



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 7

ACADEMIC DISCIPLINE OF CHILDHOOD, YOUTH AND EDUCATION

INSTITUTE OF EDUCATION AND HUMANITIES

2025-2026

CONTENTS PAGE

Page No

INTRODUCTION.....	1
MODULES	28

INTRODUCTION

This Module Directory includes all the modules for Level 7 within the Academic Discipline of Childhood, Youth and Education in the academic year 2025-2026.

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

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

Programme of Study	Programme Manager	Tel. No.	E-mail
MA Children's, Young People's and Community's Services	Alison Rees Edwards	01267 676615	a.rees-edwards@uwtsd.ac.uk
Prof Doc Children's, Young People's and Community's Services	Darrel Williams	01267 676808	d.g.williams@uwtsd.ac.uk
MA Young People, Communities and Youth Work: Initial Qualifying Route	Angharad Lewis	01267 676949	angharad.lewis@uwtsd.ac.uk
MA Equity and Diversity in Society	Jessica Pitman	01267 225127	j.pitman@uwtsd.ac.uk
MA Harmony and Sustainability: Theory and Practice	Jessica Pitman	01267 225127	j.pitman@uwtsd.ac.uk

MODULES

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

ECCP7002	Critical perspectives in policy, planning & delivery
ECCP7003	Developing professional curiosity: a critical literature review
ECCP7006	Well-being and belonging in the early years
ECCP7007	Young Children's Learning
ECGE7006Q	Dissertation: Childhood, Youth and Education

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

ECCP7004	Research design and management for professional practice
ECCP7005	Future Focused: Impacting change and leading improvement through research

MA Young People, Communities and Youth Work: Initial Qualifying Route

ECYW7005	Insights into Adolescent Development
ECYW7006	Principles into Practice
ECYW7007	Collaborative Leadership and Management
ECGE7005Q	The Philosophy and Practice of Social Research
ECGE7006Q	Dissertation: Childhood, Youth and Education

MA Equity and Diversity in Society

ECGE7008Q	The Philosophy and Practice of Social Research
ECED7009	The Social (Re)Production of Inequality
ECED7007	Political: influences on Inequality and Diversity
ECGE7007Q	Sustainable Communities
ECED7008	Managing Professional Practice in Advocacy
ECED7005	Dismantling Barriers to Equality: Gender, Ethnicity and Race, Youth and Age, Health and Disability and Vulnerable Groups
ECED7010	Dissertation in the Social Sciences

MA Harmony and Sustainability: Theory and Practice

ECGE7008Q	The Philosophy and Practice of Social Research
HPCA7032	Harmony: Theory and Practice
ECED7009	The Social (Re)Production of Inequality
HPCA7023	Ecology and Spirituality
HPCA7014	Sacred Geography
BMSP7001D	The Challenge of Sustainability
ECGE7007Q	Sustainable Communities
ECHA7001	Dissertation Project: Harmony in Practice

MODULES

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

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

Module Code	ECCP7002
Title	Critical perspectives in policy, planning and delivery
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	N/A
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To explore the theories and constructions of children and young people (CYP), and to develop a critical understanding of historical and existing policy contexts in CYP services and examine key influences and enablers which effect CYP policy and practice.

LEARNING OUTCOMES

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

- Critically evaluate the influences of historical and current CYP policy contexts and how they impact on contemporary practice;
- Analyse the enablers and barriers that exist in translating policy into practice in CYP contexts;
- Reflect on ways to overcome existing barriers in CYP service delivery.

INDICATIVE CONTENT

- Theories and constructs of the child and the adolescent.
- What is policy?
- Historical and current policy and practice in CYP.
- Key influences on the policy context for practitioners working with children and young people.
- Barriers to the implementation of policy in the workplace.
- Innovative practice in CYP nationally and internationally.

- The module will explore specific discourse linked to supporting cultural and language contexts in relation to Wales and internationally where relevant. Those working in Wales will be provided an opportunity to critically evaluate the implications of promoting and supporting minority language contexts in relation to Welsh medium / bilingual policy and practice.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Written Assessment	3750 words	50%

For example: Blogs

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
--------------------------	--------------	--------------------------	------------	-------------------------------------	-----------

Mode of assessment	Volume	Weighting
Presentation	22 minutes	50%

For example: Resource

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ECCP7002	
Module Title	Critical perspectives in policy, planning and delivery	
Classification	Reading List entry	Electronic*
Essential	Alcock, P.A. (2016) <i>The student's companion to social policy</i> . London: Wiley Blackwell	☒
Essential	Ball, S.J. (2021) <i>The Education Debate (fourth edition)</i> London: Policy Press	☐
Essential	Jones, P. (2013) <i>Childhood: Services and Provision for Children</i> London: Sage	☒
Further	Brotherton, G., Davies, H. and McGillivray, G. (2010) <i>Working with Children, Young People and Families</i> , London: Sage.	☒
Further	Cairney, P 'the UK government's imaginative use of evidence to make policy' <i>British Politics</i> 12 (19) 1-22	☒
Further	Dwyer, P and Shaw, S (2013) <i>An introduction to social policy</i> . London. Sage	☐
Further	Hall, W.J. et al. (2021) <i>Social Policy for Children and Families: A Risk and Resilience Perspective (4th ed.)</i> . SAGE.	☐
Further	Head, B.W. (2022) <i>Wicked problems in public policy: Understanding and responding to complex challenges</i> . Open Access. Palgrave Macmillan https://link.springer.com/content/pdf/10.1007/978-3-030-94580-0.pdf	☒
Further	Howarth, J. and Platt, D. (2019) <i>The child's world the essential guide to assessing vulnerable children, young people and their families</i> . London: Jessica Kingsley	☒
Further	Jayman, M., Ohl, M., and Jewett, L. (2021) <i>Supporting New Digital Natives, Children's Mental Health and Wellbeing in a Hi-Tech Age</i> . Bristol, Policy Press.	☐
Further	OECD (2021) <i>Measuring what matters in child well-being policies</i> Available at: https://www.oecd.org/wise/Measuring-What-Matters-for-Child-Wellbeing-and-Policies-Policy-brief-July-2021.pdf Accessed: 17/5/2022	☒
Further	Scanlan, M. and Johnson, L. (2020) 'Inclusive leadership on the social frontiers: Family and community engagement', in Ferdman, B. (ed) <i>Inclusive Leadership: Transforming lives, workplaces and societies</i> . New York. Routledge.	☒

Module Code	ECCP7003
Title	Developing Professional Curiosity: A Critical Literature Review
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To develop the higher-level critical and analytical skills required to build argument within a literature review.

LEARNING OUTCOMES

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

- Demonstrate and articulate clarity of argument and criticality appropriate to research with children, young people and communities.
- Critically evaluate literature from a variety of sources using higher order skills to develop argument, and identify research gap(s) in support of specified research topics.
- Compose a literature review which has argument, criticality and clarity focusing on a specific research area relating to children, young people and communities.

INDICATIVE CONTENT

- Exploring current issues relating to childhood, youth and communities.
- Examining a variety of media sources related to issues to childhood, youth and communities. This includes the use of academic data bases and the ability to search within those databases for appropriate material.
- Use of debate and critical thinking to discuss specific academic sources in the development of critical argument.
- Presenting a variety of academic reading in the support of argument, focusing on specified issues relating to childhood, youth and communities.
- The module will explore specific discourse linked to supporting cultural and language contexts in relation to Wales and internationally where relevant. Those working in Wales will be provided an opportunity to critically evaluate the implications of promoting and supporting minority language contexts in relation to Welsh medium / bilingual policy and practice.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assessment	6000 words	70%

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ECCP7003	
Module Title	Developing Professional Curiosity: A Critical Literature Review	
Classification	Reading List entry	Electronic*
Essential	Top Tips on Writing a Literature Review for Your Education Research Project (Mike Lambert https://www.academia.edu/5195702/Top_Tips_o n_Writing_a_Literature_Review_for_Your_Educ ation_Research_Project	☒
Essential	Bouda, D., 2011. Understanding Relevant Literature and Writing a Literature Review. Thousand Oaks: SAGE Publications, Inc, pp. 43.	☒
Essential	CASP, (2020) <i>Casp Checklists</i> . Available at: https://casp-uk.net/casp-tools-checklists/	☒
Essential	Wallace, M. and Wray, A., 2021. <i>Critical reading and writing for postgraduates</i> . Sage Publications Limited.	☒
Essential	Oliver, P., 2012. <i>Succeeding with your literature review a handbook for students</i> , Berkshire, England: McGraw-Hill : Open University Press.	☐
Further	Further reading will be research topic specific and will depend on students focus of study	☐

Module Code	ECCP7004
Title	Research Design and Management for Professional Practice
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To plan and design a research project which improves and informs practice, and to ensure that all ethical considerations are addressed during the planning process.

LEARNING OUTCOMES

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

- Identify, through complex inquiry, an area of study which would be suitable for a substantial piece of academic research.
- Critically reflect upon the design and methodology required to engage with an academic research project.
- Critically consider the ethical issues involved in undertaking an academic research project, particularly children's and young people's consent.
- Evaluate in depth the potential challenges of undertaking research within the specified area of study and professional context.

INDICATIVE CONTENT

- The identification of an area of focused study which is of interest to the student and will improve and inform practice and potential outcomes for children, young people and communities. Through exploring the literature surrounding the chosen area of study, students will identify an explicit conceptual focus. This will support the formulation of a clear research question or questions and objective(s) which will contribute to the body of knowledge within the field of study.
- The identification and planning of an appropriate methodology through further exploration of a range of research paradigms appropriate to their context. This will include the implications of applying different methodological approaches such as positivism, subjectivism, participatory research, empiricism and relativism and the implications of these for data collection and analysis. The role of the children, young people and communities in research design will naturally form part of these discussions.
- A detailed exploration of ethical issues, expanding on that from ECCP7005P, including consent, confidentiality, power relationships and risk to ensure that appropriate ethical guidelines are applied and full ethical approval is obtained from the relevant university committee.

- The development of a realistic timeline for completion of the research project. This will include reflection upon any potential challenges and barriers that may arise and the establishment of effective solutions to ensure successful completion of the research project.
- The module will explore specific discourse linked to supporting cultural and language contexts in relation to Wales and internationally where relevant. Those working in Wales will be provided an opportunity to critically evaluate the implications of promoting and supporting minority language contexts in relation to Welsh medium / bilingual policy and practice.

Study Time Allocation

The study time for the module is divided as follows

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1500 words	20%

For example: Concept Map

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	5000 words	60%

For example: Research Design

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1500 words	20%

For example: Ethics Form

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ECCP7004	
Module Title	Research Design and Management for Professional Practice	
Classification	Reading List entry	Electronic*
Essential	Alderson, P. & Morrow, V., 2011. <i>The Ethics of Research with Children and Young People: A Practical Handbook</i> . London: Sage Publications Ltd.	☒
Essential	Arthur, J. (Ed.), 2012. <i>Research methods and methodologies in education</i> . London: Sage Publications Ltd.	☐
Essential	British Educational Research Association. BERA 2011. <i>Ethical Guidelines for Educational Research</i> .	☒
Essential	Cohen, L. & Manion, L., 2018. <i>Research Methods in Education</i> . (8th ed) London: Routledge.	☒
Essential	Creswell, J. W., 2012. <i>Qualitative inquiry and research design: Choosing among five approaches</i> . London: Sage Publications Ltd.	☒
Essential	Israel, M., 2014. <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i> . Washington: Sage Publications Ltd.	☐
Essential	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (Eds), 2012. <i>Ethics in Qualitative Research</i> . London: Sage Publications Ltd.	☒
Essential	Punch, K. F., 2013. <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> . London: Sage Publications Ltd.	☐
Further	Bell, J., 2014. <i>Doing Your Research Project: A guide for first-time researchers</i> . Maidenhead: McGraw-Hill Education.	☒
Further	Blaikie, N. W. H., 2003. <i>Analyzing Quantitative Data: From Description to Explanation</i> . London: Sage Publications Ltd.	☐
Further	Bourque, L. B. and Fielder, E. P., 2003. <i>How to Conduct Self-Administered and Mail Surveys</i> . London: Sage Publications Ltd.	☐
Further	<i>British Educational Research Journal</i>	☒
Further	Bryman, A., 2012. <i>Social Research Methods</i> . Oxford: Oxford University Press.	☐
Further	Christensen, P., & James, A., 2008. <i>Research with Children</i> . London: Falmer Press.	☒
Further	Connolly, P., 2007. <i>Quantitative data analysis in education: A critical introduction using SPSS</i> , London: Routledge.	☒

Further	Denzin, N. K. & Lincoln, Y. S. (Eds), 2012 <i>The Landscape Of Qualitative Research: Theories and Issues</i> . London: Sage Publications Ltd., 2003.	☐
Further	<i>Educational Research Journal (NER)</i>	☒
Further	Field, A. & Hole, G., 2003. <i>How to Design and Report Experiments</i> , London: Sage Publications Ltd.	☐
Further	Fink, A., 2002. <i>How to Ask Survey Questions</i> . London: Sage Publications Ltd.	☐
Further	Greene, S. & Hogan, D., 2005. <i>Researching Children's Experience: Approaches and Methods</i> . London: Sage Publications Ltd.	☒
Further	Kara, H., 2015. <i>Creative Research Methods in the Social Sciences: A Practical Guide</i> . Bristol: Policy Press.	☐
Further	May, T. & Perry, B., 2011. <i>Social Research and Reflexivity: Content, Consequence and Context</i> . London: Sage Publication Ltd.	☒
Further	Rose, G., 2011. <i>Visual Methodologies: An Introduction to Researching with Visual Materials</i> . London: Sage.	☐
Further	Salkind, N. J., 2010 . <i>Statistics for People Who (Think They) Hate Statistics</i> . London: Sage Publications Ltd.	☐
Further	Spencer, S., 2010. <i>Visual Research Methods in the Social Sciences: Awakening Visions</i> . Abingdon, Oxon: Routledge.	☐
Further	Thody, A., 2006. <i>Writing and Presenting Research</i> , London: Sage Publications Ltd.	☒
Further	UWTSD Research Ethics and Code of Practice. Accessed at: www.uwtسد.ac.uk/research/research-ethics/	☒
Further	Wales Journal of Education	☒

Module Code	ECCP7005
Title	Future Focused: Impacting change and leading improvement through research
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To undertake a small-scale ethical research project in the workplace in order to make recommendations for further research or practice development related to the issue.

LEARNING OUTCOMES

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

- Plan and implement a small-scale research project from conception to completion that effectively responds to the research questions.
- Report the research project appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.
- To engage fully with the research process, including the ethics process.

INDICATIVE CONTENT

- To apply the findings from the literature review in module ECCP7003 to identify gaps in knowledge and draw on the research question(s) to address these gaps.
- Application of research project methodology and design.
- Design and piloting of research tools.
- Understanding the specific ethical issues arising from researching one's own institution, co-professionals and working with children, young people and communities.
- Using research as a tool for developing their own practices and those of their colleagues.
- Analysing data with emphasis on the interpretation of data collected from familiar contexts.
- Critical evaluation of process, limiting claims.

- Reporting conventions.
- The module will explore specific discourse linked to supporting cultural and language contexts in relation to Wales and internationally where relevant. Those working in Wales will be provided an opportunity to critically evaluate the implications of promoting and supporting minority language contexts in relation to Welsh medium / bilingual policy and practice.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation	15 minutes	30%

For example: Poster Presentation

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	5500 words	70%

For example: Academic journal article

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ECCP7005	
Module Title	Future Focused: Impacting change and leading improvement through research	
Classification	Reading List entry	Electronic*
Essential	Alderson, P. & Morrow, V. (2011) <i>The Ethics of Research with Children and Young People: A Practical Handbook</i> , London: Sage Publications Ltd.	☒
Essential	Arthur, J. (Ed.), (2012) <i>Research methods and methodologies in education</i> , London: Sage Publications Ltd.	☐
Essential	Cohen, L. & Manion, L. (2018) <i>Research Methods in Education</i> , (8th ed) London: Routledge.	☒
Essential	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (Eds), (2012) <i>Ethics in Qualitative Research</i> , London: Sage Publications Ltd.	☐
Essential	Creswell, J. W. (2012) <i>Qualitative inquiry and research design: Choosing among five approaches</i> , London: Sage Publications Ltd.	☐
Essential	Israel, M. (2014) <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i> , Washington: Sage Publications Ltd.	☐
Essential	Punch, K. F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> , London: Sage Publications Ltd.	☐
Further	Bryman, A., (2012) <i>Social Research Methods</i> , Oxford: Oxford University Press.	☐
Further	Connolly, P. (2007) <i>Quantitative data analysis in education: A critical introduction using SPSS</i> , London: Routledge.	☒
Further	Christensen, P. & James, A. (2008) <i>Research with Children</i> , London: Falmer Press.	☒
Further	Denzin, N. K. & Lincoln, Y. S. (Eds), (2012) <i>The Landscape Of Qualitative Research: Theories and Issues</i> , London: Sage Publications Ltd., 2003.	☐
Further	Kara, H. (2015) <i>Creative Research Methods in the Social Sciences: A Practical Guide</i> , Bristol: Policy Press.	☐
Further	Rose, G. (2011) <i>Visual Methodologies: An Introduction to Researching with Visual Materials</i> , London: Sage.	☐
Further	Smith, P.D. & Mayall, M. (2012) <i>Researching the Visual: Introduction Qualitative Methods Series</i> , London: Sage Publications Ltd.	☐
Further	Thody, A. (2006) <i>Writing and Presenting Research</i> , London: Sage Publications Ltd.	☐
Further	Bell, J. (2014) <i>Doing Your Research Project: A guide for first-time researchers</i> . McGraw-Hill Education (UK).	☒
Further	Blaikie, N. W. H. (2003) <i>Analyzing Quantitative Data: From Description to Explanation</i> , London: Sage Publications Ltd.	☐

Further	Bourque, L. B. and Fielder, E. P. (2003) <i>How to Conduct Self-Administered and Mail Surveys</i> , London: Sage Publications Ltd.	☐
Further	Field, A. & Hole, G. (2003) <i>How to Design and Report Experiments</i> , London: Sage Publications Ltd.	☐
Further	Fink, A. (2003) <i>How to Ask Survey Questions</i> , London: Sage Publications Ltd.	☐
Further	Greene, S. & Hogan, D. (2005) <i>Researching Children's Experience: Approaches and Methods</i> , London: Sage Publications Ltd.	☐
Further	May, T. & Perry, B. (2011) <i>Social Research and Reflexivity: Content, Consequence and Context</i> , London: Sage Publication Ltd.	☐
Further	Rose, G. (2011) <i>Visual Methodologies: An Introduction to Researching with Visual Materials</i> , London: Sage Publications Ltd.	☐
Further	Salkind, N. J., (2010) <i>Statistics for People Who (Think They) Hate Statistics</i> , London: Sage Publications Ltd.	☐
Further	Spencer, S. (2010) <i>Visual Research Methods in the Social Sciences: Awakening Visions</i> , Abingdon, Oxon: Routledge.	☐
Further	Journal: Action Research	☒
Further	Journal: British Educational Research Journal	☒
Further	Journal: British Journal of Educational Studies	☒
Further	Journal: Educational Action Research	☒
Further	Journal: International Journal of Action Research	☒
Further	Journal: International Journal of Research and Method in Education	☐
Further	Journal: Journal of Contemporary Ethnography	☒
Further	Journal: Journal of Educational Research	☒
Further	Journal: Educational Research Journal NFER	☒
Further	Journal: Qualitative Research	☒
Further	Journal: Theory and Society	☒
Further	Journal: Wales Journal of Education	☒
Further	Journal: Education and Society	☒
Further	British Educational Research Association. Accessed at: http://www.bera.ac.uk/	☒
Further	British Medical Association. Accessed at: http://www.bma.org.uk/	☒
Further	Disability Rights Commission. Accessed at: http://www.drc-gb.org/	☒
Further	Equal Opportunities Commission. Accessed at: http://www.eoc.org.uk/	☒
Further	Welsh Government. Accessed at: http://www.wales.gov.uk/	☒
Further	Office of Public Sector Information. Accessed at: http://www.opsi.gov.uk/	☒
Essential	British Educational Research Association. (2018). BERA Ethical Guidelines for Educational Research, BERA, Accessed at: https://www.bera.ac.uk/	☒
Further	The Teaching and Learning Research Programme (TLRP) Accessed at: http://www.tlrp.org/	☒

Further	UWTSD Academic Quality Handbook 2016-17. Accessed at: www.uwtsd.ac.uk/academic-office	☒
Further	UWTSD Research Ethics and Code of Practice. Accessed at: www.uwtsd.ac.uk/research/research-ethics/	☒

Module Code	ECCP7006
Title	Well-being and belonging in the early years
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To critically analyse the complexity of defining well-being and belonging; and to critically examine the factors that contribute to facilitating positive well-being in young children.

LEARNING OUTCOMES

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

- analyse and critique traditional and current theories, curricula and thinking regarding the concept of well-being and/or belonging;
- critically examine factors that impact on children's well-being and/or belonging;
- critically examine the role of adults in supporting and promoting children's well-being and belonging;
- consider in depth factors that influence young children's self-esteem, self-image and some of the theories, approaches and programmes that have influenced young children's sense of belonging and wellbeing;
- present their work appropriately, within ethical and research frameworks, and with an understanding of the requirements of critical thinking.

INDICATIVE CONTENT

- A critical analysis of the term well-being and belonging, and the cultural and social context of its definition. Definitions of well-being and belonging in educational settings will be discussed in depth. The Welsh Government's Children and Young People's Well-being Monitor (2008) will be discussed within the wider context of the UNICEF reports. The Well-being of Future Generations (Wales) Act 2015 will be evaluated and linked to theory and practice.
- Safeguarding children will be discussed in depth with a focus on how the impact of significant reports such as the Laming Report and the Munro Review have shaped our practice and our understanding of wellbeing and belonging.
- The direct and indirect impact of poverty on children's well-being, including health and learning, will be critically examined. Students will also be challenged to deconstruct stereotypical perceptions of poverty. Definitions and typologies of poverty will be explored, including issues relating to access, choice and power. The links between poverty, race and disability will be considered together with a discussion on rural and hidden poverty.
- Students will critically analyse the role of effective and thoughtful verbal interaction between practitioners and young children. Examples will be given to demonstrate that an adult's unconsidered responses or inappropriate

activities can affect children's sense of belonging and as a consequence will affect children's learning.

- The complexities of creating a sense of belonging through curriculum design and implementation will be explored. The challenges of putting this into practice will be critically analysed.
- The perception of self as categorisations will be discussed: gender, size, age and so on as the child's benchmark indicators together with adult responses and reinforcers. Evidence of the role of the media will be considered and students will be encouraged to challenge perceptions and evaluate evidence about the influence of the media on children's behaviour.
- The role of the environment in supporting young children's well-being will be critically analysed and different approaches will be evaluated, such as the Reggio Emilia approach and the Te Whariki philosophy.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Seminar Presentation	25 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ECCP7006	
Module Title	Well-being and belonging in the early years	
Classification	Reading List entry	Electronic*
Essential	Conkbayir, M. and Pascal, C. (2014) <i>Early Childhood Theories and Contemporary Issues</i> . London: Bloomsbury Publishing	☒
Essential	Davis, J. (ed). (2010) <i>Young Children and the Environment: Early Education for Sustainability</i> . Cambridge: Cambridge University Press.	☒
Essential	Drake, J. (2013) <i>Planning for children's play and learning</i> . London: Routledge.	☐
Essential	Gray, C. and Macblain, S. (2015) <i>Learning Theories in Childhood</i> . (2 nd ed). London: Sage Publications Ltd.	☐
Essential	Jones, M. (2015) <i>Talking and learning with young children</i> . London: Sage.	☒
Essential	Wood, E. (2013) <i>Play, Learning and the Early Childhood Curriculum</i> . London: Sage	☒
Further	Andrews, M. (2012) <i>Exploring Play for Early Childhood Studies</i> . London: Sage	☒
Further	Bilton, H. (2010) <i>Outdoor Play in the Early Years: Management and Innovation</i> . (3rd ed). London: David Fulton.	☐
Further	Department for Children, Education, Lifelong Learning and Skills (2008) <i>Foundation Phase Framework for Children's Learning for 3-7-year-olds in Wales</i> . Cardiff: WAG.	☒
Further	Garhart Mooney, C. (2013) <i>Theories of Childhood : An introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky</i> (2 nd ed). St. Paul: Redleaf Professional Library	☒
Journal	<i>Early Years: An International Journal of Research and Development</i>	☒
Journal	<i>Contemporary Issues in Early Childhood</i>	☒
Journal	<i>Environmental Education</i>	☒
Journal	<i>Education, Citizenship and Social Justice</i>	☒
Journal	<i>International Journal of Early Years Education</i>	☒
Further	Students will be directed to a range of additional e-books, research papers and websites during module delivery	☒

Module Code	ECCP7007
Title	Young children's learning
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To ensure that students have a thorough understanding and appreciation of the issues and concepts that impact on young children's learning.

LEARNING OUTCOMES

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

- demonstrate a thorough and critical appreciation of the philosophy and principles of the concept of learning through play;
- critically evaluate the role of the adult and wider environment on young children's learning;
- demonstrate a critical understanding of different theoretical approaches to promoting and facilitating young children's learning;
- consider young children's learning in the context of wider sustainability discourse.

INDICATIVE CONTENT

- Theoretical concepts regarding the significance of play in young children's development and learning will be discussed and critically evaluated. Early Years curricula and learning frameworks will be analysed and evaluated and links made to the work of theorists such as Vygotsky, Piaget and Bruner. This discussion will explore ideas such as Katz's learning dispositions and Gardner's multiple intelligences to consider the implications of recognising children's individual needs and requirements.
- An in-depth consideration of the role of adults as challengers, providers of opportunities for children to communicate and be creative thinkers. Different approaches such as those linked to curiosity, discovery and provocation will be explored. Links to approaches and theoretical contexts such as Reggio Emilia, Froebel, Montessori and Steiner, will be explored. Consideration and critique of early frameworks and curricula such as Te Whāriki, Curriculum for Wales and Enabling Pathways in terms of young children's learning. Links to concepts such as sustained shared thinking in extending young children's learning
- Consideration of developing an enabling learning environment for young children. Discussion of indoor and outdoor learning environments and significance of affordance, loose parts, risk and challenge. Approaches to and methods of measuring the quality of early years environments and provision will be highlighted including environmental and wellbeing ratings scales such

as: ECERS, ITES, SSTEW and Leuven scale and how they can support young children's learning. Significant research highlighting links between practice and early years learning will be explored such as EPPE, EPPSE, REPEY and SEED projects.

- A critical examination of more recent early years discourse including decentering the child and posthumanist views of the world. Consideration of early years learning in relation to education for sustainability; environmental education, ecological literacy and how this may support ethical citizenship and the aims of the Curriculum for Wales The role of early years professionals and practitioner in light of the Well-being of Future Generations (Wales) Act 2015 will also be considered.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Written assignment	4000 words	50%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
--------------------------	--------------	--------------------------	------------	-------------------------------------	-----------

Mode of assessment	Volume	Weighting
Seminar Presentation	25 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ECCP7007	
Module Title	Young children's learning	
Classification	Reading List entry	Electronic*
Essential	Conkbayir, M. and Pascal, C. (2014) <i>Early Childhood Theories and Contemporary Issues</i> . London: Bloomsbury Publishing	☒
	Conn, C. and Murphy, A. (2022) <i>Inclusive Pedagogies for Early Childhood Education: Respecting and Responding to Differences in Learning</i> . London: Routledge.	☒
Essential	Davis, J. (ed). (2010) <i>Young Children and the Environment: Early Education for Sustainability</i> . Cambridge: Cambridge University Press.	☒
Essential	Drake, J. (2013) <i>Planning for children's play and learning</i> . London: Routledge.	☐
Essential	Gray, C. and Macblain, S. (2015) <i>Learning Theories in Childhood</i> . (2 nd ed). London: Sage Publications Ltd.	☐
Essential	Jones, M. (2015) <i>Talking and learning with young children</i> . London: Sage.	☒
Essential	Jackson, S. & Forbes, R. (2014) <i>People under Three: Play, work and Learning in a Childcare Setting</i> . London: Routledge.	☒
Essential	Siraj-Blatchford, J., Hirst, N., Boyd, D. (2018) <i>Understanding sustainability in early childhood education : case studies and approaches from across the UK</i> . Oxon: Routledge.	☒
Essential	Wood, E. (2013) <i>Play, Learning and the Early Childhood Curriculum</i> . London: Sage	☒
	Waters-Davies, J. (2022) <i>Introduction to Play</i> . London: Sage Publishing.	☒
Further	Andrews, M. (2012) <i>Exploring Play for Early Childhood Studies</i> . London: Sage	☒
Further	Bilton, H. (2010) <i>Outdoor Play in the Early Years: Management and Innovation</i> . (3rd ed). London: David Fulton.	☐
Further	Elliott, S and Davis, J (2014) <i>Research in early childhood education for sustainability: international perspectives and provocations</i> . Oxon: Routledge.	☒
Further	Garhart Mooney, C. (2013) <i>Theories of Childhood : An introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky</i> (2 nd ed). St. Paul: Redleaf Professional Library	☒
Further	Woods, A. (2014) <i>The Characteristics of Effective Learning: Creating and Capturing the Possibilities in the Early Years</i> . London: Routledge.	☒

Journal	<i>Early Years: An International Journal of Research and Development</i>	☒
Journal	<i>Contemporary Issues in Early Childhood</i>	☒
Journal	<i>Environmental Education</i>	☒
Journal	<i>Education, Citizenship and Social Justice</i>	☒
Journal	<i>International Journal of Early Years Education</i>	☒
Further	Students will be directed to a range of additional e-books, research papers and websites during module delivery.	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

- Planning, management and execution of an in-depth research project that builds on / contributes to knowledge and or practice.
- Use of a range of project management skills to manage time and other resources, manage relationships, and maintain regular communication.
- Understanding, and application of practical issues of undertaking independent research including: independent learning and development; stakeholder interests' ethical considerations; insider research.
- Exploration of appropriate literature, and production of a literature review, which shows advanced conceptual and theoretical understanding and a high level of critical evaluation.

- Ability to justify and use appropriate methods of qualitative and/or quantitative research and data analysis to meet the needs of the chosen topic.
- Ability to synthesise and interpret data generated by research, and evaluate this in the context of appropriate literature.
- A consideration of links between research and professional contexts, with indications of how research outputs could enrich or improve practice, or improve outcomes, children/young people/ vulnerable adults / communities.
- Ability to articulate all aspects of the research project in a clear and logical way, and to produce a dissertation which includes a well-argued discussion of research findings, and clear conclusions. This can be either an empirical study or a literature review.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ECGE7006Q	
Module Title	Dissertation: Childhood, Youth and Education	
Classification	Reading List entry	Electronic*
Essential	BSA. (2017) <i>Statement of Ethical Practice for the British Sociological Association</i> . Durham: British Sociological Association.	☒

Essential	Bos. (2020). <i>Research ethics for students in the social sciences</i> (First edition, 2020.). Springer International Publishing.	☒
Essential	BERA (2018) BERA Guidelines for Ethical Research (Fourth Edition) BERA	☒
Essential	Buckler,S and Walliman,N., (2016) <i>Your dissertation in education</i> . Los Angeles :: SAGE.	☒
Essential	Jessop, J. (2012) <i>Ethics in Qualitative Research</i> . London: Sage.	☐
Essential	Punch. K. F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> (3 rd ed). London: Sage Publications Ltd.	☐
Further	Bell, J. (2014) <i>Doing your research project: a guide for first time researchers in education and social science</i> (6 th ed). Milton Keynes: Open University Press.	☐
Further	<i>British Educational Research Journal</i>	☒
Further	Bryman, A. (2016) <i>Social Research Methods</i> (5 th ed). Oxford: Oxford University Press.	☐
Further	Creswell, J. W. (2014) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4 th ed). London: Sage Publications Ltd.	☒
Further	Denscombe, M. (2014) <i>The Good Research Guide: for small-scale social research projects</i> (5th ed). Maidenhead: Open University Press.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2018) <i>The Sage Handbook of Qualitative Research</i> (45 ^h ed). London: Sage Publications Ltd.	☐
Further	Easterby-Smith, M., Thorpe, R. & Lowe, A. (2015) <i>Management Research: An Introduction</i> (5 th ed). London: Sage Publications Ltd.	☐
Further	Johnson, B. & Christensen, L. (2011) <i>Educational Research: quantitative, qualitative and mixed approaches</i> . London: Sage.	☐
Further	Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (4th ed). Sage Publications: London.	☐
Further	Silverman, D. (2013) <i>Doing Qualitative Research: A Practical Handbook</i> (4 th ed). London: Sage Publications Ltd.	☒

MODULES

MA Young People, Communities and Youth Work: Initial Qualifying Route

Module Code	ECYW7005
Title	Insights into Adolescent Development
Date	09/05/2025
Level	7
Credits	30
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop advanced understanding of the multifaceted nature of adolescent development, exploring the interplay between the biological, cognitive, and social changes during this critical period.
- To demonstrate the role of Youth Workers in supporting young people's psychological wellbeing and adolescent transitions.

LEARNING OUTCOMES

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

- demonstrate an advanced understanding of the transitions that occur during adolescence and their influence on young people's development;
- critically assess the impact of environmental and contextual factors on adolescent development;
- demonstrate advanced skills and knowledge required to understand the narrative around risky behaviours and that encountering risk is a necessary aspect of human development. Further, to identify the potential risk and protective factors that influence adolescent development, and design and deliver effective interventions for supporting positive developmental outcomes for young people;
- organise their knowledge and learning through use of a range of information resources and present their work appropriately.

INDICATIVE CONTENT

- A critical exploration of the narrative concerning various transitions that occur during adolescence and their significant influence on young people's development including the biological transition, cognitive development and social changes experienced by young people during this time.
- An examination of the impact of environmental and contextual factors on adolescent development. This includes an exploration of family dynamics, such as changing family structures and diverse parenting styles, as well as the

increasing importance of peer relationships in shaping adolescents' social experiences and self-perceptions.

- The educational environment will also be discussed in terms of academic demands and societal expectations, with particular attention given to how socioeconomic factors like poverty and unemployment affect young people's developmental trajectories.
- Examination of the narrative concerning potential risk and protective factors that influence adolescent development and overall well-being.
- An investigation of risky behaviours associated with impulsivity and reward sensitivity while identifying resilience factors such as supportive relationships and positive social environments.
- Discussion on the role of youth workers in supporting young people's psychological wellbeing and adolescent transitions and how to design effective and participatory interventions for supporting positive developmental outcomes for young people.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Assessment (e.g. workshop delivery, academic seminar)	45 minutes	100%

Assessment Summary

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

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

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

INDICATIVE READING LIST

Module Code	ECYW7005	
Module Title	Insights into Adolescent Development	
Classification	Reading List entry	Electronic*
Essential	Adams, G.R. (2006) <i>Blackwell handbook of adolescence</i> , Oxford: Blackwell Publishing Ltd.	☐
Essential	Arnett, J.J. (2014) <i>Adolescence and emerging adulthood</i> , 5th edn. Harlow: Pearson.	☐
Essential	Batsleer, J. and Davies, B. (eds.) (2010) <i>What is youth work?</i> Exeter: Learning Matters.	☐
Further	Blakemore, S.J. (2018) <i>Inventing ourselves: The secret life of the teenage brain</i> , London: Doubleday.	☐
Further	Boyd, D. and Bee, H. (2013) <i>Lifespan development</i> , 6th edn. Harlow: Pearson.	☐
Further	Steinberg, L. (2020) <i>Adolescence</i> , 12th edn. New York: McGraw-Hill Education.	☐
Further	Arnett, J.J. (ed.) (2011) <i>Adolescent psychology around the world</i> , New York: Psychology Press.	☐
Further	Arnett, J.J. (2014) <i>Adolescence and emerging adulthood</i> , 5th edn. Harlow: Pearson.	☐
Further	Bukowski, W.A., Newcomb, A.F. and Hartup, W.W. (eds.) (1998) <i>The company they keep: friendship in childhood and adolescence</i> , Cambridge: Cambridge University Press.	☐
Further	Crone, E.A. (2017) <i>The adolescent brain: Changes in learning, decision-making and social relations</i> , London: Routledge.	☐
Further	Galván, A. (2017) <i>The neuroscience of adolescence</i> , Cambridge: Cambridge University Press.	☐
Further	Geldard, G. and Geldard, D. (2010) <i>Counselling adolescents: the proactive approach to young people</i> , 3rd edn. London: Sage Publications Ltd.	☐
Further	Hendry, L. and Kloep, M. (2012) <i>Adolescence and adulthood: transitions and transformations</i> , Basingstoke: Palgrave Macmillan.	☐
Further	Jeffer, T. and Smith, M. (2010) <i>Youth work practice</i> , Houndmills: Palgrave Macmillan.	☐
Further	Jensen, F.E. and Nutt, A.E. (2015) <i>The teenage brain: A neuroscientist's survival guide to raising adolescents and young adults</i> , New York: Harper Collins.	☐
Further	Kehily, M.J. (ed.) (2007) <i>Understanding youth: Perspectives, identities and practices</i> , London: SAGE Publications.	☐
Further	Kroger, J. (2007) <i>Identity development: Adolescence through adulthood</i> , 2nd edn. London: Sage Publications.	☐
Further	Kuther, T.L. (2020) <i>Adolescence in context</i> , London: Sage Publications Ltd.	☐

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

Module Code	ECYW7006
Title	Principles into Practice
Date	09/05/2025
Level	7
Credits	30
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To provide students with an in-depth understanding of the key approaches and practices linking the theory, policy and practice of Youth Work, whilst taking into consideration current themes and priorities which impact upon the lives of young people in contemporary society.
- To provide students with an opportunity to extensively develop their Youth Work skills, knowledge and understanding within two separate, contrasting, 200-hour placements.

LEARNING OUTCOMES

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

- successfully complete two separate, contrasting, 200-hour supervised professional practice placements, in accordance with the principles and values of Youth Work, 50% of each placement to be face to face with young people;
- critically engage in reflection and supervised practice, and critically reflect upon their own professional development needs;
- demonstrate awareness of the nature and scope of Youth Work in different sectors and critically analyse, interpret and evaluate relevant information, concepts and ideas;
- identify the development needs of young people and communities, and through youth work practice provide responses to these needs through taking responsibility for planning and developing programmes of work with young people;
- use relevant research or developments in Youth Work to analyse and inform actions;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- How to prepare for Youth Work placements including identifying sources of support and supervision, the importance of working within existing policies and procedures (safeguarding and child protection and health and safety at work

for example). This module prepares students for understanding the mechanics of the two 200-hour placements.

- The importance of demonstrating appropriate principles and values within Youth and Community Work.
- Critical exploration of the role of the Youth Worker as an educator who is interested in the learning and lives of young people.
- Critical exploration of the application of Youth Work as a particular form of work with young people.
- An in-depth examination of how a critical personal and social education approach underpins the development of a programme of activities for young people in contact with youth work. Explore the principles, values and practices that underpin this work: including emphasising greater social awareness across broader/global issues and the political dimension of working with young people and social transformation.
- In-depth exploration and critical understanding of group work as a form of intervention and the educative possibilities. Critical review of the dilemmas of working with groups and the need for a strong value base and practice ethics. In-depth evaluation of the connections between group work, pragmatic aspects of youth and community work, and the role of collective working in challenging oppression and utilising group facilitation for empowerment.
- Identifying skills, knowledge and understanding of young people.
- Critical exploration of formal, informal and non-formal learning.
- An exploration of the key components required when developing a project with young people that reflects the purpose, principles and values of youth work.
- The role of Youth and Community Work and how it can prepare young people for life in the 21st Century.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
TOTAL	300	100%
Placement learning	400 Two separate, contrasting, 200-hour supervised professional practice placements, in accordance with the principles and values of Youth Work	

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Placement 1: Professional Journal (to include Supervisor's Report – this is not included in the word count)	3750 words	40%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
A Learning Mentor Report making clear reference to examples from the student's practice and conduct while on placement. The report will include the requirement for the Learning Mentor to observe and comment upon a specific piece of the student's practice.	End of practice report on the completion of Placement 1	10%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Placement 2: Professional Journal (to include Supervisor's Report – this is not included in the word count)	3750 words	40%

Assessment Component 4

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
A Learning Mentor Report making clear reference to examples from the student's practice and conduct while on placement. The report will include the requirement for the Learning Mentor to observe and comment upon a specific piece of the student's practice.	End of practice report on the completion of Placement 2	10%

Assessment Summary

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

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

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

INDICATIVE READING LIST

Module Code	ECYW7006	
Module Title	Principles into Practice	
Classification	Reading List entry	Electronic*
Essential	Banks, S. (2010) <i>Ethical Issues in Youth work (2nd ed.)</i> , Abingdon, Oxon: Routledge.	☐
Essential	Batsleer, J. and Davies, B. (2010) <i>What is Youth work? (Empowering Youth and Community Work Practice)</i> , Exeter: Learning Matters	☐
Essential	De St Croix, T. (2016) <i>Grassroots Youth Work: Policy, passion and resistance in practice</i> . Bristol: Policy Press.	☐
Essential	Jeffs, T. and Smith, M. (Eds.) (2010) <i>Youth work Practice</i> . Hampshire: Palgrave.	☐
Further	Allred, P., Cullen, F., Edwards, K., and Fusco, D. (Eds.) (2018) <i>The SAGE Handbook of Youth Work Practice</i> . London: SAGE.	☐
Further	Batsleer, J. (2013) <i>Youth working with Girls and Women in Community Settings</i> , (2nd Ed.) Ashgate.	☐
Further	Behtoui, A. 'Social Capital and the Educational Expectations of Young People. European Educational Research Journal', 2017, Vol.16(4), pp. 487-503.	☐
Further	CLD Standards Council Scotland. (2019) <i>Youth Work National Occupational Standards</i> , CLD Standards Council Scotland: Glasgow.	☒
Further	Coburn, A., Gormally, S. (2017) <i>Communities for Social Change: Practicing Equality and Social Justice in Youth and Community Work</i> . Austria: Peter Lang.	☐
Further	Gilchrist, A., and Taylor, M. (2016) <i>The short guide to community development (2nd Ed.)</i> . Bristol: Policy Press.	☐
Further	Hawtin, M. and Percy-Smith, J. (2007) <i>Community Profiling a practical guide (2nd Ed.)</i> . Maidenhead: McGraw Hill.	☐
Further	Interim Youth Work Board for Wales (2021) <i>Time to deliver for young people in Wales: Achieving a sustainable delivery model for youth work services in Wales</i> . [online] Available at: WG43243	☒

Further	Ledwith, M. and Springett, J. (2010) <i>Participatory practice, Community-based action for transformative change</i> , Bristol: Policy Press.	☐
Further	Lister, R., Patrick., R., and Brown, K. (2024) <i>Understanding theories and concepts in social policy (2nd Ed.)</i> Bristol: Policy Press.	☐
Further	Sapin, K. (2013) <i>Essential Skills for Youth work Practice (2nd Ed.)</i> London: SAG	☐
Further	Somerville, P. (2016) <i>Understanding Community: Politics, policy and practice (2nd Ed.)</i> . Bristol: Policy Press.	☐
Further	Tait, A. and Dunn, B. (2018) <i>Conversation Starters for Direct Work with Children and Young People</i> . London: Jessica Kingsley.	☒
Further	Thompson, S. and Thompson, N. (2008) <i>The Critically Reflective Practitioner (2nd Ed.)</i> , Hampshire: Palgrave Macmillan.	☐
Further	Welsh Government (2015) <i>Well-being of Future Generations (Wales) Act 2015</i> . Cardiff: Welsh Government.	☒
Further	Welsh Government. (2019) <i>Youth Work Strategy for Wales</i> .	☒
Further	Westergaard, J. (2009) <i>Effective Group Work with Young People</i> . Maidenhead: OU Press.	☐
Further	Wood, J. Westwood, S. and Thompson, G. (2015) <i>Youth work: preparation for practice</i> . London: Routledge.	☐
Further	Youth Work in Wales Review Group. (2022) <i>Youth Work in Wales: Principles and Purposes</i> . Cardiff: Youth Work in Wales Review Group.	☒

Module Code	ECYW7007
Title	Collaborative Leadership and Management
Date	09/05/2025
Level	7
Credits	30
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop advanced understanding of collaborative leadership and management principles in the context of Youth Work, whilst fostering critical thinking, identifying a sense of vision, and innovative approaches to leadership in the Youth Work sector.
- To equip students with practical tools, knowledge and strategies for analysing complex environments to enable them to engage effectively with diverse stakeholders.

LEARNING OUTCOMES

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

- critically analyse and interpret the external environment affecting Youth Work using advanced analytical tools such as a PESTEL analysis to inform strategic decision making in Youth Work contexts;
- demonstrate the skills and knowledge required to act as a catalyst for positive change in Youth Work organisations and communities;
- understand the theory of collaboration and apply collaborative approaches to engage effectively with diverse stakeholders, including young people, and design and execute effective consultation, lobbying, and advocacy campaigns relevant to Youth Work;
- critically evaluate and apply current leadership and management theories in Youth Work settings;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- Foundations of Collaborative Leadership in Youth Work.
- An introduction to collaborative leadership concepts.
- The role of a Youth Work leader in contemporary society.
- Environmental Scanning and Analysis for scanning the environment.
- PESTEL and other appropriate forms of analysis: their application in Youth Work contexts.
- Identifying and analysing the role of key stakeholders.

- Identifying and competently deploying relevant skills including the ability to identify appropriate funding sources, to develop budgets and develop business plans.
- Developing appropriate and meaningful performance indicators which reflect the vision and purpose of Youth Work and specific organisations.
- Understanding the role of effective change agents in Youth Work.
- Strategies for initiating and managing change.
- Case studies of successful Youth Work collaborations.
- Building and maintaining effective teams, understanding roles, culture and shared aspirations.
- Case studies and practical problem-solving exercises.
- Ethical considerations in stakeholder engagement.
- Principles of effective lobbying and advocacy, developing advocacy strategies for youth-related issues.
- Models of youth participation and strategies for meaningfully involving young people in decision making.
- Overview of current leadership theories relevant to Youth Work.
- Action learning sets as a tool to understand and solve problems within the work.
- Reflective practice in collaborative leadership.
- The importance of developing personal leadership philosophies for Youth Work.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 elements, Equivalent of 7500 words	100%

Assessment Summary

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

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

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

INDICATIVE READING LIST

Module Code	ECYW7007	
Module Title	Collaborative Leadership and Management	
Classification	Reading List entry	Electronic*
Essential	Andrews, R., and Entwistle, T. Does Cross-Sectoral Partnership Deliver? An empirical exploration of public service effectiveness, efficiency, and equity. <i>Journal of Public Administration Research and Theory</i> , Volume 20, Issue 3, July 2010, Pages 679–701.	☐
Essential	Collarbone, P. and West-Burnham, J. (2008) <i>Understanding systems leadership: securing excellence and equity in education</i> . London]; Network Continuum/Continuum International Pub. Group.	☐
Essential	Harris, A. and Jones, M. (2023) 'Compassionate leadership', <i>School leadership & management</i> , 43(3), pp. 185–188. Available at: https://doi.org/10.1080/13632434.2023.2235540 .	☒
Further	Atkinson, M., Wilkin, A., Stott, A., Doherty, P., and Kinder, K. (2002) <i>multi-agency working: a detailed study</i> . Slough: National Foundation for Educational Leadership.	☐
Further	Atkinson, M., Kinder, K., and Doherty, P. (2003) <i>On Track: A Qualitative Study of the Early Impacts of Services</i> . National Foundation for Educational Leadership.	☐
Further	Head, B.W. (2022) <i>Wicked Problems in Public Policy: Understanding and Responding to Complex Challenges</i> . Cham: Springer Nature.	☐
Further	Herrera-Pastor, D., Juárez, J. and Ruiz-Román, C. (2020) 'Collaborative leadership to subvert marginalisation: the workings of a socio-educational network in Los Asperones, Spain', <i>School leadership & management</i> , 40(2–3), pp. 203–220. Available at: https://doi.org/10.1080/13632434.2019.1699525 .	☒
Further	King, C. and Bidwell, I. (2023) 'The Compassionate Leadership Programme', <i>Clinical medicine</i> (London, England), 23(6), pp. 89–89. Available at: https://doi.org/10.7861/clinmed.23-6-s89 .	☐
Further	Lönngren, J. and van Poeck, K. (2021) 'Wicked problems: a mapping review of the literature', <i>International journal of sustainable development and world ecology</i> , 28(6), pp. 481–502. Available	☒

	at: https://doi.org/10.1080/13504509.2020.1859415 .	
Further	Moore, J., Elliott, I.C., and Hesselgreaves, H. (2023) 'Collaborative Leadership in Integrated Care Systems; Creating Leadership for the Common Good', <i>Journal of change management</i> , 23(4), pp. 358–373. Available at: https://doi.org/10.1080/14697017.2023.2261126 .	☒
Further	Mowat, J.G. (2019) "Closing the gap": systems leadership is no leadership at all without a moral compass - a Scottish perspective', <i>School leadership & management</i> , 39(1), pp. 48–75. Available at: https://doi.org/10.1080/13632434.2018.1447457 .	☒
Further	Nylen, U. (2007) Interagency collaboration in human services: Impact of formalisation and intensity on effectiveness, <i>Public Administration</i> 85,(1), 143–166.	☐
Further	Riley, K. (2022) <i>Compassionate Leadership for School Belonging</i> . London: UCL Press.	☐

Module Code	ECGE7005Q
Title	The Philosophy and Practice of Social Research
Date	25/03/2020
Level	7
Credits	30
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- An in-depth evaluation of the paradigm debates of qualitative, quantitative and mixed methodologies.
- Analysis of research designs from both traditions e.g. grounded theory, ethnography, phenomenology, case study, emancipatory participatory research, survey research, experimental research and pragmatic research.
- An exploration of how research is carried forward by a variety of methods which may, for the purpose of classification, be divided into those of qualitative and quantitative emphasis e.g. ethnographical participant observation, interviews, focus groups, participatory methods, surveys and control groups. Consideration of mixed methodological approaches.

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Component 2

☐ Written exam

☒ Coursework

☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECGE7005Q	
Module Title	The Philosophy and Practice of Social Research	
Classification	Reading List entry	Electronic*
Essential	Bolton, G. E. J. (2014) <i>Reflective Practice: Writing and Professional Development</i> (4th ed). London: Sage Publications.	☐
Essential	Cohen, L. and Manion, L. (2011) <i>Research Methods in Education</i> (7th ed). London: Routledge.	☒
Essential	Creswell, J. W. (2013) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed). London: Sage Publications Ltd.	☐
Essential	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (eds) (2012) <i>Ethics in Qualitative Research</i> . London: Sage Publications Ltd.	☒
Essential	Punch, K. F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> (3rd ed). London: Sage Publications Ltd.	☐
Essential	Welsh Government. (2015) <i>Effective Use of Data and Research Evidence</i> . Cardiff: Welsh Government. http://learning.gov.wales/docs/learningwales/publications/150814-effective-use-of-data-en.pdf	☒
Further	Alderson, P. & Morrow, V. (2011) <i>The ethics of research with children and young people : a practical handbook</i> (2nd ed). London: SAGE.	☒
Further	Bell, J. (2014) <i>Doing your research project: a guide for first time researchers in education and social science</i> (6th ed). Milton Keynes: Open University Press.	☐
Further	British Educational Research Association https://www.bera.ac.uk/	☒
Further	Bryman, A. (2016) <i>Social Research Methods</i> (5th ed). Oxford: Oxford University Press.	☐
Further	Clough, P. & Nutbrown, C. A. (2012) <i>Students' Guide to Methodology</i> (3rd ed). London: Sage.	☐

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

Module Code	ECGE7006Q
Title	Dissertation: Childhood, Youth and Education
Date	22/02/2023
Level	7
Credits	60
Pre-Requisites	N/A
DBS Check	May be required ☒ Not required ☐

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

- Planning, management and execution of an in-depth research project that builds on / contributes to knowledge and or practice.
- Use of a range of project management skills to manage time and other resources, manage relationships, and maintain regular communication.
- Understanding, and application of practical issues of undertaking independent research including: independent learning and development; stakeholder interests' ethical considerations; insider research.
- Exploration of appropriate literature, and production of a literature review, which shows advanced conceptual and theoretical understanding and a high level of critical evaluation.

- Ability to justify and use appropriate methods of qualitative and/or quantitative research and data analysis to meet the needs of the chosen topic.
- Ability to synthesise and interpret data generated by research, and evaluate this in the context of appropriate literature.
- A consideration of links between research and professional contexts, with indications of how research outputs could enrich or improve practice, or improve outcomes, children/young people/ vulnerable adults / communities.
- Ability to articulate all aspects of the research project in a clear and logical way, and to produce a dissertation which includes a well-argued discussion of research findings, and clear conclusions. This can be either an empirical study or a literature review.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam	☒ Coursework	☐ Practical
---------------------------------------	--	------------------------------------

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

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ECGE7006Q	
Module Title	Dissertation: Childhood, Youth and Education	
Classification	Reading List entry	Electronic*
Essential	BSA. (2017) <i>Statement of Ethical Practice for the British Sociological Association</i> . Durham: British Sociological Association.	☒
Essential	Bos. (2020). <i>Research ethics for students in the social sciences</i> (First edition, 2020.). Springer International Publishing.	☒
Essential	BERA (2018) BERA Guidelines for Ethical Research (Fourth Edition) BERA	☒
Essential	Buckler,S and Walliman,N., (2016) <i>Your dissertation in education</i> . Los Angeles ;; SAGE.	☒
Essential	Jessop, J. (2012) <i>Ethics in Qualitative Research</i> . London: Sage.	☐
Essential	Punch. K. F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> (3 rd ed). London: Sage Publications Ltd.	☐
Further	Bell, J. (2014) <i>Doing your research project: a guide for first time researchers in education and social science</i> (6 th ed). Milton Keynes: Open University Press.	☐
Further	<i>British Educational Research Journal</i>	☒
Further	Bryman, A. (2016) <i>Social Research Methods</i> (5 th ed). Oxford: Oxford University Press.	☐
Further	Creswell, J. W. (2014) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4 th ed). London: Sage Publications Ltd.	☒
Further	Denscombe, M. (2014) <i>The Good Research Guide: for small-scale social research projects</i> (5 th ed). Maidenhead: Open University Press.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2018) <i>The Sage Handbook of Qualitative Research</i> (45 ^h ed). London: Sage Publications Ltd.	☐
Further	Easterby-Smith, M., Thorpe, R. & Lowe, A. (2015) <i>Management Research: An Introduction</i> (5 th ed). London: Sage Publications Ltd.	☐
Further	Johnson, B. & Christensen, L. (2011) <i>Educational Research: quantitative, qualitative and mixed approaches</i> . London: Sage.	☐
Further	Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (4 th ed). Sage Publications: London.	☐
Further	Silverman, D. (2013) <i>Doing Qualitative Research: A Practical Handbook</i> (4 th ed). London: Sage Publications Ltd.	☒

MA Equity and Diversity in Society:

Module Code	ECED7007
Title	Political: Influences on Inequality and Diversity
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To critically explore the social and the political landscape and how this influences social policy in relation to inequality and diversity in society.

LEARNING OUTCOMES

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

- engage in in-depth study of the contexts which impact upon the development and implementation of social policy, social justice, equity, equality, diversity and inclusion within EU, UK and Wales;
- critically explore the drivers of social policy, appraising key theorists who explore models for inclusive policy;
- critically evaluate the role of practitioners in a multi-disciplinary field, in relation to the development of policy with the consideration of ethical issues;
- demonstrate critical understanding of how society might change to become more equal, inclusive and sustainable.

INDICATIVE CONTENT

- An exploration of what policy/legislation mean for the individual, community and society and how this reflection individualisation or welfareism. An understanding of the political actors who contribute, with varying levels of power, to the making of laws and policies within Wales, UK, Europe and Globally. An exploration of the role of lobbyists, interest and pressure groups. Looking at the increasing role of user and carer participation in the commissioning of services, the barriers and challenges of user and carer involvement, and the benefits, to developing more inclusive, responsive and sustainable services.
- Exploration of how social power is embodied within a range of policies, laws and strategies that support social inclusion within society. A consideration of the barriers and challenges to initiating and sustaining change. A critical examination of the processes of social reproduction and change through social constructionist perspectives, and a critical examination of the role of social change in building inclusive and sustainable communities. Explore the complexity of the social and political environment within which policy decisions are made locally, nationally, regionally and globally. This includes,

for example, an exploration of issues such as disability, sexual orientation, age, gender reassignment, race, religion or belief, sex and poverty.

- A critical exploration of how legislation and policy influences practice in a multi-disciplinary arena, including a consideration of the debate surrounding moral versus legal issues, such as: consent to medical treatment; civil rights and child protection issues.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Written submission	4,500 words	60%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
--------------------------	--------------	--------------------------	------------	-------------------------------------	-----------

Mode of assessment	Volume	Weighting
Seminar Presentation	18 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECED7007	
Module Title	Political: Influences on Inequality and Diversity	
Classification	Reading List entry	Electronic*
Essential	Baylis, J, Smith S and Patricia Owens, (2014) <i>The Globalisation of World Politics: An Introduction to International Relations</i> , Abingdon: OUP.	☐

Essential	Heffernan R (2016) <i>Developments in British Politics 10</i> , London: Palgrave.	☒
Essential	Held, D. & Kaya, Ayse. (2007) <i>Global Inequality: Patterns and Explanations</i> , Cambridge: Polity.	☐
Essential	Jansson BS (2016) <i>Social Welfare Policy and Advocacy: Advancing Social Justice through 8 Policy Sectors</i> .	☐
Essential	McAuley JW (2003) <i>An introduction to Politics, State and Society</i> , London: Sage.	☐
Essential	Yeates N (2014) <i>Undersatnding Global Social Policy</i> , London: Policy Press.	☐
Further	Clark A (2012) <i>Political Parties int eh UK</i> , London: Palgrav.e	☐
Further	Dorling, D (2013) <i>Injustice: Why Social Inequality Persists</i> , Bristol: The Policy Press.	☐
Further	EHRC (2012) <i>Equality and Human Rights Commission Annual Report and Accounts 1 April 2011-31 March 2012</i> (House of Commons Papers), London: EHRC.Gugler, J. (2004) <i>World Cities beyond the West: Globalization, Development and Inequality</i> , Cambridge: Cambridge University Press.	☐
Further	Emens, E.F & Stein M, A. (2013) <i>Disability and Equality Law (The Library of Essays on Equality and Anti-Discrimination Law)</i> London: Ashgate.	☐
Further	Kennedy, P (2013) <i>Key Themes in Social Policy</i> , Abingdon: Routledge.	☒
Further	Levitas, R. (2005) <i>The Inclusive Society? Social Exclusion and New Labour</i> , Basingstoke: Palgrave Macmillan.	☐
Further	Percy-Smith, J (2000) <i>Policy Responses to Social Exclusion: Towards Inclusion?</i> Buckingham: Open University Press.	☐
Further	Pierson, J (2010) <i>Tackling Social Exclusion</i> , London: Routledge.	☐
Further	Smith A & Spencer MG (2012) <i>Wealth of Nations</i> , London: Worsdworth.	☐

Module Code	ECED7009
Title	The Social (Re)Production of Inequality
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To critically reflect on how inequity is produced and reproduced in society.

LEARNING OUTCOMES

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

- engage with critical enquiry into the main sociological perspectives linked to inequality and diversity and apply them to a range of contexts;
- critically reflect upon the contested definitions of what constitutes inequality and diversity;
- consider how socially inequality is (re)produced in society through a complex examination of a range of scenarios;
- Explore in depth how power and control impact upon the delivery of a 'fair society'.

INDICATIVE CONTENT

- An exploration of the main sociological theories, e.g. Conflict Theory, Social Interactionism and Functionalism, and consideration of how these apply to inequality within society and the student's own context. By exploring such perspectives students will begin to understand how society is constructed and how this can support equity, diversity, equality and social inclusion. An understanding of the contested nature of equity, equality, diversity and social inclusion within the 21st century.
- Specific attention will be given as to how education continues to reinforce the cycle of social (re)production of inequality. A consideration of the barriers and challenges to initiating and sustaining change in society, including a critical overview of social strata and stratification theories and an analysis of how social class impacts upon social inclusion. An investigation into class patterns which may impact upon social mobility, future aspirations and equality.
- An examination of the role of ethics and values when studying the construction of society and individuals, and how values are transmitted to individuals and groups through society. Issues of how stigma, stereotyping and prejudice and

how these are developed and sustained through the media will also be explored.

- Consideration of a variety of definitions regarding what constitutes a 'fair' and 'equal' society and consider what this means for understanding power and relationships in society. Using practical examples, an examination of the implications of sociological theories for equality, diversity and social inclusion. An exploration of how social power is embodied within a range of policies/strategies that support inclusion within society. This includes, for example, an exploration of issues such as disability, sexual orientation, age, gender reassignment, race, religion or belief, sex and poverty.

Study Time Allocation

The study time for the module is divided as follows:

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

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Written submission	3750 words	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Written submission	3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECED7009	
Module Title	The Social (Re)Production of Inequality	
Classification	Reading List entry	Electronic*
Essential	Atkinson AB (2018) <i>Inequality</i> , Harvard: Harvard University Press.	☐
Essential	Keister, LA. & Southgate, DE (2022) <i>Inequality: A Contemporary Approach to Race, Class and Gender</i> , Cambridge: Cambridge University Press.	☐
Essential	Giddens, A & Sutton W (2021) <i>Sociology</i> , Malden, MA: Polity Press.	☒
Essential	Yekani, EH., Nowicka, M. & Roxanne, T (2022) <i>Revisualising Intersectionality</i> , Springer International Publishing.	☒
Essential	Graham, H (2007) <i>Health and Socio-Economic Inequalities</i> , Buckingham: OUP.	☒
Further	Collins PH & Bilge S (2016) <i>Intersectionality: Key Concepts</i> , Malden, MA: Polity Press.	☒
Further	Bhattacharya T (2017) <i>Social Reproduction Theory: Remapping Class, Re-centring Oppression</i> ,	☒
Further	Dorling D (2010) <i>Injustice: Why Social Inequality Persists</i> , Bristol: Policy Press.	☒
Further	Ellemers N (2017) <i>World of Difference: A Moral Perspective on Social Inequality</i> , Amsterdam: Amsterdam Press.	☐
Further	Macionis, JJ. (2010) <i>Sociology</i> , Pearson Education.	☒
Further	Cameron, C (2016) <i>Disability Studies: A Student's Guide</i> , Los Angeles: Sage.	☒
Further	Gutting, G. (2005) <i>Foucault: A Very Short Introduction (Very Short Introductions)</i> New York: Oxford University Press.	☐
Further	Healey JF (2017) <i>Diversity and Society: Race, Ethnicity, and Gender</i> , London: Sage.	☐
Further	Hughes, G. & Ferguson, R. (2011) <i>Ordering Lives: Family, Work and Welfare</i> , London: Routledge.	☐
Further	Jones, P., Bradbury, L. U LeBoutillier, S (2011) <i>Introducing Social Theory</i> , London: Polity Press.	☐
Further	Kimmel, M.S. (2013) <i>Privilege</i> , Boulder, CO: Westview Press Inc.	☐
Further	McNamee, S.J. & Miller, R.K. (2013) <i>The Meritocracy Myth</i> , New York: Rowman & Littlefield Publishers.	☒
Further	O'Doherty M (2017) <i>The Legacy of the United Kingdom: A Monarchy Facilitating Oppression and Social Inequality</i> , Crystal Grove Books.	☐
Further	Pickett K (2010) <i>The Spirit Level: Why Equality is Better for Everyone</i> , London: Penguin.	☐

Further	Platt L (2011) <i>Understanding Inequalities: Stratification and Difference</i> , Malden, MA: Cambridge.	☐
Further	Ritzer, G. (2012) <i>The McDonaldisation of Society</i> , London: Sage	☐
Further	Ritzer, G. (2005) <i>Encyclopaedia of Social Theory</i> , Los Angeles: Sage.	☒
Further	Thompson N (2011) <i>Promoting Equality: Working with Difference and Diversity</i> , Basingstoke: Palgrave Macmillan.	☒
Further	Umney C (2018) <i>Class Matters: Inequality and Exploitation in 21st Century Britain</i> , Pluto Press.	☒

Module Code	ECED7008
Title	Managing Professional Practice in Advocacy
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide advocacy professionals an opportunity to develop critical skills necessary to manage the increasing demand for advocacy services in a professional manner whilst recognising the need for both formal and informal support.
- To critically analyse the evolving demands placed on advocacy services and to develop new and innovative means of addressing issues faced by service providers.

LEARNING OUTCOMES

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

- consider how the professionalisation of advocacy services supports the voice of the service user in society through a complex examination of a range of scenarios;
- critically analyse the levels of service demand and provision whilst working in an advocacy context;
- critically evaluate innovations in advocacy services which respond to the professionalization of advocates;
- explore, in-depth, various management theories which are supportive of Advocacy services.

INDICATIVE CONTENT

- Explore various theories of management which are potentially supportive of Advocacy services.
- Writing a business plan for an unidentified third sector organisation.
- Writing a funding bid for an unidentified third sector organisation.
- People management/Resource management.
- Managing special interest groups in a service organisation, committees, focus groups, client groups, multi-agency working.
- Establishing service levels within the financial constraints of a funded and time limited service provision.
- Meeting the challenges of ending an initiative and empowering 'local' people to maintain support on completion of a funded project.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	0	0%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Written submission	3750 words	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Portfolio	5/6 elements (3750 words equivalent)	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECED7008	
Module Title	Managing Professional Practice in Advocacy	
Classification	Reading List entry	Electronic*
Essential	Middleton, J. (2007) <i>Beyond Authority</i> . UK: Palgrave	☒
Essential	Gentile, M. (2010) <i>Giving Voice to Values</i> . USA: Yale.	☒
Essential	Kelly, P. & Cole, GA. (2020) <i>Management Theory and Practice</i> , Andover: Cengage Learning.	☒
Further	Wilkinson, A. (2017) <i>The Oxford Handbook of Management</i> , Oxford: OUP.	☒

Further	Newbigging, K et al (2015) <i>Independent Mental health Advocacy</i> . UK: JKP.	☒
Further	Wright, A.C. & Jaffe, K. (2014) <i>Six Steps to Successful Child Advocacy</i> . UK: Sage.	☒
Further	Dalrymple, J. & Boylan, J. (2009) <i>Understanding Advocacy</i> . UK: McGraw-Hill.	☒
Further	Ruegggar, M. (2001) <i>Hearing the Voice</i> . UK: RHP.	☐
Further	Oliver, C.M. & Dalrymple, J. (2008) <i>Developing Advocacy for Children young People</i> . UK: JKP.	☐
Further	Bateman, N. (1995) <i>Advocacy Skills</i> . UK: Arena.	☒
Further	Courtney, R. (2013) <i>Strategic Management in the Third Sector</i> . UK: Palgrave	☐
Further	Fullan, M. (2001) <i>Leading in a Culture of Change</i> . UK: Wiley.	☒
Further	Billis, D. (2010) <i>Highbred Organisations and the Third Sector: Challenges for Practice Theory and policy</i> . UK: Palgrave Macmillan.	☒
Further	Braye, S. (2016) <i>Practising Social Work law</i> . (4 th Ed). UK: Palgrave Macmillan Education.	☐
Further	Prezzo, M. (2015) <i>The Sociology of Human Rights</i> . UK: Polity.	☒
Further	Johns, R. (2017) <i>Using the Law in Social Work</i> . UK: Sage.	☐
Further	Duschinsky, R., Lampitt, S. & Bell, S. (2016) <i>Sustaining Social Work</i> . UK: Palgrave Macmillan.	☐
Further	Castells, M. (2015) <i>Networks of Outrage and Hope</i> . UK: Polity.	☐

Module Code	ECGE7007Q
Title	Sustainable Communities
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- A critical examination of the main debates around the desirability and possibilities of sustainable communities - which will be explored through four linked phenomenon: climate change; urbanization; economic growth and globalization. The implications for social and environmental justice will be explored in depth.
- An evaluation of the origins of sustainability, environmentalism and the new environmental movement. The evolution of the sustainability discourse which includes an analysis of the role of education and social and environmental justice. Consideration of Green philosophies, different theories of environment - society relationships: techno-centric and eco-centric approaches (social

ecology, eco- feminism, eco-socialism, deep ecology), to engender critical discussion on the role of social and environmental justice within environmental / sustainability debates.

- Consideration of definitions of sustainable communities and their relationship to place. An exploration of greener, and more inclusive approach to sustainability e.g sustainable communities look to the environment, economics, social relationships and social justice. Consideration of how such an approach to sustainability can contribute to education and community development.
- An exploration of current strategies and policies relating to Sustainable Communities, e.g.: the “Sustainable Communities Act 2007”; Local Authority Sustainable Communities Strategies; Education For Sustainability Guidance and other relevant frameworks that may be adopted when working with communities to promote sustainability. An analysis of social enterprise as one method of engendering behaviour change and the role that transformative community education can play in promoting sustainable communities will also be critically examined.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

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

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
--------------------------	--------------	--------------------------	------------	-------------------------------------	-----------

Mode of assessment	Volume	Weighting
Seminar Presentation	20 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECGE7007Q	
Module Title	Sustainable Communities	
Classification	Reading List entry	Electronic*
Essential	Agyeman, J. (2005) <i>Sustainable Communities and the Challenge of Environmental Justice</i> . New York: New York University Press.	☐
Essential	Clarke, P. (2012) <i>Education for Sustainability: Becoming Naturally Smart</i> . London: Routledge.	☐
Essential	Dresner, S. (2008) <i>The Principles of Sustainability</i> , Earthscan, London.	☒
Essential	Manzi , T (2010) <i>Social Sustainability in Urban Areas: Communities, Connectivity and the Urban Fabric</i> . London ; Washington, DC : Earthscan, 2010	☒
Further	Adams, W. M. (2001) <i>Green Development</i> . (2nd Ed). London: Routledge. Available at http://www.communities.gov.uk/documents/communities/pdf/152086.pdf	☒
Further	Barton, H. (2000) <i>Sustainable Communities. The Potential for Eco-Neighbourhoods</i> . London: Earthscan.	☒
Further	Bookman, A. (2004) <i>Starting in our Own Backyards. How Working Families Can Build Community And Survive The New Economy</i> , New York: Routledge.	☒
Further	Cudworth, E. (2003) <i>Environment and Society</i> . London: Routledge.	☐
Further	Kleiner, A. (2011). <i>From vulnerability to resiliency: Achieving sustainable communities through social science</i> . Journal of Rural Social Sciences, 2011, Vol.26(2), pp.137-143	☒
Further	Marta, B. (2017) Temporal Dimensions of Social Change in Sustainable Communities <i>World Futures Review</i> , 2017, Vol.9(1), pp.44-58	☒
Further	Maczulak, A. E. (2010) <i>Sustainability: Building Eco-Friendly Communities</i> New York : Facts On File	☒
Further	Newton, J ; Franklin, A; Middleton, J ; Marsden, T. (2012) Re-negotiating access: The politics of researching skills and	☒

	knowledge for 'Sustainable Communities' <i>Geoforum</i> , May 2012, Vol.43(3), pp.585-594	
Further	O'Riordan , T and Stoll-Kleemann (2002) <i>Biodiversity, Sustainability, And Human Communities: Protecting Beyond The Protected</i> . Cambridge, UK: Cambridge University Press	☒
Further	O'Riordan , T (2001) <i>Globalism, Localism, and Identity: Fresh Perspectives on the Transition to Sustainability</i> London, UK: Earthscan Publications,	☒
Further	Partnership for Sustainable Communities (Online Journal)	☒
Further	Batsleer, J; Beck, D; Popple, K; Purcell, R.(2010) <i>Popular education practice for youth and community development work Exeter</i> : Learning Matters	☒
Further	Smith, A. (2010) The Third Sector, regeneration and Sustainable Communities <i>The International Journal of Sociology and Social Policy</i> , 2010, Vol.30(1/2), pp.48-	☒
Further	Skinner, S. and Wolson, M. (2002) <i>Assessing Community Strengths: A Practical Handbook for Planning Capacity Building</i> , London: Community Development Foundation.	☐
Further	Sterling, S. (2001) <i>Sustainable Education</i> . Dartington: Green Books.	☐
Further	Welsh Government (2015) <i>Well-Being of Future Generations (Wales) 2015 Bill</i> . Cardiff: Welsh Government	☒
Further	Welsh Government (2009) <i>One Wales: One Planet, a New Sustainable Development Scheme for Wales</i> . Cardiff : Welsh Government	☒
Further	Welsh Government (2008) Education for Sustainable Development and Global Citizenship (ESDGC)- A Strategy for Action – Updates (April 2008) . Cardiff: Welsh Government	☒
Further	William M. L. (2001) <i>Sustainable Communities in Europe</i> London ; Sterling, Va. : Earthscan	☒
Further	Wulforst , J.D; Haugestad, Anne K. J; Wulforst, D. (2006) <i>Building Sustainable Communities: Environmental Justice & global citizenship</i> Amsterdam; New York : Rodopi	☒

Module Code	ECED7005
Title	Dismantling Barriers to Equality: Gender, Ethnicity and Race, Youth and Age, Health and Disability and Vulnerable Groups
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To explore the barriers to equity for a Gender, Ethnicity and Race, Youth and Age, Health and Disability and Vulnerable Groups.

LEARNING OUTCOMES

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

- critically explore what constitutes equality, equity, social justice and liberation in society through exploration of a range of theoretical positions;
- critically evaluate how intersectionality allows for a deeper understanding of the multi-dimensional nature of disadvantage, exclusion and inequity and how this impacts upon Gender, Ethnicity and Race, Youth and Age, Health and Disability and Vulnerable Groups;
- through examining the complexity of the social, cultural and political landscape review the barriers and challenges experienced by individuals and groups in society;
- critically reflect upon the potential opportunities to dismantle the barriers to equality and plan for positive change in the future.

INDICATIVE CONTENT

- Explore a range of theories associated with equality, equity, social justice and liberation e.g. utility, egalitarianism, normative and non-normative theory, equal worth and equal authority. Include exploration of the philosophical underpinning of concepts of equality and equity and whether liberation is possible. Define what 'equal means' and explore whether it is possible to make the world more 'equal'.
- Explore intersectionality and multiple inequalities in practice. Analyse how the complex and multidimensional nature of inequality impacts upon individuals and communities. Consider the way that society is influenced and underpinned by structures, economics and the environment within which we live.

- Consider a range of examples of 'inequality and inequity' to explore the barriers and challenges individuals and groups face in reality. This can include the protected characteristics of age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnerships, pregnancy and maternity; in addition to e.g. youth and young people, social class, ethnicity and health.
- Consider a variety of models to dismantle barriers and capitalise on opportunities to engage with positive change in the future. Consider alternative models to equality and equity and how this might 'reshape' the world in an holistic sense.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Written submission	4,500 words or equivalent	60%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
--------------------------	--------------	--------------------------	------------	-------------------------------------	-----------

Mode of assessment	Volume	Weighting
Seminar Presentation	18 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

* The reading list below has specific texts for each of the characteristics within the title of the module to ensure that students can create their own learning journey.

Module Code	ECED7005	
Module Title	Dismantling Barriers to Equality: Gender, Ethnicity and Race, Youth and Age, Health and Disability and Vulnerable Groups	
Classification	Reading List entry	Electronic*
Inequality*		
Essential	Sernau, S (2019) <i>Social Inequality in a Global Age</i> , Indian, USA: Sage.	☐
Essential	Warwick=Booth, (2018) <i>Social Inequality</i> , London: Sage.	☐
Essential	Leon-Guerrero A (2018) <i>Social Problems: Community, Policy and Social Action</i> , London: Sage.	☐
Essential	Grzanka, P.R. (2019) <i>Intersectionality: Foundations and Frontiers</i> , London: Routledge.	☐
Gender*		
Further	Holmes, M (2007) <i>What is Gender? Sociological Approaches</i> , London: Sage.	☐
Further	Beasley, C (2005) <i>Gender and Sexuality: Critical Theories, Critical Thinkers</i> , London: Sage	☐
Ethnicity and Race*		
Further	Feagin, JR (2013) <i>The White Racial Frame: Centuries of Racial Framing and Counter-Framing</i> , London: Routledge.	☐
Further	Kindinger, E & Schmitt, M (2019) <i>The Intersections of Whiteness</i> , London: Routledge.	☐
Further	Fitzgerald, K. (2020) <i>Recognizing Race and Ethnicity: Power, Privilege, and Inequality</i> , London: Routledge.	☐
Further	Hohle, R, (2017) <i>Racism in the Neoliberal Era: A meta History of Elite White Power</i> , London: Routledge.	☐
Youth and Age*		
Further	Pickard, S (2016) <i>Age Studies: A Sociological Examination of How We Age and are Aged through the Life Course</i> , London: Sage.	☐
Further	Wallace, C. & Cross, M. (2020) <i>Youth in Transition: The Sociology of Youth and Youth Policy</i> , London: Routledge.	☐
Disability and Health*		
Further	Watson, N. & Vehmas, S. (2019) <i>Routledge Handbook of Disability Studies</i> , London: Routledge.	☐

Further	Mitra, S. & Ruger, JP. (2019) <i>Health, Disability and the Capability Approach</i> , London: Routledge.	☐
Further	Roberts, K. & Chapman, T. (2017) <i>Realising Participation: Elderly People as Active Users of Health and Social Care</i> , London: Routledge.	☐
Further	Barnard, A. (2010) <i>Key Themes in Health and Social Care</i> , London: Routledge.	☐
Further	Swain, J., French, S., Barnes, C. & Thomas, C. (2013) <i>Disabling Barriers – Enabling Environments</i> , London: Sage.	☐
Further	Watson, N. (2014) <i>Routledge Handbook of Disability Studies</i> , London: Routledge.	☐
Further	Goggin, G., Steele, L. & Cadwallader, J.R. (2019) <i>Normality and Disability</i> , London: Routledge.	☐
Religion*		
Further	De La Torre M (2021) <i>Decolonizing Christianity: Becoming Badass Believers</i> , Eerdmans publishing Company.	☒

Module Code	ECGE7008Q
Title	The Philosophy and Practice of Social Research
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- An in-depth evaluation of the paradigm debates of qualitative, quantitative and mixed methodologies.
- Analysis of research designs from both traditions e.g. grounded theory, ethnography, phenomenology, case study, emancipatory participatory research, survey research, experimental research and pragmatic research.
- An exploration of how research is carried forward by a variety of methods which may, for the purpose of classification, be divided into those of qualitative and quantitative emphasis e.g. ethnographical participant observation, interviews, focus groups, participatory methods, surveys and control groups. Consideration of mixed methodological approaches.

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECGE7008Q	
Module Title	The Philosophy and Practice of Social Research	
Classification	Reading List entry	Electronic*
Essential	Bolton, G. E. J. (2014) <i>Reflective Practice: Writing and Professional Development</i> (4th ed). London: Sage Publications.	☐
Essential	Cohen, L. and Manion, L. (2011) <i>Research Methods in Education</i> (7th ed). London: Routledge.	☒
Essential	Creswell, J. W. (2013) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed). London: Sage Publications Ltd.	☐
Essential	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (eds) (2012) <i>Ethics in Qualitative Research</i> . London: Sage Publications Ltd.	☒
Essential	Punch, K. F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> (3rd ed). London: Sage Publications Ltd.	☐
Essential	Welsh Government. (2015) <i>Effective Use of Data and Research Evidence</i> . Cardiff: Welsh Government. http://learning.gov.wales/docs/learningwales/	☒

	publications/150814-effective-use-of-data-en.pdf	
Further	Alderson, P. & Morrow, V. (2011) The ethics of research with children and young people : a practical handbook (2nd ed). London: SAGE.	☒
Further	Bell, J. (2014) <i>Doing your research project: a guide for first time researchers in education and social science</i> (6th ed). Milton Keynes: Open University Press.	☐
Further	British Educational Research Association https://www.bera.ac.uk/	☒
Further	Bryman, A. (2016) <i>Social Research Methods</i> (5th ed). Oxford: Oxford University Press.	☐
Further	Clough, P. & Nutbrown, C. A. (2012) <i>Students' Guide to Methodology</i> (3rd ed). London: Sage.	☐
Further	Denscombe, M. (2014). The good research guide: for small-scale social research projects (5th ed). Maidenhead: McGraw-Hill/Open University Press.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2011) <i>The Sage Handbook of Qualitative Research</i> (4th ed). London: Sage Publications Ltd.	☐
Further	Flick, U. (2015) <i>Introducing Research Methodology</i> . London: Sage.	☐
Further	Kara, H. (2015) <i>Creative Research Methods in the Social Sciences: A Practical Guide</i> . Bristol: Policy Press.	☐
Further	Punch, K. F. & Oancea, A. (2014) <i>Introduction to Research Methods in Education</i> . (2nd ed). London: Sage.	☐
Further	Salkind, N. J. (2016) <i>Statistics for People Who (Think They) Hate Statistics</i> . (4th ed) London: Sage.	☐

Module Code	ECED7010
Title	Dissertation in the Social Sciences
Date	28/10/2022
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

- To provide an opportunity for critical and evaluative research which engages with issues and debate relevant to the student's degree scheme.
- To provide a supportive and critically effective individual tutorial relationship to encourage structured, steady and satisfactory progression in knowledge, research skills and outcomes.

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Students will undertake research methodology workshop sessions which will address generic and specific research issues such as:
 - Identification of a research question/issue;
 - literature review and critical appraisal;
 - use of primary and secondary data;
 - selection of research methodology and tools;
 - recognition of assumptions and limitation of study;
 - research project design;
 - effective management of the research project;
 - structure, style and presentation;
 - drawing conclusions and making deductions;
 - writing scientific/technical papers;

- o ethical considerations.

SUPERVISION AND MANAGEMENT STRATEGY

Following attendance at the research methods workshops the student will have to produce a research proposal with a literature review, rationale, key questions/hypothesis, suggested methodology and research plan. The proposal should be presented on a Postgraduate Dissertation Proposal Form. On the basis of the research proposal a relevant supervisor will be appointed as well as a second adviser where appropriate. The research proposal will be discussed with the supervisor and a feedback report and recommendation will be produced. The supervisor will meet with the student to discuss the report and the options - continuation with acknowledgement of recommendations, with significant revision or in exceptional cases, mutual agreement to discontinue the dissertation. The supervisor will be allocated so as to reflect the specific area of focus of the dissertation and provide effective and knowledgeable support. All supervision sessions will be recorded on a Postgraduate Dissertation Supervision record. After this process the students will register their dissertation for examination by the University of Wales Trinity Saint David, using standard forms and procedures. A university ethics form must be submitted and approved before the student may begin on the research part of the dissertation.

Subsequently a programme of individual and, where appropriate, small group tutorials will be agreed between the student and the supervisor, defining the nature and frequency of meetings, which will be agreed with the student.

The role of the tutor/supervisor will be to:

- encourage students to explore a range of possible research areas;
- aid in selection of a definitive research area;
- assist in clarification of aims and objectives;
- recommend appropriate research sources and methods with emphasis on fitness for purpose;
- guide the structuring and presentation of the dissertation;
- generally support, encourage and motivate the students in their research.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	---------------------	-------------------------------------	-------------------	--------------------------	------------------

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

The dissertation should be approximately 15,000 words in length; this will be in the form of either a literature review or through data collection. Each dissertation will be assessed by an internal examiner - usually a member of the student's programme team - although in exceptional circumstances another member of staff may be involved. The dissertation will be second marked by a member of the course team. All dissertations will be seen by the external examiner.

Students should submit their dissertation accompanied by the Master's Dissertation Submission Form under the guidelines given with this document.

The dissertation will be assessed according to agreed criteria and standards which will be available to the students once they formally start their dissertation research.

The dissertation will be assessed against agreed standards and criteria, e.g:

- planning, organisation and management;
- structure and presentation;
- depth of knowledge;
- depth of research;
- relevance of content;
- development of an argument;
- critical analysis;
- validity of deductions and conclusions.

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECED7010	
Module Title	Dissertation in the Social Sciences	
Classification	Reading List entry	Electronic*
Essential	Biggam, J. (2015) <i>Succeeding with Your Master's Dissertation: A Step-by-Step Handbook</i> (3 rd ed). Maidenhead: Open University Press.	☐
Essential	BSA. (2004) <i>Statement of Ethical Practice for the British Sociological Association</i> . Durham: British Sociological Association.	☐
Essential	Furseth, I. & Everett, E. L. (2013) <i>Doing Your Master's Dissertation: From Start to Finish</i> (SAGE Study Skills Series). London: Sage.	☐
Essential	Jessop, J. (2012) <i>Ethics in Qualitative Research</i> . London: Sage.	☐
Essential	Newby, P. (2014) <i>Research Methods for Education</i> (2 nd ed). Abingdon: Routledge.	☐
Essential	Punch, K. F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> (3 rd ed). London: Sage Publications Ltd.	☐

Further	Bell, J. (2014) <i>Doing your research project: a guide for first time researchers in education and social science</i> (6 th ed). Milton Keynes: Open University Press.	☐
Further	British Educational Research Association https://www.bera.ac.uk/	☒
Further	British Educational Research Journal	☒
Further	Bryman, A. (2016) <i>Social Research Methods</i> (5 th ed). Oxford: Oxford University Press.	☐
Further	Creswell, J. W. (2013) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4 th ed). London: Sage Publications Ltd.	☐
Further	Denscombe, M. (2014) <i>The Good Research Guide: for small-scale social research projects</i> (5 th ed). Maidenhead: Open University Press.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2011) <i>The Sage Handbook of Qualitative Research</i> (4 th ed). London: Sage Publications Ltd.	☐
Further	Easterby-Smith, M., Thorpe, R. & Lowe, A. (2015) <i>Management Research: An Introduction</i> (5 th ed). London: Sage Publications Ltd.	☐
Further	Johnson, B. & Christensen, L. (2011) <i>Educational Research: quantitative, qualitative and mixed approaches</i> . London: Sage.	☐
Further	Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (4 th ed). Sage Publications: London.	☐
Further	Silverman, D. (2013) <i>Doing Qualitative Research: A Practical Handbook</i> (4 th ed). London: Sage Publications Ltd.	☒

MA Harmony and Sustainability: Theory and Practice

Module Code	HPCA7032
Title	Harmony: Theory and Practice
Date	22/02/2023
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To introduce students to the concept of Harmony in a variety of traditions, including India, China, classical Greece, Renaissance Europe and Indigenous wisdom.
- To explore the practical applications of Harmony in society, including in education business, architecture, health and food and farming.

LEARNING OUTCOMES

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

- Demonstrate a sophisticated knowledge of the key terms and theories of Harmony in a variety of cultures including India, China, classical Greece, Renaissance Europe and in Indigenous wisdom.
- Critically reflect and evaluate the ideas of the main debates and protagonists in the subject area.
- Demonstrate a critical awareness of the practical applications of Harmony principles, including in education, business, architecture, health and food and farming.

INDICATIVE CONTENT

Theories of Harmony

- Harmony principles
- Harmony and sustainability
- Harmony, nature and ecology
- Wholeness, relatedness and interconnectedness
- China: Taoism and Confucianism
- India: Buddhism, Hindu perspectives
- Indigenous worldviews
- Jewish, Christian and Islamic perspectives
- Classical philosophy: Platonism and Stoicism
- Theories of capital: Natural, Social, Personal, Financial and Built

Practice and Harmony

- Agency and activism in the Harmonious universe
- Business and economics
- Education and schools
- Food and farming
- Architecture and the built environment
- Community, inclusivity and social justice
- Peace and conflict resolution.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Essay	2500 words or equivalent	35%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Essay	5000 words or equivalent	65%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7032	
Module Title	Harmony: Theory and Practice	
Classification	Reading List entry	Electronic*
Essential	Campion, Nicholas, (ed.), <i>The Harmony Debates: Exploring a practical philosophy for a sustainable future</i> (Lampeter: Sophia Centre Press, 2020),	☒
Essential	QAA (2021) <i>Education for Sustainable Development</i>	☒
Essential	Dresner, S. (2008) <i>The Principles of Sustainability</i> , Earthscan, London	☒
Essential	HRH the Prince of Wales, Tony Juniper and Ian Skelly, <i>Harmony: A New Way of Looking at our World</i> (London: Harper Collins, 2010),	☐
Essential	Richard Dunne, <i>Harmony: A new way of looking at and learning about our world. A teacher's guide to purposeful learning</i> (London and Bristol: The Harmony Project/Sustainable Food Trust, 2019).	☐
Further	Welsh Government (2009) <i>One Wales: One Planet, a New Sustainable Development Scheme for Wales</i> . Cardiff : Welsh Government	☒
Further	Welsh Government (2008) <u>Education for Sustainable Development and Global Citizenship (ESDGC)- A Strategy for Action – Updates (April 2008)</u> . Cardiff: Welsh Government	☒
Further	Campion, Nicholas, 'Adventures in Space: Harmony, Sustainability and Environmental Ethics', in Nicholas Campion and Chris Impey (eds), <i>Imagining Other Worlds</i> , Lampeter: Sophia centre Press 2018, pp. 69-85.	☒
Further	Kovacik, Zora, Thomas Volker and Roger Strand, <i>The Circular Economy in Europe: critical perspectives on policies and imaginaries</i> (New York: Routledge, 2020).	☒
Further	Torre, Stefano Della, Sara Cattaneo, Camilla Lenzi and Alessandra Zanelli (eds), <i>Regeneration of the Built Environment from a Circular Economy Perspective</i> (Cham: Springer international Publishing, 2020).	☒
Further	Muschert, Glenn W., Kristen M. Budd, Michelle Christian, Robert Perrucci (eds), <i>Agenda for social justice: solutions for 2020</i> (Bristol: Policy Press, 2020).	☒
Further	The Sustainable Food Trust, <i>The Hidden Cost of UK Food</i> , (Vale Press Ltd, revised 2019).	☒
Further	Li, Chenyang, <i>The Confucian Philosophy of Harmony</i> (London: Routledge, 2014)	☒
Further	Julia Tao, Anthony B. L. Cheung, Martin Painter and Chenyang Li (eds), <i>Governance for Harmony in Asia and Beyond</i> (London: Routledge, 2010).	☒

Module Code	HPCA7023
Title	Ecology and Spirituality
Date	08/12/2021
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To critically examine the philosophy, evolution and consequences of spiritual thought about the natural world and the place of the human within it.
- To explore the impact of global political and religious movements on contemporary environmental debates.

LEARNING OUTCOMES

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

- To understand the evolution of different narratives about the place of the human in the natural world and articulate the consequences for current ecological and social issues.
- To critically assess the validity of different methods, data, theories and ways of knowing when applied to different ecological and social scenarios.
- To critically assess the impact of global political and religious movements on contemporary environmental debates.

INDICATIVE CONTENT

- **Introduction – The Ecological Crisis**

Key Ideas: Ecological crisis, Biodiversity Loss, Roots of the problem, cultural approaches, science alone isn't enough, contribution of humanities.

Overview: This will introduce the ecological crisis, establishing a real-world context for the rest of the course. It will explore the roots of the problem in both scientific and religious ways of looking at the world, and outline some possibilities for alternative responses to the ecological crisis - specifically in relation to spirituality.

- **Spirituality**

Key Ideas: Spirituality, Ordinary Theology, 'Metaphysical Orientation,' Religious Experience, Nature Mysticism, the Paranormal.

Overview: This will explore the concept of 'spirituality,' what it is, how it has been studied and theorised, and how it might relate to the issues raised in the previous 's discussion of the ecological crisis. We will examine spirituality as a 'metaphysical orientation' to the world, and religious and paranormal experiences as ways of modulating this.

- **Ecology**

Key Ideas: Origins of the field, key thinkers, key concepts, organicism/holism vs reductionism debates, Gaia Theory controversy.

Overview:

This will introduce the science of ecology, exploring key debates in the emergence of the discipline, in particular debates over 'holistic' and 'reductionist' Interpretations' of ecosystem dynamics. We will consider James Lovelock's Gaia hypothesis, and the controversies that surround it before reflecting on links with 'spirituality' and themes discussed in previous modules.

- **Dark Green Religion**

Key Ideas: Greening of Religion, Dark Green Religion, Ecological Activism, Animism, Deep Ecology.

Overview:

This will explore the 'Greening of Religion' – the responses of major world religions to the ecological crisis – as well as the parallel notion of 'Dark Green Religion' – where spirituality emerges from immersion in nature. We will also the concept of 'animism,' what it is, its history as a category and recent re-conceptualizations.

- **The Non-Human**

Key Ideas: Spirits, Other-than-Human Persons, Animal and Plant Intelligence, Gaia Hypothesis, Shamanism.

Overview:

This will focus on an examination of the 'non-human' – plant and animal consciousness, spirits, Gaia – with a particular emphasis on Irving Hallowell's notion of 'other-than-human persons' and more recent uses of the label. We will also explore 'plant consciousness' as revealed from the perspectives of animism, shamanism and experimental science.

- **Harmony**

Key Ideas: 'Balance in Nature,' What is Balance? What is Harmony? Living in 'Harmony,' Non-Rational Harmony?

Overview:

This will explore concepts of 'harmony' and 'balance,' how they have been conceived in different cultural and spiritual traditions. We will also look at what ecological science has to say about ideas of 'harmony' and 'balance' in natural systems. We will consider whether it is possible to 'live in harmony' with nature.

- **The Interconnected Cosmos: Systems and Traditional Ecological Knowledge**

Key Ideas: Reciprocity, Systems Thinking, Traditional Ecological Knowledge (TEK).

Overview:

This will begin drawing together some of the threads explored in the previous s. Continuing to think with ideas of 'metaphysical orientation' and 'living in harmony with nature,' we will look at models of conceiving of our relationship with the living world. We will consider Traditional Ecological Knowledge, notions of reciprocity and 'systems thinking.'

- **Rewilding and Re-Enchantment**

Key Ideas: Rewilding, Ecological Regeneration, Permaculture, Magical Consciousness, Re-enchantment.

Overview:

This will focus on practical approaches to re-wilding and ecological regeneration, and the role that re-enchantment and magical consciousness may play in this process, and vice versa. We will discuss debates around concepts of 'rewilding' and 'permaculture' and think about how our own 'metaphysical orientation' might translate into ecological

regeneration. We will discuss permaculture ethics and principles and how we can apply insights from the previous s' discussions to making real difference to our lives, local communities and ecology.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Essay	3000 words	40%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Essay	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7023	
Module Title	Ecology and Spirituality	
Classification	Reading List entry	Electronic*
Essential	Rockström, J., Gaffney, O., Rogelj, J., Meinshausen, M., Nakicenovic, N. & Schellnhuber, H.J. (2017). 'A Roadmap for Rapid Decarbonization.' <i>Science</i> , 355(6331), pp. 1269-1271. https://science.sciencemag.org/content/355/6331/1269	X
Essential	James, W. (1928). 'Circumscription of the Topic.' <i>The Varieties of Religious Experience</i> (pp. 26-42). https://ttu-ir.tdl.org/bitstream/handle/2346/47059/ttu_fap001_000016.pdf?sequence=1	X
Essential	Odum, E.P. & Barrett, G.W. (1971). <i>Fundamentals of Ecology</i> (pp. 1-16). http://www.academia.edu/download/30234225/odum_barrett-ch1-sections1-4.pdf	X
Essential	Lovelock, J.E. & Margulis, L. (1974). 'Atmospheric homeostasis by and for the biosphere: the gaia hypothesis' https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.2153-3490.1974.tb01946.x	X
Essential	Naess, A. (1970) 'The Shallow and the Deep, Long Range Ecology Movement.' https://iseethics.files.wordpress.com/2013/02/naess-arne-the-shallow-and-the-deep-long-range-ecology-movement.pdf	X
Essential	Taylor, B. (2016). 'The Greening of Religion Hypothesis (Part One).' <i>Journal for the Study of Religion, Nature and Culture</i> , Vol. 10, No. 3: http://www.brontaylor.com/environmental_articles/pdf/Taylor--GreeningofReligionHypothesisJSRNC10.3.pt1.pdf	X
Essential	Hallowell, A.I. (1960). 'Ojibwa Ontology, Behavior and Worldview.' https://books.google.co.uk/books?hl=en&lr=&id=PaLyYm7kFsAC&oi=fnd&pg=PA17&dq=ojibwa+ontology+behavior+and+world+view&ots=dqiZpePu0r&sig=nPZEcjMVCrghwqSBtPbgaRunxik%23v=onepage&q=ojibwa%2520ontology%2520behavior%2520and%2520world%2520view&f=false#v=onepage&q=ojibwa%2520ontology%2520behavior%2520and%2520world%2520view&f=false	X

Essential	Gagliano, M. (2014). 'In a green frame of mind: perspectives on the behavioural ecology and cognitive nature of plants.' http://www.esalq.usp.br/lepse/imgs/conteudo_thumb/mini/In-a-green-frame-of-mind-perspectives-on-the-behavioural-ecology-and-cognitive-nature-of-plants.pdf	X
Essential	Cooper, G. (2001). 'Must there be a Balance in Nature?' https://link.springer.com/content/pdf/10.1023/A:1011935220219.pdf	X
Essential	Kimmerer, R.W. (2011). 'Restoration and Reciprocity: The Contributions of Traditional Ecological Knowledge' http://149.129.240.254:8810/foto/1541116740286-Ecological%20Restoration.pdf#page=278	X
Essential	Berkes, F. (1994). 'Traditional Ecological Knowledge in Perspective.' <i>Traditional Ecological Knowledge: Concepts and Cases</i> (pp. 1-9). http://library.umac.mo/ebooks/b10756577a.pdf	X
Essential	Caraway, R.T. (2018). 'The Spiritual Dimensions of the Permaculture Movement in Cuba.' https://www.mdpi.com/2077-1444/9/11/342/pdf	X
Essential	Botelho, M.I.V., Cardoso, I.M. & Otsuki, K. (2016). "'I made a pact with God, with nature and with myself': exploring deep ecology.' https://www.tandfonline.com/doi/abs/10.1080/21683565.2015.1115798	X
Further	Thunberg, G. (2018). 'The Alarming Case to Act Right Now on Climate' https://www.ted.com/talks/greta_thunberg_the_dismal_case_to_act_right_now_on_climate?language=en	X
Further	Hunter, J. (2019). <i>Greening the Paranormal: Exploring the Ecology of Extraordinary Experience</i> . Milton Keynes: August Night Books.	□
Further	Moody, D.E. (2012). 'Seven misconceptions regarding the Gaia hypothesis.' https://link.springer.com/content/pdf/10.1007/s10584-011-0382-4.pdf	X
Further	Jones, C.G., Lawton, J.H. & Shachak, M. (1994). 'Organisms as Ecosystem Engineers.' https://www.caryinstitute.org/sites/default/files/public/reprints/Jones_et_al_1994_Organisms_as_Oikos_69_373-386.pdf	X

Further	Taylor, B. (2010). <i>Dark Green Religion: Nature Spirituality and the Planetary Future</i> . Berkeley: University of California Press.	
Further	Harvey, G. (2012). 'An Animist Manifesto.' http://www.animism.org.uk/HarveyAnimism%20flyer.pdf/	X
Further	Harding, S. (2009). <i>Animate Earth: Science, Intuition and Gaia</i> . Green Books	
Further	Bird-David, N. (1999). "Animism" Revisited: Personhood, Environment and Relational Epistemology.' https://www.journals.uchicago.edu/doi/pdfplus/10.1086/200061	X
Further	Backster, C. (1968). 'Evidence of Primary Perception in Plant Life.' <i>International Journal of Parapsychology</i> , X(4), pp. 329-348. http://rebprotocol.net/clevebaxter/Evidence%20of%20a%20Primary%20Perception%20In%20Plant%20Life%2023pp.pdf	X
Further	Jelinski, D.E. (2005). 'There is No Mother Nature – There is No Balance of Nature: Culture, Ecology and Conservation.' https://www.researchgate.net/profile/Dennis_Jelinski/publication/226517099_There_is_No_Mother_Nature-There_is_No_Balance_of_Nature_Culture_Ecology_and_Conservation/links/57796eb708aead7ba0764219/There-is-No-Mother-Nature-There-is-No-Balance-of-Nature-Culture-Ecology-and-Conservation.pdf	X
Further	Hunter, J. (2020). 'Harmony and Ecology.' In N. Campion (ed). <i>Harmony</i> .	
Further	Permaculture Principles and Ethics https://permacultureprinciples.com/downloads/Pc Principles Poster EN.pdf	X

Module Code	HPCA7014
Title	Sacred Geography
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To reach a sophisticated understanding of the concept of 'sacred geography' and sacred and profane space.

LEARNING OUTCOMES

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

- demonstrate a sophisticated understanding of the concepts and key theories of sacred geography and sacred space;
- have a critical understanding of the theory and practice of qualitative research in the subject area, and collect and critically evaluate primary data.

INDICATIVE CONTENT

- Sacred and Profane Space.
 - Sacred and profane space as inherent in the landscape
 - Sacred and profane space as artificial constructs
 - Questioning the sacred-profane dichotomy
 - Concepts of place and space
- Sacred Architecture
 - The classical tradition
 - Temples and monuments in the ancient world.
 - Christian architecture and the orientation of churches
- Pilgrimage
- Cyberspace5. Earth Mysteries
 - Pagan and New Age contexts
 - Ley lines, geomancy, and gaia.
- Theoretical contexts
 - Phenomenology and embodiment
 - Reflexivity
 - Postmodernism and gendered space

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Essay	2,250 words	30%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Essay	5,250 words	70%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7014	
Module Title	Sacred Geography	
Classification	Reading List entry	Electronic*
Essential	Bender, Barbara, <i>Stonehenge: Making Space</i> , Oxford, Berg 1998, chap 4 ('Contested Landscapes: Medieval to Present Day').	✓
Essential	Eliade, Mircea, <i>The Sacred and the Profane</i> (New York: Harcourt Brace 1959), pp. 20-65 ('Sacred Place and Making the World Sacred').	✓

Essential	Ingold, Tim, Ingold, Tim, <i>Being Alive: Essays on Movement, Knowledge and Description</i> (London: Routledge, 2011).	✓
Essential	Belden C. Lane, <i>Landscapes of the Sacred: Geography and Narrative in American Spirituality</i> . Expanded ed. edn (Baltimore, Md; London: Johns Hopkins University Press, 2001).	□
Essential	Tilley, Christopher, <i>A Phenomenology of Landscape</i> (Oxford: Berg 1994).	✓
Further	Bodenhorn, Barbara, 'Gendered Spaces, Public Places: Public and Private Revisited on the North Slope of Alaska, in Bender, Barbara, <i>Landscape: Politics and Perspectives</i> , (Oxford: Berg 1993), pp. 169-203.	✓
Further	Bowie, Fiona, <i>The Anthropology of Religion: An Introduction</i> , Oxford: Blackwell 2006, chap 5 ('Religion, Culture and Environment'.)	✓
Further	Carmichael, David L., Jane Hubert, Brian Neeves and Audhild Schanche (eds.) <i>Sacred Sites, Sacred Places</i> , (London, Routledge, 1994).	✓
Further	Casey, Edward S., <i>The Fate of Place, a Philosophical History</i> (Berkeley, CA: University of California Press, 1998).	✓
Further	Coleman, Simon, and J.Elsner, <i>Pilgrim Voices: Narrative and Authorship in Christian Pilgrimage</i> (New York and Oxford: Berghahn Books, 2004).	✓
Further	Holm, Jean and John Bowker (eds.). <i>Sacred Place</i> (London: Pinter, 1994).	✓
Further	Durkheim, Emile, <i>The Elementary Forms of Religious Life</i> , trans. Karen E. Fields, New York: Free Press 1995 [1st edn., <i>Les Formes élémentaires de la vie religieuse</i> , Paris; F. Alcan 1912], pp. xliii-li, 8-13, 70-83, 440-7.	✓
Further	Kohn, Eduardo, <i>How Forests Think: Toward an Anthropology Beyond the Human</i> (Berkeley: University of California Press, 2013).	✓
Further	Kilde, Jeanne Halgren. <i>Sacred Power, Sacred Space : An Introduction to Christian Architecture and Worship</i> . Oxford: Oxford University Press, 2008.	✓

Further	Knott, Kim. <i>The Location of Religion : A Spatial Analysis</i> . London: Equinox Publishing, 2005.	✓
Further	Lilley, Keith D., <i>City and Cosmos: the Medieval World in Urban Form</i> (London: Reaktion Books, 2009).	✓
Further	Ingold, Tim, <i>The Perception of the Environment: Essays in livelihood, dwelling and skill</i> , (London: Routledge, 2000).	✓
Further	Merleau-Ponti, <i>Phenomenology of Perception</i> , trans. Colin Smith (London: Routledge and Kegan Paul, 1978 [1962]).	✓
Further	Plumwood, Val, <i>Environmental Culture: The Ecological Crisis of Reason</i> , London: Routledge, 2002, pp. 218-235 (Chap 10, 'Towards a materialist spirituality of place')	✓
Further	Rigby, Kate, <i>Topographies of the Sacred: The Poetics of Place in European Romanticism</i> (Charlottesville and London, University of Virginia Press, 2004).	✓
Further	Schama, Simon, <i>Landscape and Memory</i> (New York: Fontana 1996), pp. 3-19 ('Introduction').	✓