesis, argument, communication and presentation in a chosen field relevant to their degree scheme;
- complete their research and present a completed document within the defined timescale and to agreed standards;
- draw on concepts, principles and practices introduced in other modules and demonstrate linkages and relationships;
- establish the present state of knowledge in a defined area and contribute to that knowledge.

INDICATIVE CONTENT

This module is essentially an individual, self-directed piece of work the contents of which will be specific to your degree scheme / professional area and interests:

- Planning, management and execution of an in-depth research project that builds on / contributes to knowledge and or practice.
- Use of a range of project management skills to manage time and other resources, manage relationships, and maintain regular communication.
- Understanding, and application of practical issues of undertaking independent research including: independent learning and development; stakeholder interests' ethical considerations; insider research.
- Exploration of appropriate literature, and production of a literature review, which shows advanced conceptual and theoretical understanding and a high level of critical evaluation.
- Ability to justify and use appropriate methods of qualitative and/or quantitative research and data analysis to meet the needs of the chosen topic.
- Ability to synthesise and interpret data generated by research, and evaluate this in the context of appropriate literature.

- A consideration of links between research and professional contexts, with indications of how research outputs could enrich or improve practice, or improve outcomes, children/young people/ vulnerable adults / communities.
- Ability to articulate all aspects of the research project in a clear and logical way, and to produce a dissertation which includes a well-argued discussion of research findings, and clear conclusions. This can be either an empirical study or a literature review.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	18	3%
Independent learning	582	97%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Students will be directed to specific reading, and /or other appropriate material, and will be encouraged to explore the possibilities of research within their own specialist areas

Module Code	ECGE7006Q	
Module Title	Dissertation: Childhood, Youth and Education	
Classification	Reading List entry	Electronic*
Essential	BSA. (2017) <i>Statement of Ethical Practice for the British Sociological Association</i> . Durham: British Sociological Association.	☒
Essential	Bos. (2020). <i>Research ethics for students in the social sciences</i> (First edition, 2020.). Springer International Publishing.	☒

Essential	BERA (2018) BERA Guidelines for Ethical Research (Fourth Edition) BERA	☒
Essential	Buckler,S and Walliman,N., (2016) <i>Your dissertation in education</i> . Los Angeles ;: SAGE.	☒
Essential	Jessop, J. (2012) <i>Ethics in Qualitative Research</i> . London: Sage.	☐
Essential	Punch. K. F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> (3 rd ed). London: Sage Publications Ltd.	☐
Further	Bell, J. (2014) <i>Doing your research project: a guide for first time researchers in education and social science</i> (6 th ed). Milton Keynes: Open University Press.	☐
Further	<i>British Educational Research Journal</i>	☒
Further	Bryman, A. (2016) <i>Social Research Methods</i> (5 th ed). Oxford: Oxford University Press.	☐
Further	Creswell, J. W. (2014) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4 th ed). London: Sage Publications Ltd.	☒
Further	Denscombe, M. (2014) <i>The Good Research Guide: for small-scale social research projects</i> (5 th ed). Maidenhead: Open University Press.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2018) <i>The Sage Handbook of Qualitative Research</i> (45 ^h ed). London: Sage Publications Ltd.	☐
Further	Easterby-Smith, M., Thorpe, R. & Lowe, A. (2015) <i>Management Research: An Introduction</i> (5 th ed). London: Sage Publications Ltd.	☐
Further	Johnson, B. & Christensen, L. (2011) <i>Educational Research: quantitative, qualitative and mixed approaches</i> . London: Sage.	☐
Further	Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (4 th ed). Sage Publications: London.	☐
Further	Silverman, D. (2013) <i>Doing Qualitative Research: A Practical Handbook</i> (4 th ed). London: Sage Publications Ltd.	☒

Module Code	ECCP7001
Title	Critical Reflections of Academic and Professional Practice
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

The rationale for this module is to offer students within the contexts of the children's young people's and communities' workforce an opportunity to identify their own personal and professional learning objectives.

The aim of this module is therefore:

- To engage the student in the critical analysis of the range and depth of their learning and professional capabilities, and to make connections between known and unknown areas of specialized knowledge to allow for adaptation and change which may have a direct effect on improving their professional practice and outcomes for children and young people.
- To develop reflective / reflexive practitioners and enable students to identify personal development goals and aspirations.

LEARNING OUTCOMES

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

- Critically analyse professional experience knowledge and capabilities (students not in current practice settings will be encouraged to engage in a professional learning context)
- Reflect on key learning points in their careers, and evaluate how they manage their own learning, solve problems and undertake leadership and project management responsibilities.
- Explore in-depth concepts, theories and models, including issues beyond their immediate area of workplace practice.
- Demonstrate a critical understanding of the ways in which political and social policy developments and processes impact on professional practice.

INDICATIVE CONTENT

- Identify the high-level informal learning the student has achieved, much of which is largely implicit or regarded as part of a person's general capability, rather than something that has been observably learned or planned within formal study. Discourse about learning is dominated by non-contextualised, explicit knowledge; so, the student often finds it difficult to describe more complex aspects of their professional knowledge and work, and the nature of their expertise. Different typologies of informal learning will be analysed and used to support the identification and analysis of learning. More formalised learning will also be articulated and reviewed.

- Identify through the learning review what the student has already learnt, and support the recognition of proposed learning needed in relation to their work. The student will engage with various codifications of knowledge and its disciplinary or non-disciplinary base, to enable the exploration of the types and forms of knowledge they use within their professional practice, and its relationship with current theory and models. This will be undertaken whilst managing the self, the job, and the continuation of learning, in a context of constrained time and resources, conflicting priorities and complex inter and intra- professional relationships. (The plan will also evidence whether a claim can be made for credit for experiential learning).
- Create an individual learning plan which will be the basis of the rest of the learning programme. The student will be given guidance and advice on how to analyse their own competences, needs, wants and aspirations in the context of their specific workplace setting.
- Knowledge acquisition will be related to complex areas and the student will be required to master a broad personal or formal knowledge base relating to their area of work and its wider context. In addition, they will be expected to develop and evaluate a range of concepts, theories and models which apply to their own work.
- The module will explore specific discourse linked to supporting cultural and language contexts in relation to Wales and internationally where relevant. Those working in Wales will be provided an opportunity to critically evaluate the implications of promoting and supporting minority language contexts in relation to Welsh medium / bilingual policy and practice.
- An option of an additional residential to support the personal learning journey will be provided for students (there would be an additional cost to students).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	7%
Independent learning	280	93%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5-6 elements (equivalent to 5500 words)	70%

For example:

- Personal learning Plan
- Evidence of Reflection/ Reflexive Practice
- A Concept Map of a range of concepts, theories and models which apply to their own work and practice
- A case study that explores in depth their own workplace contexts and areas of interest to identify key areas for future research and analysis.

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

INDICATIVE READING LIST

Students will be directed to specific reading, and /or other appropriate material, and will be encouraged to explore the possibilities of research within their own specialist areas

Module Code	ECCP7001	
Module Title	Critical Reflections of Academic and Professional Practice	
Classification	Reading List entry	Electronic*
Essential	Boud, D., 2001. Using journal writing to enhance reflective practice. New directions for adult and continuing education, 2001(90), pp.9-18	☐
Essential	Emslie, M., 2009. Researching reflective practice: a case study of youth work education. <i>Reflective practice</i> , 10(4), pp. 417-427.	☒
Essential	Essential Costley, C., Elliott, G.C. and Gibbs, P., 2010. Doing work-based research: Approaches to enquiry for insider researchers. Sage.	☒
Essential	Brock, A. (Ed). (2015). The early Years reflective practice handbook	☒
Further	Bassot, B., 2016. <i>The reflective practice guide : an interdisciplinary approach to critical reflection</i> . Abingdon, Oxon ;: Routledge.	☒
Further	Belton, B., Hill, J., Peaper, J. and Salter, T., 2011. <i>Supervision: Praxis and Purpose Developing a Critical Model of Practice for Those Working With Children and Young People Post Munro</i> . Russell House Pub Ltd.	☒

Further	Cottrell S., 2021. <i>Skills for success: personal development and employability</i> . 4 edn. London: Red Globe Press.	☒
Further	Coffield, F., Moseley, D., Hall, E. and Ecclestone, K. (2004) <i>Learning Styles and Pedagogy in Post-16 Learning: a systematic and critical review</i> . London: Learning and Skills Research Centre. University of Newcastle upon	☐
Further	Collins R. and Fillery-Travis A. 2015 <i>Transdisciplinary Problems: The Teams Addressing them and their Support Through Team Coaching</i> . In: Gibbs P. (eds) <i>Transdisciplinary Professional Learning and Practice</i> . Springer, Cham	☒
Further	Craft, A. and Paige Smith, A., 2011. <i>Developing reflective practice in the early years</i> . 2 edn. Maidenhead: Open University Press.	☒
Further	Fillery-Travis, A.J., 2014. The framework of a generic DProf programme—a reflection on its design, the relational dimension for candidates and advisers and the potential for knowledge co-creation. <i>Studies in Higher Education</i> , 39(4), pp.608-620.	☐
Further	Moon, J. A. (2006) <i>Learning Journals - A Handbook for Reflective Practice and Professional Development</i> , Abingdon: Routledge.	☐
Further	Roffey-Barensten J. and Malthouse, R., 2017. <i>Reflective practice in the lifelong learning sector</i> . Thousand Oaks, CA: Sage Publications.	☒
Further	Schohn, D.A., 1983. <i>The reflective practitioner: How professionals think in action</i> . Basic books	☐
Further	TyneLundgren, H. and Poell, R.F., 2016. On critical reflection: A review of Mezirow's theory and its operationalization. <i>Human Resource Development Review</i> , 15(1), pp.3-28	☐
Further	http://www.learningstyles.net/ http://psychology-tools.com/myers-briggs-type-indicator	☒

Module Code	BMPF7110
Title	Prior Learning Assessment and Recognition
Date	09/11/2020
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

- To provide an opportunity to articulate prior learning.
- To enable the student to review, evaluate and reflect critically upon their own learning experience and its value for practice-based research

LEARNING OUTCOMES

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

- articulate learning outcomes and learning from the professional role, and other activities
- explain the value of the learning outlined to future practice-based research.
- critically analyse how learning has taken place.

INDICATIVE CONTENT

- Identification of at least two distinct areas of learning, with associated learning outcomes.
- critical evaluation of prior learning.
- Discussion of the role of the learning area(s) in future practice-based research

Study Time Allocation

The study time for the module is divided as follows

Activity type	Hours	Percentage
Scheduled learning	60	10%
Independent learning	540	90%
Placement learning	0	0%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	15000 words or equivalent	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMPF7110	
Module Title	Prior Learning Assessment and Recognition	
Classification	Reading List entry	Electronic*
Essential	Webster-Wright, A. (2010) <i>Authentic Professional Learning: Making a Difference Through Learning at Work</i> Dordrecht: Springer.	☒
Essential	Additional reading related to specific learning areas	☐
Further	Bell, J. and Waters, S. (2014) <i>Doing Your Research Project: A Guide for First-Time Researchers</i> . 6th ed. Maidenhead: McGraw-Hill Education.	☒
Further	Boud, D., Docherty, P. and Cressey, P. (2005) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Costley, C., Elliott, G., and Gibbs, P. (2010) <i>Doing Work Based Research</i> . London: Sage.	☒
Further	Gray, D. (2014) <i>Doing Research in the Real World</i> . London: Sage.	☒
Further	Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P. and Trow, M. (1994) <i>The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies</i> . London: Sage.	☒
Further	Rossman, G. B. and Rallis, S.F (2016) <i>An Introduction to Qualitative Research: Learning in the Field</i> . 4th ed. London: Sage.	☐
Further	Wenger-Trayner, E., Hutchinson, S., Kubiak, C., Wenger-Trayner, B. and Fenton-O'Creevy, M. (2015) <i>Learning in Landscapes of Practice</i> . 1st ed. London: Routledge.	☒