

PROGRAMME DOCUMENT

BA (Hons) Education Studies

BA (Hons) Education Studies: Primary

**BA (Hons) Education Studies: Additional Learning
Needs & Inclusion**

Academic Discipline: Childhood, Youth and Education

Yr Athrofa: Institute of Education and Humanities

Validated

February 2021

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1.1 Overview of the proposal

This section provides an overview of each award/programme title and its associated intermediate and exit awards.

Awarding Institution/Body:	University of Wales Trinity Saint David	University of Wales Trinity Saint David	University of Wales Trinity Saint David
PSRB(s) associated with final award:			
Other accreditation:			
Teaching Institution:	University of Wales Trinity Saint David	University of Wales Trinity Saint David	University of Wales Trinity Saint David
Award Title:	BA Bachelor of Arts	BA Bachelor of Arts	BA Bachelor of Arts
Programme title/name:	BA (Hons) Education Studies	BA (Hons) Education Studies: Primary	BA (Hons) Education Studies: Additional Learning Needs & Inclusion
Exit Award 1 (awarded on early exit of main programme):	Certificate of Higher Education	Certificate of Higher Education	Certificate of Higher Education
	If programme title differs to the main award, specify	If programme title differs to the main award, specify	If programme title differs to the main award, specify
Exit Award 2 (awarded on early exit of main programme):	Diploma of Higher Education	Diploma of Higher Education	Diploma of Higher Education
	If programme title differs to the main award, specify	If programme title differs to the main award, specify	If programme title differs to the main award, specify
Programme JACS or HECoS Code:	X300	X300	X300

Mode of attendance: (tick all that apply)	☒	Full-time	☒	Full-time	☒	Full-time
	☒	Part-time	☒	Part-time	☒	Part-time
Mode of study: (tick all that apply)	☒	On-campus	☒	On-campus	☒	On-campus
	☐	Online/distance learning	☐	Online	☐	Online
	☒	Blended (a mix of on-campus and online study)	☒	Blended (a mix of on-campus and online study)	☒	Blended (a mix of on-campus and online study)
	☐	Other (specify)	☐	Other (specify)	☐	Other (specify)
Duration:	☒	Standard (AQH 6.3.2)	☒	Standard (AQH 6.3.2)	☒	Standard (AQH 6.3.2)
	☐	Non-standard (specify)	☐	Non-standard (specify)	☐	Non-standard (specify)
Location(s) of delivery:	Swansea		Carmarthen		Swansea	
Language of delivery: (tick all that apply)	☒	English	☒	English	☒	English
	☒	Welsh	☒	Welsh	☒	Welsh
	☒	English and Welsh (bilingually)	☒	English and Welsh (bilingually)	☒	English and Welsh (bilingually)
	☐	Other (specify)	☐	Other (specify)	☐	Other (specify)

QAA Subject Benchmarking Statement(s):	• Education Studies (QAA, 2019) • Health Studies (QAA, 2019) • Social Policy and Administration (QAA, 2019) • Sociology (QAA, 2019) • Early Childhood Studies (QAA, 2019)	• Education Studies (QAA, 2019) • Health Studies (QAA, 2019) • Social Policy and Administration (QAA, 2019) • Sociology (QAA, 2019) • Early Childhood Studies (QAA, 2019)	• Education Studies (QAA, 2019) • Health Studies (QAA, 2019) • Social Policy and Administration (QAA, 2019) • Sociology (QAA, 2019) • Early Childhood Studies (QAA, 2019)
Other external benchmarks:	• QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 • QAA Education for Sustainable Development: Guidance for UK Higher Education Providers June 2014 • QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers January 2018 • Well-being of Future Generations (Wales) Act 2015	• QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 • QAA Education for Sustainable Development: Guidance for UK Higher Education Providers June 2014 • QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers January 2018 • Well-being of Future Generations (Wales) Act 2015	• QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 • QAA Education for Sustainable Development: Guidance for UK Higher Education Providers June 2014 • QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers January 2018 • Well-being of Future Generations (Wales) Act 2015

1.2 Module Summary Table

							BA (Hons) Education Studies	BA (Hons) Education Studies: Primary	BA (Hons) Education Studies: ALN & Inclusion	
JACS/ HECoS code and HESA Cost Centre	Module Code 1. Specify language of delivery if not English. 2. Specify mode of study if modules are not all the same mode.	Module Title	New or Existing (Revised) (ER) (list old module code) or Existing (Format updated) (EF) or Existing (Unchanged) (EU)	Credits	Level	Assessment summary	Module status CP = Component Pass CR = Core CM = Compulsory O = Optional	Module status CP = Component Pass CR = Core CM = Compulsory O = Optional	Module status CP = Component Pass CR = Core CM = Compulsory O = Optional	Is module shared with other programmes not included in this document? Y/N If Y, specify
X300	ECES4001	Education: past, present, future	EF	20	4	Component 1 – 100% Coursework: Academic Scrapbook (3000 words)	CM	CM	CM	N
X300	ECGE4005P	Learning in the Digital Era	EU	20	4	Component 1 - 50% Coursework: e- portfolio (2000 words) Component 2 - 50% Practical: Individual 3 minute video which incorporates supporting materials	CM	CM	CM	Y Generic university module

							BA (Hons) Education Studies	BA (Hons) Education Studies: Primary	BA (Hons) Education Studies: ALN & Inclusion	
X300	ECGE4006P	Contemporary Challenges: Making a Difference	EU	20	4	Component 1 - 50% Coursework: e-portfolio (2000 words) Component 2 - 50% Practical: Group Presentation (2 minutes per individual which incorporates supporting materials of 1000 words)	CM	CM	CM	Y Generic university module
X300	ECES4009	Development across the lifespan	ER (M4X02160)	20	4	Component 1 – 100% Coursework: Portfolio 3 elements (3000 words)	CM	CM	CM	N
X300	ECES4010	Learning Theory and Practice	ER	20	4	Component 1 – 100% Practical: Group presentation (15 minutes per group member)	CM	CM	CM	N

							BA (Hons) Education Studies	BA (Hons) Education Studies: Primary	BA (Hons) Education Studies: ALN & Inclusion	
X300	ECES4011	Respecting rights and supporting inclusion	ER	20	4	Component 1 – 100% Coursework: Essay (3000 words)	CM	CM	CM	N
X300	ECGE5001P	Changemakers: Creativity and Value Creation	EU	20	5	Component 1 – 50% Coursework: Online Portfolio (2000 words) Component 2 – 50% Coursework: Assignment (2000 words)	CM	CM	CM	Y Generic university module
X300	ECGE5002P	Changemakers: Building your Personal Brand for Sustainable Employment	EU	20	5	Component 1 – 50% Coursework: Online portfolio (2000 words) Component 2 – 50% Coursework: Assignment (2000 words)	CM	CM	CM	Y Generic university module
X300	ECES5006	All Means All	ER	20	5	Component 1 – 100% Coursework: Practitioner's Guide (4000 words)	CM	CM	CM	N

							BA (Hons) Education Studies	BA (Hons) Education Studies: Primary	BA (Hons) Education Studies: ALN & Inclusion	
X300	ECES5014	Alternative learning environments	ER	20	5	Component 1 – 100% Coursework Portfolio (6 entries, 4000 words)	CM	CM	CM	N
X300	ECES5015	Becoming a Primary Educator	ER	20	5	Component 1 – 100% Coursework: Case study of best practice (4000 words)	N/A	CM	N/A	N
X300	ECES5016	Behaviour and Learning: Approaches to classroom management	ER (ECES5003)	20	5	Component 1 – 100% Practical: Individual workshop presentation with supporting training materials (2500 words equivalent plus 15 minutes presentation)	N/A	N/A	CM	N
X300	ECES5017	Community engaged learning	ER	20	5	Component 1 – 100% Coursework: Portfolio (6 elements, 4000 words)	CM	N/A	N/A	N

							BA (Hons) Education Studies	BA (Hons) Education Studies: Primary	BA (Hons) Education Studies: ALN & Inclusion	
NX300	ECES5018	Educational Research	ER	20	5	Component 1 – 100% Practical: Poster Presentation poster is equivalent to 2500 words and a 15 minutes presentation to present research findings)	CM	CM	CM	N
X300	ECGE6003P	Independent Project	EU	40	6	Component 1 – 100% Coursework: Portfolio (minimum of 3 elements, 10,000 words)	CM	CM	CM	Y Generic university module
X300	ECES6016	Adult learners and learning	ER (ECES6005)	20	6	Component 1 – 100% Coursework: Portfolio (6 elements, 4000 words)	CM	N/A	N/A	N
X300	ECES6017	Curriculum and Assessment Studies	ER (ECES6013)	20	6	Component 1 – 100% Coursework: Essay (4000 words)	CM	CM	CM	N

							BA (Hons) Education Studies	BA (Hons) Education Studies: Primary	BA (Hons) Education Studies: ALN & Inclusion	
X300	ECES6018	Learning Climates	ER (ECES6010)	20	6	Component 1 – 100% Coursework: Portfolio (8 elements –4000 words)	N/A	CM	N/A	N
X300	ECES6019	Making a Difference Together	ER (ECES6009)	20	6	Component 1 – 100% Coursework: Report (4000 words)	CM	CM	CM	N
X300	ECES6020	Therapeutic Work with Individuals	ER (ECES6002)	20	6	Component 1 – 100% Coursework: Essay (4000 words)	N/A	N/A	CM	N
X300	ECES6021	Well-being in Education	ER	20	6	Component 1 – 100% Coursework: Portfolio 6 elements(4000 words)	CM	CM	CM	N

EU – Existing Unchanged (no changes made, date remains as per last validation)

ER – Existing Revised (date to be changed to this point of validation, new code to be allocated if it meets the criteria defined in Appendix PV9, if so, note the existing module code in brackets e.g. ABCD1234 (formerly ABCD1000))

EF – Existing Format updated only (no changes made other than to place an existing module on the current module template – date remains as per last validation unless it is 5 years old and this is the official revalidation point)

1.3 Archiving of Modules

Can any existing modules be deleted and archived as a result of this proposal? YES ☒ / NO ☐

If YES, please list the relevant modules below and indicate when each existing module may be archived (if a module is being revised for the following year, you may need to keep the current version live until the end of the academic year, while students remain in the system):

Module Code	Module Title	Date to be archived (MM/YYYY)*
M4X02157 ECES4001	Education: past, present, future	09/2021
M4X02158 ECES4002	21 st Century Learning	09/2021
M4X02159 ECES4003	Social Inclusion and Equality	09/2021
M4X02160 ECES4004	Individual Development	09/2021
ECES5006	All Means All	09/2022
ECES5010	Bilingualism	09/2021
M5X02164	Philosophy of Education	09/2021
M5X02165	Culture, Identity & Education	09/2021
M5X02166	The Enquiring Mind	09/2021
ECES5001	Comparative Education	09/2021
ECES5002	Supporting & Developing Learners	09/2021
ECES5003	Behaviour & Learning: Approaches to Classroom Management	09/2021
ECES6011	Independent Project	09/2022
M6X02169 ECES6008	Radical Educations	09/2022
ECES6009	Making a Difference	09/2022
ECES6010	Learning Climates	09/2022
M6X02170	Community Engagement	09/2021
ECES6012	Assessment & Evaluation in Education	09/2021
ECES6013	Curriculum Studies: Principles and Innovation	09/2021
M6X02173	Global Perspectives on Education	09/2022

ECES6002	Therapeutic Work with Individuals	09/2021
ECES6004	The 21 st Century Learning Professional	09/2021
ECES6005	Adult Learners & Learning	09/2021

1.4 Transition Arrangements for Students

Please provide an explanation of the transition arrangements for each level of the programme for each cohort (including dates of transition):

NEW STUDENTS

New students	Intake month and year i.e. when the programme will be introduced	Notes/explanation <i>If the programme has more than one intake annually, please explain the arrangements for each intake</i>
Level 4* FT	09/2021	
Level 4* PT	09/2021	

* Or appropriate first year Level depending on the programme

CURRENT STUDENTS

If current students are to be transitioned to the proposed programme, please provide an explanation of the transition arrangements for each level of the programme for each cohort (including dates of transition).

Please tick to confirm:

☒	Mapping of module equivalency has taken place (i.e. that the modules already undertaken taken by the student are equivalent to the learning that they would have undertaken in the proposed programme)
☒	Students will be informed/consulted about any material changes to the programme and their written consent to transition will be obtained.

Current students and direct entry	Month and year i.e. when the students will transition from the current version of the programme to the proposed version	Notes/explanation <i>If the programme has more than one intake annually, please explain the arrangements for each intake</i>
Level 4 PT	09/2021	
Level 5 FT	09/2021	
Level 5 PT	09/2021	
Level 6 FT	09/2021	
Level 6 PT	09/2021	
Level 7 FT	N/A	
Level 7 PT	N/A	

2. Programme title: BA (Hons) Education Studies

2.1. Programme Structure

<i>Programme duration :</i>	Standard, three academic years of full-time study, six academic years of part-time study.
<i>Mode of study/delivery:</i>	1. On-campus 2. Blended (a mix of on-campus and online modules)
<i>Pattern of attendance (Full-time and/or part-time):</i>	Full-time and part-time
<i>Credits and levels:</i>	120-credits per level (levels 4, 5 and 6). BA: 360-credits in total. DipHE: 240-credits in total CertHE: 120-credits in total
<i>Pattern of delivery:</i>	6 blocks per academic year. Three blocks will run in semester one and three blocks will run in semester 2. Full-time students study 60- credits of modules during semester 1 and part-time students will study 60- credits throughout the year. Modules are taught on a block by block basis and are therefore taught separately to each other (apart from the Independent Project modules at level 6 which is taught in semester 1 and semester 2)
<i>Intake points and instances of module delivery:</i>	Full-time intakes in September. Part-time intake in September only. Each module is, therefore, delivered once annually.
<i>Module size:</i>	All modules are of 20-credits except the 40-credit Independent Project at level 6.
<i>Balance of component pass, core, compulsory and optional modules:</i>	All modules are compulsory.
<i>Pre-requisite modules (please state module codes for the module and its pre-requisite):</i>	There are no pre-requisite modules in the programme. All modules are independent of others – though of course each level of study provides general underpinning for subsequent modules.

TYPICAL DELIVERY PLAN

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability and student requests (which will be accommodated where feasible).

Full-time study

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
ECGE4005P	Learning in a Digital Era	Compulsory	20
ECES4001	Education: past, present, future	Compulsory	20
ECES4010	Learning Theory and Practice	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
ECGE4006P	Contemporary Challenges: Making a Difference	Compulsory	20
ECES4009	Development across the lifespan	Compulsory	20
ECES4011	Respecting rights and supporting inclusion	Compulsory	20
Year 2	Level 5	Semester 1	Sept. to Feb.
ECES6005	All Means All	Compulsory	20
ECGE5001P	Changemakers: Creativity and Value Creation	Compulsory	20
ECES5018	Educational Research	Compulsory	20
Year 2	Level 5	Semester 2	Feb. to May
ECGE5002P	Changemakers: Building your Personal Brand for Sustainable Employment	Compulsory	20
ECES5014	Alternative learning environments	Compulsory	20
ECES5017	Community engaged learning	Compulsory	20
Year 3	Level 6	Semester 1 & 2	Sept. to May.
ECGE6003P	Independent Project	Compulsory	40
Year 3	Level 6	Semester 1	Sept. to Feb.
ECES6017	Curriculum and Assessment Studies	Compulsory	20
ECES6019	Making a Difference Together	Compulsory	20
Year 3	Level 6	Semester 2	Feb. to May
ECES6021	Well-being in Education	Compulsory	20
ECES6016	Adult learners and learning	Compulsory	20

Part-time study

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
ECGE4005P	Learning in a Digital Era	Compulsory	20
ECES4001	Education: past, present, future	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
ECES4009	Development across the lifespan	Compulsory	20
Year 2	Level 4	Semester 1	Sept. to Feb.
ECES4010	Learning Theory and Practice	Compulsory	20
Year 2	Level 4	Semester 2	Feb. to May
ECGE4006P	Contemporary Challenges: Making a Difference	Compulsory	20
ECES4011	Respecting rights and supporting inclusion	Compulsory	20
Year 3	Level 5	Semester 1	Sept. to Feb.
ECES5006	All Means All	Compulsory	20
ECGE5001P	Changemakers: Creativity and Value Creation	Compulsory	20
Year 3	Level 5	Semester 2	Feb. to May
ECES5014	Alternative learning environments	Compulsory	20
Year 4	Level 5	Semester 1	Sept. to Feb.
ECES5018	Educational Research	Compulsory	20
Year 4	Level 5	Semester 2	Feb. to May
ECGE5002P	Changemakers: Building your Personal Brand for Sustainable Employment	Compulsory	20
ECES5017	Community engaged learning	Compulsory	20
Year 5	Level 6	Semester 1	Sept. to Feb.
ECES6017	Curriculum and Assessment Studies	Compulsory	20
Year 5	Level 6	Semester 2	Feb. to May
ECES6021	Well-being in Education	Compulsory	20
ECES6016	Adult learners and learning	Compulsory	20
Year 6	Level 6	Semester	Sept. to Feb
ECES6019	Making a Difference Together	Compulsory	20
Year 6	Level 6	Semester 1 & 2	Sept. to May
ECGE6003P	Independent Project	Compulsory	40

2.2. Programme Aims

The programme has the following general educational and specific aims:

- To provide students with knowledge and understanding of education in its various contexts
- To engage students in fundamental questioning concerning the purposes and values underpinning education
- To help students become aware of issues and problems associated with education theory, policy and practice
- To encourage students to acquire a range of transferable academic skills and to work independently and collaboratively
- To develop students' ability to produce rational arguments on educational issues in a clear and coherent manner

2.3. Programme Learning Outcomes

Main Award: BA Education Studies

Knowledge and understanding (KU)

KU1	To develop a systematic understanding of educational knowledge which draws upon the foundation disciplines of philosophy, psychology, sociology and history.
KU2	Working effectively with children, young people and with adults
KU3	A critical awareness of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
KU4	A critical understanding of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	To critically engage with complex issues in education both systematically and creatively.
CS2	To critically analyse educational concepts, theories and issues of policy in a systematic way
CS3	Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice
CS4	Apply concepts, theories and methods used in the study of international relations to the analysis of political ideas, practices and issues in the international system.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary
PS2	Demonstrate sensitivity to the values and interests of others and appreciate the diversity of human needs and how they can be addressed
PS3	Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice
PS4	Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding
PS5	Accommodate new principles and understandings relating to education in a range of contexts

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Articulate their own approaches to learning and organise an effective work pattern including working to deadlines.
KS2	The ability to reflect on their own and others' value systems
KS3	Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Intermediate/Exit Awards

DipHE Education Studies

Knowledge and understanding (KU)

KU1	To develop a systematic understanding of educational knowledge which draws upon the foundation disciplines of philosophy, psychology, sociology and history.
KU2	Working effectively with children, young people and with adults
KU3	A critical awareness of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	To critically engage with complex issues in education both systematically and creatively.
CS2	To critically analyse educational concepts, theories and issues of policy in a systematic way
CS3	Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary
PS2	Demonstrate sensitivity to the values and interests of others and appreciate the diversity of human needs and how they can be addressed
PS3	Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Articulate their own approaches to learning and organise an effective work pattern including working to deadlines.
KS2	The ability to reflect on their own and others' value systems
KS3	Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Intermediate/Exit Award

CertHE Education Studies

Knowledge and understanding (KU)

KU1	To develop a systematic understanding of educational knowledge which draws upon the foundation disciplines of philosophy, psychology, sociology and history.
KU2	Working effectively with children, young people and with adults

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	To engage with complex issues in education both systematically and creatively.
CS2	To analyse educational concepts, theories and issues of policy in a systematic way

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary
PS2	Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Organise an effective work pattern including working to deadlines.
KS2	Have the ability to collaborate and plan as part of a team.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

3. BA (Hons) Education Studies: Primary

3.1 Programme Structure

<i>Programme duration :</i>	Standard, three academic years of full-time study, six academic years of part-time study.
<i>Mode of study/delivery:</i>	1. On-campus 2. Blended (a mix of on-campus and online modules)
<i>Pattern of attendance (Full-time and/or part-time):</i>	Full-time and part-time
<i>Credits and levels:</i>	120-credits per level (levels 4, 5 and 6). BA: 360-credits in total. DipHE: 240-credits in total CertHE: 120-credits in total
<i>Pattern of delivery:</i>	6 blocks per academic year. Three blocks will run in semester one and three blocks will run in semester 2. Full-time students study 60- credits of modules during semester 1 and part-time students will study 60- credits throughout the year. Modules are taught on a block by block basis and are therefore taught separately to each other (apart from the Independent Project modules at level 6 which is taught in semester 1 and semester 2)
<i>Intake points and instances of module delivery:</i>	Full-time intakes in September. Part-time intake in September only. Each module is, therefore, delivered once annually.
<i>Module size:</i>	All modules are of 20-credits except the 40-credit Independent Project at level 6.
<i>Balance of component pass, core, compulsory and optional modules:</i>	All modules are compulsory.
<i>Pre-requisite modules (please state module codes for the module and its pre-requisite):</i>	There are no pre-requisite modules in the programme. All modules are independent of others – though of course each level of study provides general underpinning for subsequent modules.

TYPICAL DELIVERY PLAN

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability and student requests (which will be accommodated where feasible).

Full-time study

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
ECGE4005P	Learning in a Digital Era	Compulsory	20
ECES4001	Education: past, present, future	Compulsory	20
ECES4010	Learning Theory and Practice	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
ECGE4006P	Contemporary Challenges: Making a difference	Compulsory	20
ECES4009	Development across the lifespan	Compulsory	20
ECES4011	Respecting rights and supporting inclusion	Compulsory	20
Year 2	Level 5	Semester 1	Sept. to Feb.
ECES5006	All Means All	Compulsory	20
ECGE5001P	Changemakers: Creativity and Value Creation	Compulsory	20
ECES5018	Educational Research	Compulsory	20
Year 2	Level 5	Semester 2	Feb. to May
ECGE5002P	Changemakers: Building your Personal Brand for Sustainable Employment	Compulsory	20
ECES5014	Alternative learning environments	Compulsory	20
ECES5015	Becoming a Primary Educator	Compulsory	20
Year 3	Level 6	Semester 1 & 2	Sept. to May.
ECGE6003P	Independent Project	Compulsory	40
Year 3	Level 6	Semester 1	Sept. to Feb.
ECES6017	Curriculum and Assessment Studies	Compulsory	20
ECES6019	Making a Difference Together	Compulsory	20
Year 3	Level 6	Semester 2	Feb. to May
ECES6021	Well-being in Education	Compulsory	20
ECES6018	Learning Climates	Compulsory	20

Part-time study

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
ECGE4005P	Learning in the Digital Era	Compulsory	20
ECES4001	Education: past, present, future	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
ECES4009	Development across the lifespan	Compulsory	20
Year 2	Level 4	Semester 1	Sept. to Feb.
ECES4010	Learning Theory and Practice	Compulsory	20
Year 2	Level 4	Semester 2	Feb. to May
ECGE4006P	Contemporary Challenges: Making a Difference	Compulsory	20
ECES4011	Respecting rights and supporting inclusion	Compulsory	20
Year 3	Level 5	Semester 1	Sept. to Feb.
ECES5006	All Means All	Compulsory	20
ECGE5001P	Changemakers: Creativity and Value Creation	Compulsory	20
Year 3	Level 5	Semester 2	Feb. to May
ECES5014	Alternative learning environments	Compulsory	20
Year 4	Level 5	Semester 1	Sept. to Feb.
ECES5018	Educational Research	Compulsory	20
Year 4	Level 5	Semester 2	Feb. to May
ECGE5002P	Changemakers: Building your Personal Brand for Sustainable Employment	Compulsory	20
ECES5015	Becoming a Primary Educator	Compulsory	20
Year 5	Level 6	Semester 1	Sept. to Feb.
ECES6017	Curriculum and Assessment Studies	Compulsory	20
Year 5	Level 6	Semester 2	Feb. to May
ECES6021	Well-being in Education	Compulsory	20
ECES6018	Learning Climates	Compulsory	20
Year 6	Level 6	Semester	Sept. to Feb
ECES6019	Making a Difference Together	Compulsory	20
Year 6	Level 6	Semester 1 & 2	Sept. to May
ECGE6003P	Independent Project	Compulsory	40

3.2. Programme Aims

The programme has the following general educational and specific aims:

- To provide students with knowledge and understanding of education in its various contexts with a particular focus on the primary sector
- To engage students in fundamental questioning concerning the purposes and values underpinning education
- To help students become aware of issues and problems associated with education theory, policy and practice
- To encourage students to acquire a range of transferable academic skills and to work independently and collaboratively
- To develop students' ability to produce rational arguments on educational issues in a clear and coherent manner

3.3. Programme Learning Outcomes

Main Award: BA Education Studies: Primary

Knowledge and understanding (KU)

KU1	To develop a systematic understanding of educational knowledge which draws upon the foundation disciplines of philosophy, psychology, sociology and history.
KU2	Working effectively with children, young people and with adults
KU3	A critical awareness of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
KU4	A critical understanding of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.
KU5	A critical understanding of the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to young children and childhood

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	To critically engage with complex issues in education both systematically and creatively.
CS2	To critically analyse educational concepts, theories and issues of policy, as they relate to the primary sector, in a systematic way
CS3	Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice

CS4	Apply concepts, theories and methods used in the study of international relations to the analysis of political ideas, practices and issues in the international system.
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Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary
PS2	Demonstrate sensitivity to the values and interests of others and appreciate the diversity of human needs and how they can be addressed
PS3	Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice
PS4	Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding
PS5	Accommodate new principles and understandings relating to the primary education sector

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Articulate their own approaches to learning and organise an effective work pattern including working to deadlines.
KS2	The ability to reflect on their own and others' value systems
KS3	Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Intermediate/Exit Awards

DipHE Education Studies: Primary

Knowledge and understanding (KU)

KU1	To develop a systematic understanding of educational knowledge which draws upon the foundation disciplines of philosophy, psychology, sociology and history.
KU2	Working effectively with children, young people and with adults

KU3	A critical awareness of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
KU4	A critical understanding of the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to young children and childhood

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	To critically engage with complex issues in education both systematically and creatively.
CS2	To critically analyse educational concepts, theories and issues of policy, as they relate to the primary sector, in a systematic way
CS3	Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary
PS2	Demonstrate sensitivity to the values and interests of others and appreciate the diversity of human needs and how they can be addressed
PS3	Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Articulate their own approaches to learning and organise an effective work pattern including working to deadlines.
KS2	The ability to reflect on their own and others' value systems
KS3	Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Intermediate/Exit Award

CertHE Education Studies: Primary

Knowledge and understanding (KU)

KU1	To develop a systematic understanding of educational knowledge which draws upon the foundation disciplines of philosophy, psychology, sociology and history.
KU2	Working effectively with children, young people and with adults

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	To engage with complex issues in education both systematically and creatively.
CS2	To analyse educational concepts, theories and issues of policy in a systematic way

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary
PS2	Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Organise an effective work pattern including working to deadlines.
KS2	Have the ability to collaborate and plan as part of a team.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

4. Programme 3: BA Education Studies: Additional Learning Needs & Inclusion

4.1. Programme Structure

<i>Programme duration :</i>	Standard, three academic years of full-time study, six academic years of part-time study.
<i>Mode of study/delivery:</i>	1. On-campus 2. Blended (a mix of on-campus and online modules)
<i>Pattern of attendance (Full-time and/or part-time):</i>	Full-time and part-time
<i>Credits and levels:</i>	120-credits per level (levels 4, 5 and 6). BA: 360-credits in total. DipHE: 240-credits in total CertHE: 120-credits in total
<i>Pattern of delivery:</i>	6 blocks per academic year. Three blocks will run in semester one and three blocks will run in semester 2. Full-time students study 60- credits of modules during semester 1 and part-time students will study 60- credits throughout the year. Modules are taught on a block by block basis and are therefore taught separately to each other (apart from the Independent Project modules at level 6 which is taught in semester 1 and semester 2)
<i>Intake points and instances of module delivery:</i>	Full-time intakes in September. Part-time intake in September only. Each module is, therefore, delivered once annually.
<i>Module size:</i>	All modules are of 20-credits except the 40-credit Independent Project at level 6.
<i>Balance of component pass, core, compulsory and optional modules:</i>	All modules are compulsory.
<i>Pre-requisite modules (please state module codes for the module and its pre-requisite):</i>	There are no pre-requisite modules in the programme. All modules are independent of others – though of course each level of study provides general underpinning for subsequent modules.

TYPICAL DELIVERY PLAN

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability and student requests (which will be accommodated where feasible).

Full-time study

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
ECGE4005P	Learning in the Digital Era	Compulsory	20
ECES4001	Education: past, present, future	Compulsory	20
ECES4010	Learning Theory and Practice	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
ECGE4006P	Contemporary Challenges: Making a Difference	Compulsory	20
ECES4009	Development across the lifespan	Compulsory	20
ECES4011	Respecting rights and supporting inclusion	Compulsory	20
Year 2	Level 5	Semester 1	Sept. to Feb.
ECES5006	All Means All	Compulsory	20
ECGE5001P	Changemakers: Creativity and Value Creation	Compulsory	20
ECES5018	Educational Research	Compulsory	20
Year 2	Level 5	Semester 2	Feb. to May
ECGE5002P	Changemakers: Building your Personal Brand for Sustainable Employment	Compulsory	20
ECES5014	Alternative learning environments	Compulsory	20
ECES5016	Behaviour and Learning: Approaches to classroom management	Compulsory	20
Year 3	Level 6	Semester 1 & 2	Sept. to May.
ECGE6003P	Independent Project	Compulsory	40
Year 3	Level 6	Semester 1	Sept. to Feb.
ECES6017	Curriculum and Assessment Studies	Compulsory	20
ECES6019	Making a Difference Together	Compulsory	20
Year 3	Level 6	Semester 2	Feb. to May
ECES6021	Well-being in Education	Compulsory	20
ECES6020	Therapeutic Work with Individuals	Compulsory	20

Part-time study

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
ECGE4005P	Learning in the Digital Era	Compulsory	20
ECES4001	Education: past, present, future	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
ECES4009	Development across the lifespan	Compulsory	20
Year 2	Level 4	Semester 1	Sept. to Feb.
ECES4010	Learning Theory and Practice	Compulsory	20
Year 2	Level 4	Semester 2	Feb. to May
ECGE4006P	Contemporary Challenges: Making a Difference	Compulsory	20
ECES4011	Respecting rights and supporting inclusion	Compulsory	20
Year 3	Level 5	Semester 1	Sept. to Feb.
ECES5006	All Means All	Compulsory	20
ECGE5001P	Changemakers: Creativity and Value Creation	Compulsory	20
Year 3	Level 5	Semester 2	Feb. to May
ECES5014	Alternative learning environments	Compulsory	20
Year 4	Level 5	Semester 1	Sept. to Feb.
ECES5018	Educational Research	Compulsory	20
Year 4	Level 5	Semester 2	Feb. to May
ECGE5002P	Changemakers: Building your Personal Brand for Sustainable Employment	Compulsory	20
ECES5016	Behaviour and Learning: Approaches to classroom management	Compulsory	20
Year 5	Level 6	Semester 1	Sept. to Feb.
ECES6017	Curriculum and Assessment Studies	Compulsory	20
Year 5	Level 6	Semester 2	Feb. to May
ECES6021	Well-being in Education	Compulsory	20
ECES6020	Therapeutic Work with Individuals	Compulsory	20
Year 6	Level 6	Semester	Sept. to Feb
ECES6019	Making a Difference Together	Compulsory	20
Year 6	Level 6	Semester 1 & 2	Sept. to May
ECGE6003P	Independent Project	Compulsory	40

4.2. Programme Aims

The programme has the following general educational and specific aims:

- To provide students with knowledge and understanding of education in its various contexts with a particular focus on additional learning needs and inclusion
- To engage students in fundamental questioning concerning the purposes and values underpinning education
- To help students become aware of issues and problems associated with education theory, policy and practice
- To encourage students to acquire a range of transferable academic skills and to work independently and collaboratively
- To develop students' ability to produce rational arguments on educational issues in a clear and coherent manner

4.3 Programme Learning Outcomes

Main Award: BA Education Studies: Additional Learning Needs & Inclusion

Knowledge and understanding (KU)

KU1	To develop a systematic understanding of educational knowledge which draws upon the foundation disciplines of philosophy, psychology, sociology and history.
KU2	Working effectively with children, young people and with adults
KU3	A critical awareness of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
KU4	A critical understanding of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.
KU5	A critical awareness of the diversity of learners with varied needs and the complexities of the education process

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	To critically engage with complex issues in education both systematically and creatively.
CS2	To critically analyse educational concepts, theories and issues of policy, as they relate to ALN and inclusion, in a systematic way
CS3	Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice

CS4	Apply concepts, theories and methods used in the study of international relations to the analysis of political ideas, practices and issues in the international system.
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Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical Skills

KS1	Articulate their own approaches to learning and organise an effective work pattern including working to deadlines.
KS2	The ability to reflect on their own and others' value systems
KS3	Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Intermediate/Exit Awards:

DipHE Education Studies: Additional Learning Needs & Inclusion

Knowledge and understanding (KU)

KU1	To develop a systematic understanding of educational knowledge which draws upon the foundation disciplines of philosophy, psychology, sociology and history.
KU2	Working effectively with children, young people and with adults
KU3	A critical awareness of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
KU4	A critical understanding of the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to young children and childhood

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	To critically engage with complex issues in education both systematically and creatively.
CS2	To critically analyse educational concepts, theories and issues of policy, as they relate to ALN and inclusion, in a systematic way
CS3	Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary
PS2	Demonstrate sensitivity to the values and interests of others and appreciate the diversity of human needs and how they can be addressed
PS3	Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Articulate their own approaches to learning and organise an effective work pattern including working to deadlines.
KS2	The ability to reflect on their own and others' value systems
KS3	Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Intermediate/Exit Award

CerTHE Education Studies: Additional Learning Needs & Inclusion

Knowledge and understanding (KU)

KU1	To develop a systematic understanding of educational knowledge which draws upon the foundation disciplines of philosophy, psychology, sociology and history.
KU2	Working effectively with children, young people and with adults

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	To engage with complex issues in education both systematically and creatively.
CS2	To analyse educational concepts, theories and issues of policy in a systematic way

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary
PS2	Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Organise an effective work pattern including working to deadlines.
KS2	Have the ability to collaborate and plan as part of a team.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

5. Module Details

Level 4

Module Code	ECES4001
Title	Education: past, present, future
Date	24/02/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide a background historical context to many of the major aspects of modern education from the 18th century to the present time.
- To illustrate how progress has been fought for and opposed by various interest groups with different policy agendas, at the school, local and national level.

LEARNING OUTCOMES

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

- Understand key periods and reforms in the history of education in Wales and the UK.
- Analyse the contested nature of educational perspectives.
- Identify values which underpin education, teaching and learning in Wales, UK and the world.
- Organise their knowledge and learning through the use of a range of information sources, including ICT and present their work at the appropriate level.

INDICATIVE CONTENT

- Education for the few - Industrial society and the call for education
- Education for all - The development of formal education in the UK, the 1870 Education Act
- Education through the medium of Welsh
- Elementary education and social policy
- Secondary education and political aspirations
- The New Right – market forces and education
- Labour ideology and educational reform
- Academies Act 2010 and new initiatives
- Education and Sustainability
- Equality of opportunity and education
- Lifelong learning – challenges and aspirations
- New curriculum for Wales

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
Academic scrapbook	3,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES4001	
Module Title	Education: past, present, future	
Classification	Reading List entry	Electronic*
Essential	Bartlett, S. & Burton, D. (eds.) (2003) <i>Education Studies: Essential Issues</i> . London. Sage	☒
Essential	Chitty, C. (2004) <i>Educational Policy in Britain</i> . Basingstoke: Palgrave Macmillan.	☒
Essential	Wales: Welsh Assembly Government (2015) <i>Successful Futures- The Donaldson Review</i> . HMSO: Cardiff. Available at https://dera.ioe.ac.uk/22165/2/150225-successful-futures-en_Redacted.pdf	☒
Further	Ball, S. (2013) <i>The Education Debate</i> . Policy Press: London.	☒
Further	Bartlett, S., Burton, D., & Peim, N. (2012) <i>Introduction to Education Studies</i> , London: Paul Chapman.	☐
Further	Pollard, A. (ed) (2014) <i>Reflective Teaching in Schools (4th edn)</i> London: Continuum.	☐
Further	Pring, R. (2005) <i>Philosophy of Education</i> London: Continuum.	☐
Further	Whitty, G. (2002) <i>Making Sense of Education Policy: Studies in the Sociology and Politics of Education</i> . London: Paul Chapman	☐
Further	Ball, S. (2013) <i>The Education Debate</i> . Policy Press: London.	☒
Further	Warren, S. (ed.) (2009) <i>An Introduction to Education Studies: The Student Guide to Themes and Contexts</i> . London: Continuum.	☐

Module Code	ECGE4005P
Title	Learning in the Digital Era
Date	25/06/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student's skills for independent study 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:

- Demonstrate the foundational skills required to be a resilient and healthy independent learner.
- Practise the principles of learning agility
- Use suitable technology to support and enhance their learning experience within the discipline area

INDICATIVE CONTENT

- Time management, reading, writing, referencing and plagiarism, searching for and evaluating sources of information, working online.
- Critical thinking: issues concerning knowledge, belief, and doubt.
- Critical writing: synthesis, paraphrasing and creating an informed argument, avoiding plagiarism.
- Reflection and self-reflection.
- Identity and sense of place; including values, culture and intercultural awareness, heritage, diversity and inclusion and, multilingualism.
- Skills for a range of assessment modes, including blogs, vlogs, video, presentations, performances, posters, exams and written coursework.
- Skills and attitudes which underpin resilience, health, wellbeing and learning agility; the role of spirit, mind, emotions and body.
- Physical literacy: Consideration of the role of physical activity to the support of physical, mental health, well-being and resilience.
- Digital literacy: using appropriate technology; staying safe online, cyber security, digital identity.
- Team working.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-portfolio	Equivalent to 2,000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video and Supporting Materials	Individual 3 minute video which incorporates supporting materials	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ECGE4005P	
Module Title	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	Pears, R. and Shields, G.J. (2019) <i>Cite Them Right: the essential referencing guide</i> . 11th edn. London: Macmillan International Higher Education.	☒

Essential	Library Info Skills Sessions	☒
Further	Hopkins, D. and Reid, T., 2018. <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University</i> . London: Sage	☐
Further	Osmond, A., 2016. <i>Academic Writing and Grammar for Students</i> 2 nd edn. London: SAGE.	☐

Module Code	ECGE4006P
Title	Contemporary Challenges: Making a Difference
Date	25/06/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student's awareness and appreciation of contemporary challenges relevant to the discipline facing individuals, organisations, communities and society, from a local, national and global perspective.
- 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.
- Apply appropriate collaborative working practices to manage conflict and support effective decision making.
- Implement Design Thinking techniques to investigate problems in order to generate and evaluate solutions.

INDICATIVE CONTENT

- Visions of the Future including digital transformation 4.0.
- How history, legislation and policy shape the world we live.
- 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.
- Decision making frameworks and techniques.
- 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.
- The role of ethics in identifying solutions.
- Collective decision-making.

- The power of raising awareness

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-Portfolio	Equivalent to 2,000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation with supporting material	Each individual in the group to contribute 2 minutes to the presentation and each individual to contribute 1000 words to the supporting materials (max 6 in a group)	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ECGE4006P	
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	Stickdorn, M. & Schneider, J. (2011) <i>This is service design thinking: basics, tools, cases</i> . The Netherlands: BIS Publishers	☒
Essential	Echavarria, M., 2015. <i>Enabling Collaboration</i> . New York: LID Editorial.	☒
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
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	ECES4009
Title	Development across the lifespan
Date	24/02/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce the key theories used to explore psychological and physiological development across the lifespan.
- Develop the ability to apply these concepts to consider the influence of development on the individual.

LEARNING OUTCOMES

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

- Demonstrate an understanding of the theories and concepts that determine physiological and psychological development of an individual.
- Discuss the key challenges and milestones faced by individuals.
- Consider the importance of this development for practitioners working with individuals and the role of policy/legislation.

INDICATIVE CONTENT

- An introduction to key theories including a focus on social, moral, physical and emotional development.
- An overview of the importance of the influence of the environment on child development and well-being including Maslow and Bronfenbrenner.
- An overview of such theories as Erikson's stages of psychosocial development.
- The importance of understanding holistic child development from a practitioner perspective.
- Identifying the role of agencies and others in supporting healthy development, attachment and wellbeing.

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 entries, 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES4009	
Module Title	Development across the lifespan	
Classification	Reading List entry	Electronic*
Essential	Bee, H. and Boyd D. (2013) <i>The developing child</i> . 13 th edition. London: Pearson & Ebook.	☒
Essential	Beckett, C. & Taylor H. (2011) <i>Human Growth & Development</i> . London: Sage.	☒
Essential	Doherty J & Hughes M (2013) <i>Child Development Theory and Practice 2nd edition</i> Harlow: Pearson.	☒
Further	Berger KS. (2007) <i>The Developing Person through the Lifespan</i> . New York: Worth.	☒
Further	Dowling M (2014) (4 th edition) <i>Young Children's Personal, Social and Emotional Development</i> . London: Sage.	☒
Further	Keenan, T., Evans, S. and Crowley, K. (2016) <i>An Introduction to Child Development</i> . 3 rd edition. London: Sage.	☐
Further	Lindon, J. (2016) <i>Understanding Child Development: Linking Theory to Practice</i> . 4 th edition	☒
Further	Palaiologou, I. (2012) <i>Childhood Observation in the early years 2nd edition</i> . Exeter: Learning Matters.	☐
Further	Smidt, S. (2013) <i>The Developing Child in the 21st Century: A global perspective on child development</i> . Oxon: Routledge.	☐

Further	Thornton, S. (2008). <i>Understanding Human Development</i> . London: Palgrave Macmillan.	☐
Further	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i> . Cardiff: HMSO. Available at http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en	☒
Further	Waller, T., Whitmarsh, J. and Clarke, K. (eds) (2011) <i>Making Sense of Theory and Practice in Early Childhood: The Power of Ideas</i> . Maidenhead: Open University Press	☐

Module Code	ECES4010
Title	Learning Theory and Practice
Date	24/02/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To explore key theories which underpin effective learning.
- To introduce students to a range of learning contexts that facilitate and support learning.

LEARNING OUTCOMES

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

- Demonstrate an understanding of effective teaching and learning.
- Demonstrate knowledge of a range of learning theories and understand how these schools of thought influence current models of effective educational practice.
- Evaluate different learning contexts.
- Understand how different contexts promote learning.

INDICATIVE CONTENT

- What is effective teaching and learning?
- Learning theory and approaches – Behaviourism, Constructivism, Humanism and Cognitivism.
- Preferred learning styles debate.
- Multiple intelligences.
- Learning within school, the home and the wider community.
- An introduction to the principles of the Foundation Phase and the role of play.
- An identification of key theoretical perspectives underpinning the new Curriculum for Wales 2022.

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
Group presentation	15 minutes per group member	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES4010	
Module Title	Learning Theory and Practice	
Classification	Reading List entry	Electronic*
Essential	Arthur, J. & Peterson, A. (eds) (2012) <i>The Routledge Companion to Education</i> . Abingdon: Routledge.	☒
Essential	Barnes, J. (2015) <i>Cross-Curricular Learning 3-14</i> . 3 rd edn. London: Sage Publications.	X ☐
Essential	Gray C. & Macblain S. (2015) <i>Learning Theories in Childhood</i> . 2 nd edn, London: Sage.	☒
Essential	Pritchard, A. (2014) (3 rd edn) <i>Ways of Learning</i> Abingdon: David Fulton.	☒
Further	Bayley, R., Broadbent, L. and Featherstone, S. (2011) <i>Outdoor Play</i> , England: Featherstone Publishers.	☒

Further	DCELLS (2008) <i>Framework for Children's Learning 3-7 year olds in Wales</i> , Cardiff: WAG also available online at http://learning.gov.wales/resources/collections/foundation-phase?lang=en	☒
Further	DCELLS (2009) <i>Foundation Phase Outdoor Learning Handbook</i> , Cardiff: WAG also available online at http://learning.gov.wales/resources/collections/foundation-phase?lang=en	☒
Further	Doherty, J. and Hughes, M. (2013) <i>Child Development: Theory and Practice 0 – 11</i> , 2 nd edition London: Longman.	☒
Further	Halfpenny AM & Pettersen J (2014) <i>Introducing Piaget</i> . Abingdon: Routledge.	☒
Further	Isaacs, B. (2012) <i>Understanding the Montessori Approach</i> . Abingdon: Routledge.	☒
Further	Macblain S. (2014) <i>How Children Learn</i> . London: Sage.	☒
Further	Miller, L. & Pound, L. (2011) <i>Theories and Approaches to Learning in the Early Years</i> . London: Sage.	☒
Further	Smidt S. (2011) <i>Introducing Bruner</i> . Abingdon: Routledge.	☐
Further	Smidt S. (2009) <i>Introducing Vygotsky</i> . Abingdon: Routledge.	☐
Further	Wales: Welsh Government (2015) <i>Successful Futures- The Donaldson Review</i> . HMSO: Cardiff. Available at https://hwbplus.wales.gov.uk/schools/6714052/Document/s/Donaldson%20Report.pdf	☒
Further	Wood, E. (eds) (2008) <i>The Routledge Reader in Early Childhood Education</i> . Abingdon: Routledge.	☐
Further	Wood, K. (2011) <i>Education: The Basics</i> . Abingdon Routledge.	☐

Module Code	ECES4011
Title	Respecting rights and supporting inclusion
Date	24/02/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to develop an understanding of contemporary research and practice concerning human rights and inclusive practice.
- To consider the approaches and strategies used by practitioners for developing effective inclusive practice in educational contexts.

LEARNING OUTCOMES

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

- Demonstrate an understanding of the contemporary issues and theories relating to human rights and inclusive practice.
- Examine current legislation, policy and research relating to human rights and inclusive practice in Wales and the UK.
- Evaluate a range of strategies used to overcome barriers to education for learners and support inclusive practice in settings.

INDICATIVE CONTENT

- The importance of human rights as an individual.
- The current legal framework in UK and Wales in relation to human rights and the rights of the child.
- Role of the Children's Commissioner – monitoring children's rights
- Participation, provision and protection rights – 3P's
- Protection rights – an introduction to safeguarding
- Developing children's participation in educational settings
- Inclusion and education policy and practice: the importance of meeting the needs of the individual.
- Ethnicity, culture and faith and social exclusion
- Individuals at risk of exclusion, e.g. Gypsy/Traveller, Refugee and Asylum Seekers, NEETs
- Childhood poverty and social exclusion
- Gender issues in inclusive practice
- Exclusion and its associated impact, how to act to overcome discrimination and inequality.
- Exploring multilingual and bilingual issues 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
Essay	3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES4011	
Module Title	Respecting rights and supporting inclusion	
Classification	Reading List entry	Electronic*
Essential	Alderson, P (2008) <i>Young children's rights: exploring beliefs, principles and practice</i> . London: Jessica Kingsley	☒
Essential	Cleaver, H., Cawson, P., Gorin, S. & Walker, S. (2009) <i>Safeguarding children: a shared responsibility</i> . London: NSPCC.	☒
Essential	Griffin, J. (2008). <i>On human rights</i> . Oxford: Oxford University Press. E-book	☒
Essential	Knowles, G & Lander, V. (2011) <i>Diversity, Equality and Achievement in Education</i> , London: Sage	☒

Essential	Jones, P. & Walker, G. (2011) <i>Children's Rights in Practice</i> . London: Sage.	☒
Essential	Pierson, J. (2016) <i>Tackling Social Exclusion</i> . (3 rd edition.) London: Routledge.	☒
Essential	Smith, E. (2012) <i>Key Issues in Education and Social Justice</i> . London: Sage.	☒
Essential	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act</i> (Wales) 2015. Cardiff: HMSO. Available at http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang	☒
Further	Byrne, D. (2008) <i>Social Exclusion</i> (2nd edition). Milton Keynes: OU Press	☒
Further	Dorling, D. (2015) <i>Injustice: why social inequality persists</i> . Revised edition. Bristol: Policy Press.	☒
Further	Garner, S. (2010) <i>Racisms: an introduction</i> . London: Sage.	☒
Further	Knowles, G. (2011) <i>Supporting Inclusive Practice</i> , 2nd edition London: Fulton	☒
Further	McAuley, C., Pecora, P. J. & Rose, R. (2006) <i>Enhancing the Well-being of Children and Families through Effective Interventions: International Evidence for Practice</i> . London: Jessica Kingsley.	☒
Further	McAuley, C. and Reose, W. (2010) <i>Child Well-being: Understanding Children's Lives</i> . London: Jessica Kingsley Publishers.	☒
Further	Minujin, A. and Nandy, S. (2012) <i>Global Child Poverty and Well-Being: Measurement, Concepts, Policy and Action</i> . Bristol: Policy Press	☒
Further	Platt, L. (2011) <i>Understanding Inequalities</i> . Cambridge: Polity Press.	☐
Further	Thompson, N. (2012) <i>Anti-discriminatory practice</i> , Palgrave, 5th edition, Basingstoke: Palgrave.	☐
Further	Riley, J., Wragg, T. & Burrell, A. (2007) <i>Promoting Children's Well-being in the primary years</i> . London: Network Continuum Education.	☐
Further	Williams, C. (ed) (2011) <i>Social Policy for Social Welfare Practice in a Devolved Wales</i> , 2nd edition Birmingham: Venture Press	☐

Level 5

Module Code	ECGE5001P
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions.

LEARNING OUTCOMES

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

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

INDICATIVE CONTENT

- Creativity in theory and practice.
- Value creation in theory and practice.
- Creative and ethical leadership: skills and challenges.
- Driving innovation and change, the intra and entrepreneurial individual.
- Critical thinking, troubleshooting and problem solving, developing novel solutions.
- Information gathering for inspiration, vision creation and ideation.
- Developing the enterprising and data driven mindset.
- Contemporary technologies: virtual and augmented reality and artificial intelligence to enhance creativity and innovation.
- Time management practices for an entrepreneurial mindset.
- Being resourceful, in the context of making do with less.
- Reflection and self-reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio of set exercises	2,000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ECGE5001P	
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒

Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation. (Audiobook)</i> Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	☒
Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people.</i> John Wiley & Sons.	☒

Module Code	ECGE5002P
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

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

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ECGE5002P	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic*
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒

Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	<i>Williams, B. (2020) Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Module Code	ECES5006
Title	All Means All
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To understand the concept of inclusion and the nature of additional learning needs.
- To develop an understanding of the implications of additional learning needs for society.

LEARNING OUTCOMES

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

- Analyse issues relating to good practice for inclusion.
- Recognise and show appreciation of the range of values attitudes and skills needed to live in a diverse society.
- Critically engage with issues of inclusion and diversity from a legislative, historical and contemporary perspective.

INDICATIVE CONTENT

- An introduction to the principles of inclusive practice in educational settings, with a historical consideration of the development of inclusive practice.
- A critical discussion regarding inclusive strategies, drawing on good practice guidelines from a range of sources including the Index for Inclusion.
- An introduction to the concept of inclusive learning environments, and the impact of the environment on inclusion, including a consideration of ICT.
- Issues related to inclusive education, access issues, supporting families and supporting individuals in achieving their rights in education.
- An overview of statutory and regulatory frameworks, a consideration of the concept of additional learning needs, and the impact of policy on practice.
- A consideration of the implications of living in a diverse society – values, attitudes and skills.
- A consideration of the importance of well-being and positive mental health.

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
Practitioner's Guide	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5006	
Module Title	All Means All	
Classification	Reading List entry	Electronic*
Essential	Booth, T. & Ainscow M. (2011) <i>Index for Inclusion: developing learning and participation in schools</i> . Bristol: CSIE.	☒
Essential	Knowles, G. (2011) <i>Supporting Inclusive Practice</i> . Abingdon: David Fulton Publishers.	☒
Essential	Wales: NAFW (2002) <i>The Special Educational Needs Code of Practice for Wales</i> . Cardiff: National Assembly for Wales also available online at http://learning.gov.wales/resources/collections/spld-framework?lang=en	☒
Essential	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i> . Cardiff: HMSO. Available at http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en	☒
Essential	Wales: Welsh Government (2018) <i>Additional learning needs (ALN) transformation programme</i> . Cardiff: National Assembly for Wales. Also available online at https://gov.wales/sites/default/files/publications/2018-09/additional-learning-needs-aln-transformation-programme-v2.pdf	☒
Essential	Wales: Welsh Government (2018) <i>Additional Learning Needs and Education Tribunal (Wales) Act</i> . Cardiff:	☒

	National Assembly for Wales. Also available at https://gov.wales/additional-learning-needs-and-education-tribunal-wales-act	
Further	Dukes, C. & Smith, M. (2007) <i>Working with Parents of Children with Special Educational Needs</i> . London: Paul Chapman Publishing.	☒
Further	Farrell, M. (2003) <i>Understanding special educational needs: a guide for student teachers</i> . London: Routledge Falmer.	☒
Further	Farrell, P. & Ainscow, M. (2002) <i>Making Special Education Inclusive</i> . London: David Fulton Publishers	☒
Further	Frederickson, N. & Cline T, (2015) <i>Special educational needs, inclusion and diversity</i> . Maidenhead: Open University Press.	☒
Further	Mitchell, D. (2014) (2nd edition) <i>What really Works in Special and Inclusive Education: Using evidence based teaching strategies</i> . London and New York: Routledge	☒
Further	Spooner, W. (2011) <i>The SEN handbook for trainee teachers, NQTs and teaching assistants</i> . London: Routledge.	☒
Further	Thomas, G. & Loxley, A. (2007) <i>Deconstructing Special Education and Constructing Inclusion</i> . Maidenhead: Open University Press.	☒
Further	Walton, A. & Goddard, G. (2012) <i>Supporting Every Child</i> . 2nd edition Exeter: Learning Matters.	☒

Module Code	ECES5014
Title	Alternative learning environments
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To critically develop an understanding of a diverse range of alternative education ideas, theories and practices.
- To develop a personal exploration of outdoor and experiential learning and critically compare a range of alternative learning environments.

LEARNING OUTCOMES

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

- Engage with and have a broad and balanced knowledge of the fundamental aims, concepts, values and contexts of experiential learning.
- Reflect upon the role and status of outdoor learning and experiential learning within educational policy and practice.
- Develop imaginative and innovative approaches to schooling, curriculum, assessment, the classroom and other learning and teaching materials.

INDICATIVE CONTENT

- Key theoretical perspectives underpinning outdoor and experiential learning
- Examination of outdoor learning environments, including forest and coastal schools
- ESDGC and outdoor learning environments
- Critical analysis of the benefits and risks of using the outdoors as a learning environment.
- Understanding how to use local natural environments for learning and play.
- Alternatives education theories: Montessori, Steiner, Countesthorpe and Summerhill
- Opportunities for outdoor and experiential learning within the curriculum and UK education system

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	6 entries (4000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5014	
Module Title	Alternative learning environments	
Classification	Reading List entry	Electronic*
Essential	Carnie, F. (2017) <i>Alternative Approaches in Education: A guide for teachers and parents</i> . Abingdon: Routledge	☒
Essential	Parry, J. and Allison, P. (2016) <i>Experiential Learning and Outdoor Education</i> . London: Routledge	☒
Essential	Rosaleen, J. (2012) <i>Outdoor Learning: Past and Present</i> . Berkshire: Open University Press	☒
Further	Freire, P., (2004) <i>Pedagogy and Hope: Reliving Pedagogy of the Oppressed</i> . London: Routledge	☐
Further	Knight, S. (2011) <i>Risk and Adventure in Early Years Outdoor Play : Learning from Forest Schools</i> . London :SAGE, 2011	☐
Further	Knight, S. (2011). <i>Forest School for All</i> . London: SAGE Publications	☐
Further	Neill, A.S. (1960) <i>Summerhill: A Radical Approach to Child-Rearing</i> . Oxford: Hart.	☐
Further	Wilson, R. (2011) <i>A. Nature and Young Children : Encouraging Creative Play and Learning in Natural Environments</i> . 2nd ed. Abingdon: Routledge	☒
Further	Woods,P. and Woods, G. <i>Alternative Education for the 21st Century Philosophies, Approaches, Visions</i> . 1st ed. London: Palgrave	☒

Further	Becker, P., Humberstone,B.,Loynes,C and . Schirp. J (2018) <i>The Changing World of Outdoor Learning in Europe</i> . London: Routledge,	☒
Further	DCELLS (2009) <i>Foundation Phase Outdoor Learning Handbook</i> , Cardiff: WAG also available online at http://learning.gov.wales/resources/collections/foundation-phase?lang=en	☒
Further	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i> . Cardiff: HMSO. Available at http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en	☒

Module Code	ECE5015
Title	Becoming a Primary Educator
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To explore key theories which are influential in understanding best practice in teaching and learning.
- To introduce students to a range of skills, values and knowledge required by effective educators.

LEARNING OUTCOMES

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

- Demonstrate a critical awareness of key teaching and learning theoretical frameworks and understand how they underpin current models of effective professional practice.
- Identify and critically reflect on professional responsibilities, standards and values in education.
- Analyse contemporary policy and procedures in primary education.

INDICATIVE CONTENT

- What is effective teaching and learning?
- Learning theories including Behaviourism, Constructivism and Social Constructivism.
- What does science tell us about how children learn?
- Exploration of models of best practice linked to key theories of effective teaching and science.
- The role of the reflective practitioner.
- The role of assessment in effective teaching and learning.
- Professional standards – the role of the educational professional.

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
Case study of best practice	4000 words or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5015	
Module Title	Becoming a Primary Educator	
Classification	Reading List entry	Electronic*
Essential	Arthur, J. & Peterson, A. (eds) (2012) <i>The Routledge Companion to Education</i> . Abingdon: Routledge.	☒
Essential	Barnes, J. (2015) <i>Cross-Curricular Learning 3-14</i> . 3 rd edn. London: Sage Publications.	☒
Essential	Gray C. & Macblain S. (2015) <i>Learning Theories in Childhood</i> . 2 nd edn, London: Sage.	☒
Essential	Pritchard, A. (2014) (3 rd edn) <i>Ways of Learning</i> Abingdon: David Fulton.	X ☐
Further	Ball, S.,(2013) <i>The Education Debate</i> . Policy Press: London	☐
Further	Bates., J., Lewis, S. & Pickard, A.(2011) <i>Education Policy, Practice and the Professional</i> . London: Continuum	☒
Further	Bee, H. (2010) <i>The developing child</i> . 12th edn. London: Allyn and Bacon	☒
Further	Cunningham, H. (2006) <i>The Invention of Childhood</i> , London: BBC Books.	☒
Further	DCELLS (2008) <i>Framework for Children's Learning 3-7 year olds in Wales</i> , Cardiff: WAG also available online at http://learning.gov.wales/resources/collections/foundation-phase?lang=en	☒

Further	DCELLS (2009) <i>Foundation Phase Outdoor Learning Handbook</i> , Cardiff: WAG also available online at http://learning.gov.wales/resources/collections/foundation-phase?lang=en	☒
Further	DCELLS. (2008) <i>Learning and Teaching Pedagogy</i> , Cardiff: DCELLS.	☒
Further	Doherty, J. and Hughes, M. (2013) <i>Child Development: Theory and Practice 0 – 11</i> , 2 nd edition London: Longman.	☒
Further	Fielding, M., (ed) (2001) <i>Taking Education Seriously</i> . London: Routledge Falmer.	☐
Further	Halfpenny AM & Pettersen J (2014) <i>Introducing Piaget</i> . Abingdon: Routledge.	☐
Further	Isaacs, B. (2012) <i>Understanding the Montessori Approach</i> . Abingdon: Routledge.	☒
Further	Macblain S. (2014) <i>How Children Learn</i> . London: Sage	☐
Further	Miller, L. & Pound, L. (2011) <i>Theories and Approaches to Learning in the Early Years</i> . London: Sage.	☐
Further	Smidt S. (2011) <i>Introducing Bruner</i> . Abingdon: Routledge.	
Further	Smidt S. (2009) <i>Introducing Vygotsky</i> . Abingdon: Routledge.	☐
Further	Wales: Welsh Government (2018) <i>Curriculum for Wales</i> Available at: https://hwb.gov.wales/curriculum-for-wales	☒
Further	Wales: Welsh Government (2015) <i>Successful Futures- The Donaldson Review</i> . HMSO: Cardiff. Available at https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf	☒
Further	Wood, E. (eds) (2008) <i>The Routledge Reader in Early Childhood Education</i> . Abingdon: Routledge.	☒
Further	Wood, K. (2011) <i>Education: The Basics</i> . Abingdon Routledge.	☐

Module Code	ECES5016
Title	Behaviour and Learning: Approaches to classroom management
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To critically explore the ways in which the behaviour of individuals can be supported and managed within a range of educational settings.

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of key behavioural theory and relevant terminology.
- Critically analyse a range of behavioural modification strategies and interventions.
- Critically examine the role of the adult in behaviour management and the development of positive behavioural frameworks.

INDICATIVE CONTENT

- Reasons behind behaviour causation/correlation factors as well as cultural definitions of behaviour.
- Ethical and moral issues relating to behaviour management and the rights of children.
- Behavioural strategies and theories including restorative justice, emotional literacy, conflict resolution.
- Additional learning needs and approaches to behaviour management.
- The role of emotion and mental wellbeing in affecting behaviour.
- Multi-agency collaboration in managing and supporting behaviour.
- Person centered thinking and reflective 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
Individual Workshop Presentation	15 minutes with supporting training materials (2500 words equivalent)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5016	
Module Title	Behaviour and Learning: Approaches to classroom management	
Classification	Reading List entry	Electronic*
Essential	Ellis, S. (2014) <i>Promoting Behaviour for Learning in the Classroom</i> . London: Routledge.	☒
Essential	Ellis, S. (2009) <i>Behaviour for Learning: Proactive Approaches to Behaviour Management</i> . London: Routledge.	☒
Essential	Lavan, G. (2017) <i>Managing Challenging Behaviour in the Classroom</i> . London: Routledge	☒
Essential	Rogers, B. (2015) <i>Classroom Behaviour</i> . London: Sage	☒

Further	Adams, K. (2009) <i>Behaviour for Learning in the Primary School</i> . Exeter: Learning Matters.	☐
Further	Colverd, S. & Hodgkin, B. (2011) <i>Developing Emotional Intelligence in the Primary School</i> . London: Routledge.	☐
Further	Dunn, R. (2009) <i>Dos and Don'ts of Behaviour Management, 2nd edition</i> . London: Continuum.	☐
Further	Farrell, M. (2010) <i>The Effective Teachers Guide to Behavioural and Emotional Disorders</i> . London: Routledge.	☐
Further	Gutteridge, D., Smith, V. (2009) <i>Creating an Emotionally Healthy Classroom</i> . London: Routledge.	☐
Further	Lever, C. (2011) <i>Understanding Challenging Behaviour in Inclusive Classrooms</i> . Harlow: Longman.	☐
Further	Riley, P. (2010) <i>Attachment Theory and the Teacher-Student Relationship</i> . London: Routledge.	☐
Further	<i>British Journal of Educational Psychology</i>	☒
Further	<i>British Journal of Special Education</i>	☒
Further	<i>Child and Adolescent Mental Health</i>	☒
Further	<i>Pastoral Care in Education</i>	☒
Further	<i>Education Source</i>	☒
Further	<i>Proquest Central</i>	☒
Further	<i>Newsbank</i>	☒

Module Code	ECES5017
Title	Community engaged learning
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To examine and evaluate relevant theoretical perspectives and practical considerations involved in working with and supporting community based learning.
- To develop and enhance skills development in relation to practical tools and techniques of effective community engagement and consensus building.

LEARNING OUTCOMES

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

- Explore and examine data in relation to supporting community based learning and engagement activities.
- Identify appropriate strategies for ensuring community participation, including motivation and effective facilitation.
- Evaluate barriers to participation for community groups.

INDICATIVE CONTENT

- Social identity and conceptualisations of community
- Social development and social problems, identifying needs
- Community based learning
- Community participation and engaging community groups
- Social mobilisation, strategies for social mobilisation
- Skills in relation to the promotion and development of sustainable communities with consideration given to the Well-Being of Future Generations Act (Wales) 2015
- Principles and practice of effective facilitation, consensus building techniques, effective group working
- Leadership in community engaged learning and communication strategies

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	6 elements (4000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5017	
Module Title	Community engaged learning	
Classification	Reading List entry	Electronic*
Essential	Edwards, C. (2011) <i>Communication and Community Engagement</i> , Dubuque: Kendall Hunt	☒
Essential	Rumley, Ma. (2020) <i>Modern-Day Strategies for Community Engagement: How to Effectively Build Bridges Between People and the Bottom Line</i> Purposely Created Publishing Group	☒
Essential	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i> . Cardiff: HMSO. Available at http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en	☒

Further	Beck, D. and Purcell, R. (2010) <i>Popular Education Practice for Youth and Community Development Work</i> . Exeter: Learning Matters.	☒
Further	Butin, D. W. and Seider, S. (2012) <i>The Engaged Campus: Certificates, Minors, and Majors as the New Institutionalization (Community Engagement in Higher Education)</i> , London: Palgrave Macmillan.	☐
Further	Craig, G. (eds) (2011) <i>The Community Development Reader: History, themes and issues</i> . Bristol: The Policy Press.	☒
Further	Ledwith, M. (2015) <i>Community development in action: Putting Freire into Practice</i> . London: Policy Press	☐
Further	Schuetze, H. G. (2010) <i>The community engagement and service mission of universities</i> , Leicester: National Institute of Adult Community Education.	☐
Further	Watson, D. (2007) <i>Managing Civic and Community Engagement (Managing Universities and Colleges: Guides to Good Practice)</i> , Maidenhead: Open University Press.	☐
Further	Somerville, P. (2011) <i>Understanding Community: Politics, policy and practice</i> , Bristol: The Policy Press.	☐

Module Code	ECES5018
Title	Educational Research
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To examine a range of educational research methods.
- To develop an understanding of research design and implementation.

LEARNING OUTCOMES

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

- Evaluate the ethical implications of carrying out research with children and young people in a variety of educational contexts.
- Demonstrate a critical awareness of various research methodologies that are relevant to education and their strengths, weaknesses and limitations.

INDICATIVE CONTENT

- The purpose and rationale for undertaking educational research
- Quantitative and qualitative research methodologies and their functions including multimodal and visual methodologies
- Research paradigms
- Ethics: Consent, informed consent, assent, confidentiality
- Child protection and safeguarding in research
- Validity and reliability
- Methods of analysis
- Preparing a research proposal – question, statement or hypothesis
- Designing and planning a research study
- Conducting a literature review

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
Poster Presentation	Academic poster (2500 words equivalent) and 15 minutes presentation to present findings	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5018	
Module Title	Educational Research	
Classification	Reading List entry	Electronic*
Essential	Clark, A., Flewitt, R., Hammersley, M. and Robb, M. (eds.), (2014) <i>Understanding research with children and young people</i> . London: SAGE.	☒
Essential	Harcourt, D. and Sargeant, J., (2012) <i>Doing ethical research with children</i> . Maidenhead: Open University Press/McGraw-Hill.	☒
Essential	Sharp J, (2012). <i>Success with your Education Research Project</i> (2nd edition.). London: Sage.	☒

Further	Alderson, P. and Morrow, V. (2004) <i>Ethics, Social Research and Consulting with Children and Young People</i> . Barking: Barnardos	☒
Further	Bell, J. (2010) <i>Doing Your Research Project: A guide for first-time researchers in education, health and social science</i> . 5th ed. Mc Graw Hill : London	☐
Further	Christensen, P. and James, A. (2008) <i>Research with Children: Perspectives and Practices</i> . 2nd ed. Oxon: Routledge	☒
Further	Cresswell, J. W. (4th edition) (2014) <i>Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research</i> . Pearson Education International.	☐
Further	Etherington, K. (2004) <i>Becoming a Reflexive Researcher: Using Ourselves in Research</i> London: Jessica Kingsley.	☒
Further	Greig, A., Taylor, J. and MacKay, T. (2013) <i>Doing research with children : a practical guide</i> London: Sage	☒
Further	Kay, E., Tisdall, J. and Gallagher, M. (2009) <i>Researching with Children and Young people: Research design, methods and analysis</i> . London: Sage	☐
Further	Kellett, M. (2010) <i>Rethinking Children and Research: Attitudes in contemporary society</i> . London: Continuum	☐
Further	Koshy, V. (2009) <i>Action Research for Improving Educational Practice</i> , (2nd edition) London, Paul Chapman Publishing.	☒
Further	Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i> . (4th edition). Sage Publications: London.	☐
Further	McNamee, M. & Bridges, D. (2002) <i>The Ethics of Educational Research</i> , Oxford: Blackwells.	☒
Further	McNiff, J. Lomax, P. & White, J. (2009) <i>You and Your Action Research Project</i> , 3rd edition London: Routledge Falmer.	☐
Further	Muijs, D. (2011) <i>Doing Quantitative Research in Education with SPSS</i> , 2nd edition, London: Sage.	☒
Further	Thomson, P. (2008) <i>Visual Research with Children and Young people</i> . London: Routledge	☐
Further	Wilkinson, D. (2000) <i>The Researcher's Toolkit</i> , London: Routledge.	☒

Level 6

Module Code	ECGE6003P
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	ECGE6003P	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☒
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐

Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education, 8th edition</i> London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	ECES6016
Title	Adult learners and learning
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To critically explore the differences between adult education and adults in education, examining the particular distinctions between adults and school based learners.
- To critically analyse underpinning learning theory and policy that most impacts upon adults and their learning environment.

LEARNING OUTCOMES

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

- Critically explore the barriers and enablers to adult learning.
- Critically evaluate the impact of developments on current policy and practice.
- Demonstrate a critical understanding of the factors that contribute to effective adult learning.

INDICATIVE CONTENT

- Comparative adult education and its influence on policy and practice in the UK.
- The distinctive learning characteristics of adults, examining both pedagogical and andragogical approaches to teaching and learning.
- The influence of technology on learning and the systems created to increase participation during the 20th and 21st Centuries.
- Supporting curriculum theory and models that provide a framework for adult education and training.
- The examination of the underlying assumptions and principles of various approaches to the curriculum: academic and vocational, employment and qualification driven systems.

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	6 elements 4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES6016	
Module Title	Adult learners and learning	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, A (2004) <i>Learning for Life: The Foundation of Lifelong Learning</i> , Bristol: The Policy Press	☒
Essential	Jarvis, P. (2010) <i>Adult Education and Lifelong Learning: Theory and Practice</i> . London: Routledge.	☒
Essential	O'Grady, Anne. (2013) <i>Lifelong Learning in the UK: An Introductory Guide for Education Studies</i> . London: Routledge	☒
Further	Fullan M., (2007) <i>The New Meaning of Educational Change</i> . London: Routledge Falmer	☒

Further	Jarvis, P., Holford, J. and Griffin, C. (2003) <i>The Theory and Practice of Learning</i> . London: Kogan-Page	☐
Further	Lakey, G. (2010) <i>Facilitating Group Learning: Strategies for Success with Adult Learners</i> . San Francisco: Jossey Bass.	☒
Further	Scruton, J. (2014) <i>Teaching and Supporting Adult Learners</i> . Plymouth: Critical Publishing.	☐
Further	Tight, M (2002) <i>Key Concepts in Adult Education and Training</i> , London: Routledge Falmer.	☐
Further	Rogers, A. (2010) <i>Teaching Adults</i> . Maidenhead: McGraw Hill.	☐
Further	Thompson, R. (ed.) (2009) <i>Teaching in Lifelong Learning: A Guide to Theory and Practice</i> . Maidenhead: McGraw-Hill.	☐
Further	<i>Journal of Further and Higher Education</i>	☒
Further	<i>Journal of In-Service Education</i>	☒
Further	<i>Journal of Vocational Education and Training</i>	☒
Further	<i>Times Educational Supplement</i>	☒
Further	<i>Education Source</i>	☒
Further	<i>Proquest Central</i>	☒
Further	<i>Newsbank</i>	☒

Module Code	ECES6017
Title	Curriculum and Assessment Studies
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To critically explore the processes, principles and issues which influence the design and implementation of formal curricula for current education provision.
- To provide the student with an informed and critical understanding of the purposes, strengths and limitations of educational assessment and evaluation.

LEARNING OUTCOMES

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

- Critically analyse the concepts related to curriculum and educational assessment theory and practice in extending conceptual understanding of education.
- Critically discuss and demonstrate critical awareness of philosophical, sociological, economic and professional factors associated with development & implementation curriculum.
- Demonstrate an enhanced understanding of the main principles and practices of assessment and evaluation within a chosen educational context.

INDICATIVE CONTENT

- Curriculum perspectives and considerations
- History of Curriculum Development in the UK
- Curriculum in context
- Current issues in curriculum and assessment within the UK education system
- Inclusivity, the learner voice and the Curriculum
- Donaldson Review 2015
- A curriculum for Wales
- Learner progression and assessment in the new curriculum for Wales
- Types and purposes of assessment
- Assessment for Learning

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
Essay	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES6017	
Module Title	Curriculum and Assessment Studies	
Classification	Reading List entry	Electronic*
Essential	Black, C., Harrison, C., Marshall, B. and Dylan. W. (2007) <i>Assessment for Learning</i> . Maidenhead: McGraw-Hill Education	☒
Essential	Gardner, J. (2012). <i>Assessment and Learning</i> . 2nd ed; London: SAGE.	☒
Essential	Kelly, A.V. (2009) <i>The Curriculum: Theory and Practice: Sixth Edition</i> . London: Sage.	☒
Essential	Pinar, W. (2011) <i>What is Curriculum Theory</i> . London: Lawrence Erlbaum Associates.	☒
Further	Black, P. (2004) <i>Working Inside the Black Box: Assessment for Learning in the Classroom</i> . Slough: NFER.	☒
Further	Boyle B. & Charles M (2014) <i>Formative Assessment for Teaching & Learning</i> . London: Sage.	☒
Further	Marsh, C., (2008) <i>Key Concepts for Understanding Curriculum</i> . London: Routledge.	☒
Further	Moore, A. (2000) <i>Teaching and Learning: Pedagogy, Curriculum and Culture</i> . London: Routledge.	☐
Further	Muijis D. & Reynolds D (2011) <i>Effective Teaching</i> . (3 rd edn) London: Sage	☒
Further	Pollard A. (ed) (2014) <i>Readings for reflective teaching in schools</i> . London: Sage.	☐

Further	Powell, S. (2011) <i>Inclusive Practice in the Lifelong Learning Sector</i> . Exeter: Learning Matters.	☐
Further	Schiro, M. (2012) <i>Curriculum Theory: Conflicting Visions and Enduring Concerns</i> . London: Sage.	☐
Further	Tanner, D. (2006) <i>Curriculum Development: Theory into Practice</i> . Cheltenham: Nelson Thornes.	☐
Further	Tummons, J. (2009) <i>Curriculum Studies in the Lifelong Learning Sector</i> . Exeter: Learning Matters.	☒
Further	Tummons J (2011) <i>Assessing Learning in the Lifelong Learning Sector</i> . (3 rd edn) London: Learning Matters.	☒
Further	Welsh Assembly Government (2020) Curriculum for Wales Guidance. HMSO: Cardiff. Available at: https://hwb.gov.wales/api/storage/afca43eb-5c50-4846-9c2d-0d56fbffba09/curriculum-for-wales-guidance-120320.pdf	☒
Further	Welsh Assembly Government (2015) <i>Successful Futures- The Donaldson Review</i> . HMSO: Cardiff. Available at https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf	☒

Module Code	ECES6018
Title	Learning Climates
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To consider a range of contemporary ideas about effective teaching and learning practices in the Primary school environment.
- To understand how to create positive learning environments and develop behaviour for learning in the classroom.

LEARNING OUTCOMES

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

- Critically engage with contemporary research and key psychological and learning theory in order to evaluate the effectiveness of a range of teaching and learning strategies.
- Demonstrate a critical understanding of the professional skills required to plan, teach and assess for effective and sustained progress in teaching and learning.
- Critically analyse the components of effective behaviour for learning and to apply relevant behaviour management theory in a range of educational contexts.

INDICATIVE CONTENT

- What is effective teaching and learning? Consideration of contemporary research.
- Critical engagement with Welsh Government statutory requirements focusing on latest developments and including Estyn reports and best practice guidance.
- Visible learning and principles of active, experiential learning.
- Developing a Growth Mindset for effective learning.
- Key psychological theories to support effective behaviour for learning.
- Creating positive learning environments and meeting learners' needs.
- Neuroscience and debunking educational theory myths.
- The role of the teacher in supporting learning.

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		10%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Eight elements (equivalent to 4000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES6018	
Module Title	Learning Climates	
Classification	Reading List entry	Electronic*
Essential	Arthur, J. et al. (2018) <i>Learning to Teach in the Primary School</i> , (4th edition) London: Routledge.	☒
Essential	Coe, R., Cesare, A., Higgs, S. & Major, L. (2014) <i>What Makes Great Teaching?</i> Sutton Trust: Durham University. Available at: https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14.pdf	☒
Essential	Shelton, F. (2008) <i>Effective Behaviour Management in the Primary Classroom</i> , Berkshire: Open University Press.	☒
Further	Barnes, J. (2015) <i>Cross Curricular Learning 3 – 14</i> , (3 rd edition) London: Paul Chapman Publishing.	☐
Further	Bennett, T. (2010) <i>The Behaviour Guru: behaviour management solutions for teachers</i> , London: Continuum International.	☐
Further	Black, P., Harrison, C., Lee, C., Marshall, B. and William, D. (2007) <i>Assessment for Learning</i> , Maidenhead: McGraw-Hill Education.	☒
Further	Cowley, S. (2010) <i>Getting the Buggers to Behave</i> , New York: Continuum International.	☒

Further	Clarke, S. (2008) <i>Active Learning Through Formative Assessment</i> , London: Hodder Murray.	☐
Further	Demos (2005) <i>About Learning</i> . [Online] Available at: https://www.demos.co.uk/files/About_learning.pdf (Accessed 4/7/17).	☒
Further	Dweck, C. (2012) <i>Mindset</i> , London: Robinson.	☐
Further	Dunn, D. (2017) <i>How to be an Outstanding Primary School Teacher (2nd ed.)</i> , London: Bloomsbury.	☒
Further	Grigg, R. (2010) <i>Becoming an Outstanding Primary Teacher</i> , London: Pearson.	☒
Further	Hattie, J (2009) <i>Visible Learning</i> , Routledge: Oxon.	☒
Further	Rogers, B. (2015) <i>Classroom Behaviour: a practical guide to effective teaching, behaviour management and colleague support</i> , Los Angeles: SAGE.	☐
Further	Wales: Welsh Assembly Government (2015) <i>Successful Futures- The Donaldson Review</i> . HMSO: Cardiff. Available at https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf	☒

Module Code	ECES6019
Title	Making a Difference Together
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to critically appraise the principles and practice of multi-agency working and person centred planning.
- To develop a comprehensive knowledge and understanding of safeguarding practice from a multiagency perspective in the current policy context.

LEARNING OUTCOMES

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

- Critically analyse the models, dynamics and application of multi-agency working and its relevance when with children and families.
- Critically discuss key values and frameworks for practice, including child-centred and person-centred planning to create inclusive and enabling environments.
- Evaluate current multidisciplinary policy and practice with regard safeguarding children and vulnerable adults.

INDICATIVE CONTENT

- An in-depth study of the current and evolving legislative and policy framework within Wales and the UK that guides practice across the sectors.
- An overview of the anti-oppressive perspectives and person-centred planning.
- An exploration of the agencies, and the skills of the disciplines which contribute to the empowerment of individuals.
- An in-depth examination of the principles and practice of child-centred and person-centred planning and how this relates to issue of empowerment.
- A review of the principles of partnership working with the identification of elements of good practice and recognition of the potential organisational and strategic barriers to collaboration.
- An examination of issues in Wales, the UK and beyond that have led to the development of child/person-centred planning in a variety of contexts relevant to children and young people and their families.
- A reflection of the historical and philosophical context and evolution of child protection issues and responses.
- An evaluation of the physical, psychological and emotional needs of children and analyse the implications of abuse for child development, together with the longer term consequences of abuse.
- A detailed overview of safeguarding practice from a multiagency perspective in the current policy context.

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
Report	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES6019	
Module Title	Making a Difference Together	
Classification	Reading List entry	Electronic*
Essential	Brotherton, G., Davies, H. & McGillivray, G. (2010) <i>Working with Children, Young People and Families</i> , London: Sage.	☒
Essential	Dunhill, A. Elliot, B. and Shaw, A. (2010) <i>Effective Communication and Engagement with Children and Young People, their Families and Carers</i> , Exeter: Learning Matters.	☒
Essential	Wales: Welsh Government (2015) <i>Person-centred reviews toolkit. A guide for early years, schools and colleges in Wales</i> . Cardiff: HMSO. Available at	☒

	https://beta.gov.wales/sites/default/files/publications/2018-12/person-centred-reviews-toolkit.pdf	
Further	Anning, A., 2010. <i>Developing multi-professional teamwork for integrated children's services [ebook] research, policy and practice</i> 2nd ed., Maidenhead: McGraw-Hill Open University Press.	☒
Further	Blyth, M. and Solomon, E. (2012) <i>Effective safeguarding for children and young people: what next after Munro?</i> Bristol: Policy.	☒
Further	Edwards, A., Daniels, H., Gallagher, T., Leadbetter, J. & Warrington, P. (2009) <i>Improving Inter-professional Collaborations: Multi-Agency Working for Children's Wellbeing</i> , London: Routledge.	☐
Further	Holburn, S. and Vietze, P. (2002) <i>Person-centered planning: research, practice, and future directions</i> Baltimore: Paul H Brookes Publishers	☐
Further	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i> . Cardiff: HMSO. Available at http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en	☒
Further	Walker, G. (2018) <i>Working Together for Children: A Critical Introduction to Multi-agency Working</i> , London: Continuum.	☐
Further	Wate, R. and Boulton, N. (2015) <i>Multi-agency safeguarding in a public protection world: a handbook for protecting children and vulnerable adults</i> . Hove: Pavilion Publishing.	☒
Further	Waterhouse, L. and McGhee, J. (eds) (2015) <i>Challenging child protection: new directions in safeguarding children</i> . London: Jessica Kingsley.	☒

Module Code	ECES6020
Title	Therapeutic Work with Individuals
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To explore key principles of providing therapeutic support for children, young people and adults.
- To gain an awareness of best practice in the establishment and management of therapeutic support processes.

LEARNING OUTCOMES

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

- Critically outline the circumstances that may lead to the need for therapeutic interventions.
- Develop a critical understanding of the personal and professional qualities required to facilitate therapeutic work.
- Identify learner needs in the setting up and provision of therapeutic environments.

INDICATIVE CONTENT

- Working therapeutically with children and young people
- The history and role of play therapy with children
- Exploitation, abuse and trauma
- Therapeutic environments and supportive settings
- Working through trauma with therapeutic play
- Ethical principles and codes of conduct
- Barriers to therapeutic work
- The role of the practitioner and professional skills within therapeutic interventions

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
Essay	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES6020	
Module Title	Therapeutic Work with Individuals	
Classification	Reading List entry	Electronic*
Essential	French, L. (2011) <i>Therapeutic Practice in Schools</i> . London: Routledge.	☒
Essential	Kennerley, H., Kirk, J. (2016) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> . London: Sage.	☒
Essential	Pattison, S, Robson, M. (2014) <i>The Handbook of Counselling Children & Young People</i> . London: Sage.	☒
Further	Bager-Charleson, S. (2010) <i>Reflective Practice in Counselling and Psychotherapy</i> . Exeter: Learning Matters.	☐

Further	Cooper, M. (2013) <i>The Handbook of Person-Centred Psychotherapy and Counselling</i> . London: Palgrave Macmillan.	☐
Further	Hedges, F. (2010) <i>Reflexivity in Therapeutic Practice</i> . London: Palgrave Macmillan.	☐
Further	Landreth, G. (2012) <i>Play Therapy: The Art of the Relationship</i> . London: Routledge.	☒
Further	McLaughlin, C. (2013) <i>Therapy with Children and Young People</i> . London: Sage.	☐
Further	Sunderland, M. (2001) <i>Using Story Telling as a Therapeutic Tool with Children</i> . London: Routledge.	☒
Further	Sunderland, M. (2015) <i>Conversations That Matter: Talking with Children and Teenagers in Ways That Help</i> . London: Routledge.	☐
Further	<i>Counselling and psychotherapy research</i>	☒
Further	<i>Therapy Today</i>	☒
Further	<i>Counselling Psychology Quarterly</i>	☒
Further	<i>Psychodynamic Counselling</i>	☒
Further	<i>Education Source</i>	☒
Further	<i>Proquest Central</i>	☒
Further	<i>Newsbank</i>	☒

Module Code	ECES6021
Title	Well-being in Education
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop a critical understanding of the role and impact of well-being in education and critically analyse the practices and approaches which support this.

LEARNING OUTCOMES

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

- Critically examine the impact of legislation and policy on the well-being agenda in the UK in relation to education.
- Critically reflect on the role and impact of self-care for staff, children and young people in achieving wider well-being goals.
- Critically analyse ways of promoting sustainable well-being and evaluating outcomes in an education-based environment.

INDICATIVE CONTENT

- The role of legislation and policy such as the Well-being of Future Generations (Wales) Act 2015 and the Commission of Well-being and Policy's 12 priority areas
- The new Curriculum for Wales and the Health and Wellbeing Area of Learning and Experience (AoLE)
- Mindfulness, HeartMath and nature-based practices which promote well-being
- The physiology of stress and its impact on mental and physical health
- Trauma Informed Practice and well-being in schools
- Critical reflection, self-awareness and self-care
- The role of embodied knowledge in well-being
- Models of compassion
- Organisational culture and behaviour

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	6 elements 4,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES6021	
Module Title	Well-being in Education	
Classification	Reading List entry	Electronic*
	Bradshaw, J. (2016) <i>The Well-being of Children in the UK</i> . (4 th ed) Bristol: Policy Pr	☒
Essential	Cook, J.W. (ed) (2019) <i>Sustainability, Human Well-being and the Future of Education</i> . Cham: Springer International Publishing	☒
Essential	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i> . Cardiff: HMSO. Available at http://gov.wales/topics/people-and-communities/people/futuregenerations-act/?lang=en	☒
Further	Barton, J. (2016) <i>Green Exercise: linking nature, health and well-being</i> . London: Routledge	☒
Further	Bolton, G. and Delderfield, R. (2018) <i>Reflective Practice: writing and professional development</i> (5 th Edition). London: Sage Publications Ltd.	☐
Further	Cherniss, C. and Goleman, D. (2003) <i>The Emotionally Intelligent Workplace: how to select for, measure and improve emotional intelligence in individual groups and organizations</i>	☐
Further	Hanh, T.N. and Weare, K (2017) <i>Happy Teachers Change the World: a guide for cultivating mindfulness in education</i> . Berkeley: Parallax Press	☐

Further	Harrington, R. (2013) <i>Stress, Health and Well-being: Thriving in the 21st Century</i> . Belmont, Ca: Wadsworth Cengage Learning	☐
Further	O'Brien, C (2016) <i>Education for Sustainable Happiness and Well-being</i> . New York: Routledge	☐
Further	Shute, R. (2016) <i>Mental Health and Wellbeing through Schools</i> . London: Routledge	☐
Further	Van der Kolk, B. (2014) <i>The Body Keeps the Score: Brain, mind and body in the healing of trauma</i> . New York: Viking	☐
Further	Williams, M. and Penman, D. (2011) <i>Mindfulness: A Practical Guide to Finding Peace in a Frantic World</i> . London: Piatkus.	☐
Further	Wyn, J. (2009) 'Young People's Well-being: Contradictions in managing the healthy self' in <i>ACHER Australia Healthy Lifestyles Journal</i> 56(1) pp5-10	☒
Further	<i>Education Source</i>	☒
Further	<i>Mindfulness</i>	☒
Further	<i>Newsbank</i>	☒
Further	<i>Proquest Central</i>	☒
Further	<i>Psychology of Well-being: Theory, Research and Practice</i>	☒